



COLLEGE OF ARTS AND SCIENCES  
**LAMAR UNIVERSITY**  
JoAnne Gay Dishman School of Nursing

# Baccalaureate Nursing Student Handbook

## Fall 2025

**Revised: August 2025**

JoAnne Gay Dishman School of Nursing Policies are implemented in a non-discriminatory manner.

The Baccalaureate Nursing Student Handbook is updated each Fall and Spring semester.



Dear Student and Future Colleague:

On behalf of the JoAnne Gay Dishman School of Nursing faculty and staff at Lamar University, we welcome you to our baccalaureate nursing program. We are pleased that you have selected Lamar University to prepare you for a rewarding career in professional nursing. We are committed to providing you with exciting, challenging, and rewarding learning experiences.

The primary purpose of this handbook is to (1) provide you with information about nursing student policies and (2) to answer the many questions which have been posed by students in the past. The preparation of this handbook has been a combined endeavor of the students and faculty. We hope that it will be helpful to you and that you will contribute your ideas for future publications.

For a school to be truly great it must have a great student body and faculty, which requires a high standard of excellence. Ambitious and intelligent students, such as yourself, maintain the outstanding status Lamar University Nursing Programs have achieved. Our students continue to positively impact the nursing profession and those needing nursing care in Texas and across the United States.

Our personal best wishes for success in your chosen profession.

Sincerely,

Joseph W. Tacy, PhD, RN, CNE  
Director, Dishman School of Nursing

Gina Hale, PhD, RN, CNE  
Associate Director, Undergraduate Nursing Studies and Retention Coordinator

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## **INTRODUCTION**

The Baccalaureate Nursing Student Handbook has been prepared by the JoAnne Gay Dishman School of Nursing for use by students enrolled in the School of Nursing's traditional undergraduate Bachelor of Science (BSN) nursing program. The objective of the UNS Handbook is to readily provide information frequently needed by students about the JoAnne Gay Dishman School of Nursing. This Student Handbook is not designed to be used in place of, but rather in conjunction with, the current Lamar University Comprehensive Catalog and Lamar University Student Handbook.

## **DISCLAIMER**

The guidelines and policies presented in this Handbook do not constitute a contract, expressed or implied, between any applicant, student, and faculty member at Lamar University. Lamar University reserves the right to withdraw courses at any time, change fees, calendars, curricula, graduation procedures and/or any other requirement affecting students. Changes become effective when the proper authorities so determine the application to both prospective students and to the students already enrolled.

Lamar University is an equal opportunity, affirmative action educational institution and employer. Lamar University will not discriminate against any employee or applicant for employment because of race, color, religion, sex, age, disability, national origin, veteran status, sexual orientation or gender identity, consistent with the Assurance of Compliance with the Title VII of the Civil Rights Act of 1964; Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973.

Lamar University Nursing Programs, baccalaureate and master's degrees, are fully accredited by the Texas Board of Nursing (TBON), (512) 305-7400, and the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020.

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# **Lamar University JoAnne Gay Dishman School of Nursing**

## **Motto**

A Spirit of Caring – A Vision of Excellence

## **Vision of the Nursing Programs**

Excellence in nursing education, in partnership with the community

## **Mission of the Nursing Programs**

The mission of the Lamar University JoAnne Gay Dishman School of Nursing is to educate undergraduate and graduate students to become qualified, competent, professional nurses who are prepared for practice. The Dishman School of Nursing provides quality nursing education relevant to a changing profession, society, and healthcare environment. Collaboration between faculty and students promotes excellence in health care delivery to diverse populations. A spirit of caring, continual inquiry, creativity, and integrity is promoted through teaching, scholarship, leadership, and service.

## **JOANNE GAY DISHMAN SCHOOL OF NURSING PHILOSOPHY**

The JoAnne Gay Dishman School of Nursing faculty believes in preparing students to provide, safe, ethical patient/client-centered holistic/multi-dimensional care using evidence-based practice (EBP), and systems-based practices, clinical reasoning, and clinical judgment. The focus is also on providing quality and culturally sensitive care, working as part of the interprofessional and intraprofessional healthcare team, and using clinical informatic technology to care for diverse populations in an ever-changing global society. Personal, social, and professional strengths of the graduates are developed to form a basis for continued growth.

### **Undergraduate Metaparadigm**

Faculty beliefs about the metaparadigm of nursing associated with undergraduate education are described below and entail:

#### **Nursing**

Nursing is based on the concepts of moral agency, responsibility, accountability, reflection, self-analysis, self-care, lifelong learning, effective communication, inquiry, and service to the community. The goals of nursing are to provide safe, compassionate, holistic, multi-dimensional, and culturally sensitive patient/client centered care in collaboration with the intraprofessional and interprofessional team. Nurses utilize theory-based teaching and learning strategies to educate diverse populations on disease prevention, health promotion, health maintenance/and restoration, and support death with dignity. Nursing emphasizes a spirit of caring including the analysis of social determinants of health to address health disparities and the promotion of equity and inclusion to contribute to the health of the individual, humanity, and society. The responsibility of the nurse is to use the nursing process, evidence-based practice, and informatics to support clinical reasoning and clinical judgment to assist people to meet health care needs and attain health related goals within a legal, ethical, and regulatory framework. Nurses use informatics to communicate, manage knowledge, and support decision making to provide competent patient/client-centered care. As members of the profession, nurses collaborate with the interprofessional team to deliver systems-based care and in achieve these goals. The faculty believe in preparing professional nurses with essential competencies in four major roles: Member of the Profession (MOP), Provider of Patient Centered Care (PCC), Patient Safety Advocate (PSA), and Member of the Healthcare Team (MOT).

#### **Health**

Health is a dynamic state of physical, mental, and social well-being, requiring constant adaptation to internal and external environmental stressors. Each person experiences varying states of health while progressing through the life span. Health decisions are patient/client-centered and influenced by knowledge, culture, family structure, society, and the personal choices of the patient/client.

#### **Humanity**

Humanity consists of unique, multidimensional holistic beings with intrinsic worth and dignity having the right to self-determination, well-being, and equality. Humans are adaptive in nature, constantly interacting within changing environments and society in progressing toward fulfillment of innate potentials for growth, development, and maturation throughout the life span.

#### **Society**

Society consists of individuals, families, communities, and populations with diverse cultures and value systems. In a global society, interactions among humans are diverse, continuously evolving, and interdependent. Within society, the cornerstone of humanness is a spirit of caring and commitment to others.

## **Environment**

Environment is an aggregate of all internal and external factors which influence individuals and groups. The environment provides the context for the development of individuals, the identification of health needs, and the evolution of nursing. Through an on-going interactive process, the environment and nursing influence each other. The patient/client environment influences health, growth, trust, and the development of relationships.

## **Caring**

Caring is engagement with the patient/client in an accepting, inclusive, non-judgmental, therapeutic manner. The ability to provide holistic care depends on self-reflection and examination of one's own biases and existing beliefs. Self-care is giving the same compassionate care to ourselves that we give to others and has a profound effect on health and well-being.

## **Undergraduate Education**

Undergraduate Education is a process shared by the faculty and the learner. Learning is the exploration, utilization, and generation of knowledge. Learning is the responsibility of each person and is accomplished through self-motivation, active inquiry, and participation in the educational process. Faculty believe that nursing education is the systematic guidance of the learner toward safe, ethical, and competent clinical practice in the four major roles (MOP, PCC, PSA, MOT) and provides a solid foundation for the development of clinical judgment. Faculty incorporate a variety of evidence-based teaching modalities that integrate interactive and current technological learning resources, including digital classroom environments, simulated scenarios, and independent learning activities. Incorporating online technology facilitates global access to quality nursing information. Constructs of the nursing curriculum include the study of humanity and society, lifespan, health continuum, clinical reasoning, therapeutic interventions, and professional roles. Foundational nursing concepts include professional integrity, communication, active inquiry, and service.

## **Baccalaureate Degree**

Baccalaureate Degree graduates use evidence-based practice, clinical reasoning, and interdisciplinary healthcare team collaboration to provide safe, theory-directed patient/client care to diverse individuals, families, populations, and communities and improve patient/client outcomes. Graduates are prepared with a broad perspective and understanding of nursing, health, humanity, society, and the environment. Baccalaureate education incorporates a broad range of liberal arts, behavioral and social sciences, communication, and technology content to provide a strong foundation for coordinating evidence-based, safe, and competent patient/client care using clinical reasoning and judgment. Baccalaureate education includes instruction in community health, research, leadership, and management and facilitates graduates to synthesize information from various disciplines, think logically, analyze critically, and communicate effectively with patients, the public, and the healthcare team. A baccalaureate degree is the most common requirement for entry into graduate nursing education where nurses may further develop their professional roles to become nurse educators, researchers, leaders, or advanced practice nurses. Graduates promote the practice of professional nursing through leadership and advocacy roles.

## **Graduate Metaparadigm**

The Master of Science in Nursing degree builds upon the undergraduate philosophy and adheres to its goals. The content of the master's program reflects the graduate organizing framework and prepares students for expanded roles and contemporary nursing practice. The paradigms included in the graduate metaparadigm are nursing, health, humanity, society, environment, and caring.

## **Nursing**

Advanced nursing practice synthesizes theoretical frameworks from nursing and other disciplines to expand its knowledge base. The master's prepared nurse functions as an educator, researcher, advocate, consultant, collaborator, and a leader of systems. Evidence-based research methods are used to

investigate problems, serve as a basis for initiating change, and provide new knowledge to improve patient/client centered outcomes. The master's prepared nurse practices from a professional, organizational, and personal perspectives within an ethical, legal, and regulatory framework to advocate for patients/clients. Advocacy is demonstrated particularly for those who become vulnerable as they transition from various states of illness and experience social and cultural disparities. Advocacy involves providing health resources and services; and ensuring that these are available, accessible, and acceptable. The advanced practice nurse advocates for those who are unable or cannot speak for themselves.

## **Health**

Health is a measurable state along a wellness-illness continuum that each person ultimately defines for themselves. It is a composite of physical, psychological, emotional, social, and spiritual functioning. The advanced practice nurse contributes to the design and implementation of interprofessional and intraprofessional healthcare delivery which is based on collaborative systems and contributes to population-focused practice. The healing process is based on the philosophy of caring for the body, mind, and spirit. Health is achieved through illness prevention, health promotion strategies, health education, and continuous quality improvement of the healthcare system.

## **Humanity**

The advanced practice nurse recognizes the person is more than the sum of their parts and honors humans as unique holistic beings of intrinsic worth and dignity that have the right to self-determination, well-being, and equity. Humans are adaptive in nature, constantly interacting with changing environments and society in progressing toward fulfillment of innate potential for growth, development, and maturation throughout the life span.

## **Society**

Society is the scope of humanity: individuals, cultures, families, and communities forming complex adaptive systems. The advanced practice nurse is cognizant of global diversity, health disparities, the challenges these realities bring to the healthcare system. A diverse society accelerates the need for cultural awareness and sensitivity and requires the advanced practice nurse to be culturally responsive to the health needs of individuals, families, groups, and world communities. The advanced practice nurse is aware of the interconnectedness of our global society and supports the interchange of research and evidence-based practice which benefits the whole world community.

## **Environment**

Environment encompasses dynamic physical, cultural, political, and economic factors that influence individuals, families, communities, and populations. The sum of environment requires personal adaptation in order for individuals to progress along the wellness continuum.

## **Graduate Education**

Graduate education builds upon baccalaureate nursing education and leads our students in meeting their academic, personal, and professional goals. Learning at the graduate level stems from an open collegial relationship between faculty and students. Faculty in the graduate program assist the learner to engage in the scholarly exploration of theoretical and clinical concepts while fostering independence, ethical behavior, and sensitive interactions concerning diverse cultures to meet changing societal needs. The graduate paradigm serves as a basis for students to incorporate and synthesize knowledge from an array of theoretical models as a foundation for advanced nursing practice. It prepares students in advanced nursing specialties of administration and/or education and provides the foundation for doctoral studies.

*Faculty Association Reviewed and Approved 1/16/2013; Revised 12/4/2015 8/16/2021*

## **HONOR CODE PLEDGE**

Expectations of the JoAnne Gay Dishman School of Nursing (JGDSON)

Lamar University JoAnne Gay Dishman School of Nursing promises to create a professional environment that fosters excellence, where the entire School of Nursing works together with integrity and cares for others. I join my fellow students today to pledge my commitment to the highest ideal and academic standards of my education at the JoAnne Gay Dishman School of Nursing.

I pledge to strive for:

### ***Excellence***

- I will perform at the highest level that I can.
- I will be the best that I can be.

### ***Integrity***

- I will commit myself, even in the face of adversity, to the five fundamental values of honesty, trust, fairness, respect, and responsibility.
- I will commit myself to honesty and integrity in the performance of all academic assignments, examinations, and in all interactions with others.
- I will take responsibility for my actions.

### ***Caring***

- I will demonstrate a commitment to the attributes of compassion, empathy, altruism, responsibility, and tolerance.
- I will demonstrate caring behaviors at all times.
- I will respect individual diversity through a non-judgmental attitude and approach.
- I will advocate for patients' best interests

### ***Adaptability***

- I will be flexible and adapt to change when needed.
- I will work to become a creative problem solver.

### ***Respect***

- I will not tolerate discrimination.
- I will contribute to creating a safe and supportive atmosphere for teaching and learning.
- I will regard privacy and confidentiality as core obligations.
- I will communicate with peers, staff, and faculty in a professional and respectful manner.

Today, I am beginning a career as a professional nurse, which means accepting the responsibilities and unique privileges of that profession. These include monitoring my interactions and behaviors and using self-reflection in order to challenge myself as I evolve into the role of a professional nurse. I understand that it is a great honor and privilege to study and work in the nursing profession. I promise to uphold the highest standards of ethical and compassionate behavior while learning, caring for others, and/or participating in educational activities. I recognize that these responsibilities do not end with graduation but are a lifelong endeavor. I will strive to uphold the spirit and letter of this code during my time at the JoAnne Gay Dishman School of Nursing and throughout my professional career as a registered nurse.

*Adopted 2006; Revised Faculty Association 12/4/2024*

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## **SOURCES OF INFORMATION**

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## School of Nursing Hours and Contact Information

This Student Handbook is designed to provide nursing students with information about the JoAnne Gay Dishman School of Nursing, which is not readily available from other sources on campus. Nursing students are encouraged to read the Lamar University Comprehensive Catalog and the Lamar University Student Handbook for general information about the campus.

The JoAnne Gay Dishman School of Nursing address is:

**Lamar University  
JoAnne Gay Dishman School of Nursing  
P. O. Box 10081  
Beaumont, TX 77710**

School of Nursing Administration Hours of Operation:

Monday-Friday, 8 a.m. – 5 p.m.  
(Doors to the office suite and classrooms locked at 5 p.m.)

### School of Nursing Administration and Staff:

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Standardized Testing and Transition to Practice Coordinator.....	Rose Harding – 409-880-8840
Community Based Service Learning Coordinator.....	Becky Seymour – 409-880-1767
Simulation Computing Coordinator .....	Jon-Michael Wallace – 409-880-1805

## Nursing Faculty

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## CAMPUS RESOURCES

RESOURCES	SERVICES
Student Affairs Setzer Student Center, Room 230 (409) 880-8458	A variety of services including upholding the Student Code of Conduct and Title IX Compliance
Career and Professional Development Galloway Building, Suite 102 (409) 880-8878 <a href="mailto:careercenter@lamar.edu">careercenter@lamar.edu</a>	Assists students and alumni in developing and implementing career selection and job search skills.
Counseling Services Student Health Center Sheila Umphrey Recreational Sports Center (409) 880-8466 <a href="mailto:shc@lamar.edu">shc@lamar.edu</a>	Provides support to students for psychological needs such as test-taking anxiety and stress.
Accessibility Resource Center (ARC) Communication Building, Room 105 (409) 880-8347 <a href="mailto:ARC@lamar.edu">ARC@lamar.edu</a>	Provides assessments and accommodations for students with disabilities based on federal and state law.
Office of Financial Aid Wimberly Building, Room 200 (409) 880-8450 <a href="mailto:financialaid@lamar.edu">financialaid@lamar.edu</a>	Assists students in obtaining financial resources to help in obtaining their educational goals.
International Student Programs and Services Wimberly Building, Room 117 (409) 880-7635 <a href="mailto:international@lamar.edu">international@lamar.edu</a>	Assists international students in educational and financial needs.
Mary and John Gray Library 4400 MLK Parkway (406) 880-7264 <a href="http://www.lamar.edu/library/">www.lamar.edu/library/</a>	Provides students with a wide variety of reference resources, computer access, study rooms, printing, and copying.
Scholarships Wimberly Building, Room 200 (409) 880-1714 <a href="mailto:scholarships@lamar.edu">scholarships@lamar.edu</a>	Assists students needing financial support. Nursing scholarships are announced via The Virtual Caring Place when available.
Student Health Center Sheila Umphrey Recreational Sports Center (409) 880-8466 <a href="mailto:shc@lamar.edu">shc@lamar.edu</a>	Provides medical services for students (physicals, medications, immunizations, and laboratory testing).
The Caring Place MMW Building, Room 257B (409) 880-8812 <a href="mailto:caringplace@lamar.edu">caringplace@lamar.edu</a>	Provides support to nursing students to facilitate academic success.
The Writing Center Mary & John Gray Library, 1st Floor (409) 880-8571 <a href="mailto:uwc@lamar.edu">uwc@lamar.edu</a>	Assists students with writing papers, reviews for grammar and style (e.g., APA).
Veterans Affairs Office Wimberly Building Room 101 (409) 880-7198 <a href="mailto:va@lamar.edu">va@lamar.edu</a>	Assist veterans in obtaining veterans benefits.

## THE ACCESSIBILITY RESOURCE CENTER

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communications Building Room 105. Our office collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

1. If you have, or think you may have, a disability (e.g., attentional, chronic health, learning, mental health, physical, and/or sensory), please contact the ARC at 409-880-8347 or email [ARC@lamar.edu](mailto:ARC@lamar.edu) to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.
2. If you are registered with ARC and have a current letter requesting reasonable accommodations, contact your Course Leader(s) early in the semester to review how the accommodations will be applied in the course.
3. To facilitate the arrangements necessary to make accommodations, students enrolled in nursing courses must submit official documentation from the Accessibility Resource Center to the Course Leader.

Tammy Lilly, Director  
[tlilly@lamar.edu](mailto:tlilly@lamar.edu)

Leslie Nelson, Administrative Coordinator  
[leslie.nelson@lamar.edu](mailto:leslie.nelson@lamar.edu)

Communications Building, Room 105  
Phone: 409-880-8347  
Fax: 409-880-2225  
Email: [arc@lamar.edu](mailto:arc@lamar.edu)  
Communication access email: [arc.cadh@lamar.edu](mailto:arc.cadh@lamar.edu)

Website: <http://www.lamar.edu/accessibility-resource-center/>

Accessibility Resource Center Lamar University  
P.O. Box 10087 Beaumont, TX 77710

## **BACCALAUREATE PROGRAM INFORMATION**

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## PROGRAM GOALS AND PROGRAM OUTCOMES

### Bachelor of Science in Nursing (BSN)

Program Goals	Outcome Area	BSN Program Outcomes
1. Provide excellent learning opportunities to prepare graduates to meet national standards for entry into practice as competent, professional registered nurses.	Performance on Licensure Exam	88% or more of the Bachelor of Science in Nursing (BSN) graduates will pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) on the first attempt.
2. Provide a relevant education and resources for students to graduate in a timely manner.	Program Completion (100%)	40% or more of the students entering the BSN program will earn the BSN degree within 100% of the time of the published program length.
	Program Completion (150%)	70% or more of the students entering the BSN program will earn the BSN degree within 150% of the time of the published program length.
3. Prepare graduates to function in role-related nursing employment.	Job Placement	90% or more of BSN graduates contacted report employment in nursing 9-12 months post-graduation.

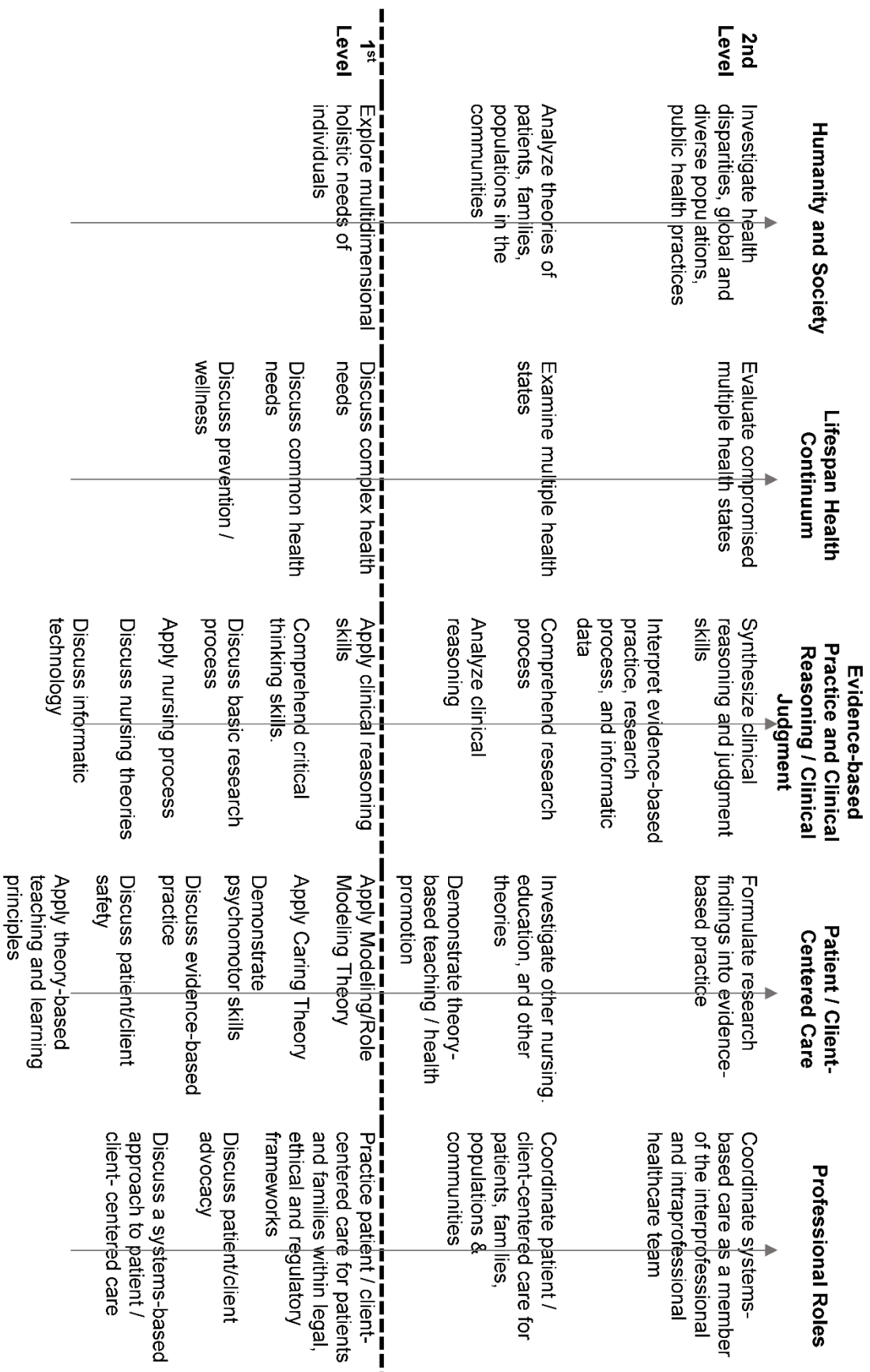
## BACCALAUREATE DEGREE END OF PROGRAM STUDENT LEARNING OUTCOMES

BSN Organizing Framework Constructs	At the completion of the program the graduate is expected to be a competent, caring nurse who:
Humanity and Society	1. Practices safe, compassionate, and effective holistic/multidimensional patient-centered care to diverse patients/clients* in multiple settings from a global perspective by incorporating theories and evidence-based findings.
Lifespan Health Continuum	2. Supports patients/clients in preventing disease, maintaining wellness, promoting and restoring health and advocating for death with dignity 3. Evaluates patient-centered care for patients/clients across the lifespan based on common and complex health needs, and compromised multiple health states when considering multiple determinants of health
Evidence-based Practice and Clinical Reasoning	4. Synthesizes clinical reasoning and judgment in nursing practice utilizing critical thinking, nursing process, informatics, research, and evidence-based findings.
Patient/Client- Centered Care	5. Employs safe, effective, compassionate patient-centered care in collaboration with patients/clients and members of the interprofessional and intraprofessional healthcare team.
Professional Roles	6. Differentiates multiple role dimensions and practices within ethical, legal and regulatory frameworks when caring for diverse patients/clients as a member of the interprofessional and intraprofessional healthcare team. 7. Demonstrates professional integrity, effective communication, active inquiry and service to community

\* Patient(s)/Client(s) = patients, families, populations & communities

Approved UNS Faculty 12/15/2021

LAMAR UNIVERSITY COLLEGE OF ARTS AND SCIENCES  
JOANNE GAY DISHMAN SCHOOL OF NURSING  
**BACHELOR OF SCIENCE IN NURSING ORGANIZING FRAMEWORK**



Foundation of Nursing Concepts: Professional Integrity/Communication/Active Inquiry/Service Broad, Liberal Education in Related Disciplines (Nursing Pre-requisites)

Approved 8/16/2021

# FALL START

## LAMAR UNIVERSITY JOANNE GAY DISHMAN SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING CURRICULUM PLAN

### FIRST YEAR

#### Fall

BIOL 2401	Anatomy & Physiology I ♦	4
ENGL 1301	English Composition I ♦	3
MATH 1332 or MATH 1313 ♦		3
	Communication Elective	3
HIST 1301	US History 1763-1877	3
		16

#### Spring

BIOL 2402	Anatomy & Physiology II ♦	4
ENGL 1302	English Composition II ♦	3
NUTR 1322	Basic Nutrition ♦	3
PSYC 2315	Lifespan ♦	3
HIST 1302	US History or HIST 2301 TX History	3
		16

### THIRD YEAR

#### Fall

NURS 3540	Concepts of Prof. Nursing	5
NURS 3241	Practicum: Concepts Prof. Nursing	2
NURS 3110	Nursing Simulation Lab I	1
NURS 3330	Principles of Pharmacology	3
NURS 3316	Holistic Health Assessment	3
		14

#### Spring

NURS 3520	Care of Adults	5
NURS 3221	Practicum: Care of Adults	2
NURS 3112	Nursing Simulation Lab II	1
NURS 3320	Care of Behavioral Health Client	3
NURS 3231	Practicum: Behav. Health Client	2
		13

#### Summer

NURS 4390	Nursing Inquiry & EBP	3
NURS 4350	Leadership/Management	3
NURS 4251	Practicum: Leadership/Mgt	2
		8

### SECOND YEAR

#### Fall

BIOL 2421 (or BIOL 2420)	Microbiology ♦	4
	Language, Philosophy, & Culture Elective	3
	Creative Arts Elective	3
	Social and Behavioral Science Elective	3
POLS 2301	Intro. American Govt. I	3
		16

#### Spring

CHEM 1306/1106	Chemistry for Allied Health ♦	4
NURS 2373	Basic Pathophysiology* ♦	3
PSYC 2317 or MATH 1342	Statistics ♦	3
POLS 2302	Intro. American Govt. II	3
		13

### FOURTH YEAR

#### Fall

NURS 4560	Care of Parent-Child Family	5
NURS 4261	Practicum: Parent-Child Family	2
NURS 4340	Care of Communities	3
NURS 4241	Practicum: Care of Communities	2
		12

#### Spring

NURS 4420	Care of Patients with Compromised Multiple Health States	4
NURS 4221	Practicum: Patients with Comp. Multiple Health States	2
NURS 4260	Integration of Bacc. Nursing Practice	2
NURS 4481	Preceptorship: Synthesis of Nursing	4
		12

#### Bachelor of Science in Nursing

Non-Nursing Credits	58
Nursing Pre-requisites (Patho)	3
Nursing Required Credits	59
Total Credits	120

POLS 2301 and POLS 2302 are not required for admission to the nursing program.

\* NURS 2373 Pathophysiology must be taken within 3 years prior to admission to the Nursing Program and must be passed with a grade of "C" or better within a maximum of three attempts.

♦ Prerequisite course requiring a minimum grade of "C."

## SPRING START

### LAMAR UNIVERSITY JOANNE GAY DISHMAN SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING CURRICULUM PLAN

#### FIRST YEAR

##### Spring

BIOL 2401	Anatomy & Physiology I ♦	4
ENGL 1301	English Composition I ♦	3
MATH 1332 or MATH 1313 ♦		3
	Communication Elective	3
HIST 1301	US History 1763-1877	3
		16

##### Fall

BIOL 2402	Anatomy & Physiology II ♦	4
ENGL 1302	English Composition II ♦	3
NUTR 1322	Basic Nutrition ♦	3
PSYC 2315	Lifespan ♦	3
HIST 1302	US History or HIST 2301 TX History	3
		16

#### THIRD YEAR

##### Spring

NURS 3540	Concepts of Prof. Nursing	5
NURS 3241	Practicum: Concepts Prof. Nursing	2
NURS 3110	Nursing Simulation Lab I	1
NURS 3330	Principles of Pharmacology	3
NURS 3316	Holistic Health Assessment	3
		14

##### Summer

NURS 4390	Nursing Inquiry & EBP	3
		3

##### Fall

NURS 3520	Care of Adults	5
NURS 3221	Practicum: Care of Adults	2
NURS 3112	Nursing Simulation Lab II	1
NURS 3320	Care of Behavioral Health Client	3
NURS 3231	Practicum: Behav. Health Client	2
		13

#### SECOND YEAR

##### Spring

BIOL 2421 (or BIOL 2420)	Microbiology ♦	4
	Language, Philosophy, & Culture Elective	3
	Creative Arts Elective	3
	Social and Behavioral Science Elective	3
POLS 2301	Intro. American Govt. I	3
		16

##### Fall

CHEM 1306/1106	Chemistry for Allied Health ♦	4
NURS 2373	Basic Pathophysiology* ♦	3
PSYC 2317 or MATH 1342	Statistics ♦	3
POLS 2302	Intro. American Govt. II	3
		13

#### FOURTH YEAR

##### Spring

NURS 4560	Care of Parent-Child Family	5
NURS 4261	Practicum: Parent-Child Family	2
NURS 4340	Care of Communities	3
NURS 4241	Practicum: Care of Communities	2
		12

##### Summer

NURS 4420	Care of Patients with Compromised Multiple Health States	4
NURS 4221	Practicum: Pts. Comp Mult. Health	2
		6

##### Fall

NURS 4350	Leadership/Management	3
NURS 4251	Practicum: Leadership/Mgt	2
NURS 4260	Integration of Bacc. Nursing Practice	2
NURS 4481	Preceptorship: Synthesis of Nursing	4
		11

#### Bachelor of Science in Nursing

Non-Nursing Credits	58
Nursing Pre-requisites (Patho	3
Nursing Required Credits	59

Total Credits    120

POLS 2301 and POLS 2302 are not required for admission to the nursing program.

\* NURS 2373 Pathophysiology must be taken within 3 years prior to admission to the Nursing Program and must be passed with a grade of "C" or better within a maximum of three attempts.

♦ Prerequisite course requiring a minimum grade of "C."

## BSN PROGRESSION AND GRADUATION POLICY

### Purpose

The purpose of the BSN Progression and Graduation Policy is to provide the requirements for student progression throughout the nursing program. Information related to progression, transfers, exceptions, withdrawals or drop, and graduation is included in this policy.

### Progression Policy

1. All nursing courses must be successfully completed in the order they are offered or in the progression outlined in the student's readmission letter. The APEG Committee monitors and enforces the progression of students.
2. Nursing is an art and a science, requiring professional competency to meet national standards. The JoAnne Gay Dishman School of Nursing requires a minimum standard of achievement of 75% in all nursing courses for progression. Each nursing course establishes the criteria for achievement of the 75% standard. (Refer to specific course syllabus for evaluation/grading criteria.)
3. An overall GPA of 2.0 must be maintained in all course work.
4. Grade Scale:
  - A = 90 - 100
  - B = 80 - 89
  - C = 75 - 79
  - D = 60 - 74
  - F = 0 - 59
5. The 75% Weighted Grade Rule: Students must achieve a minimum 75% average of all exams before any other assignments are included in the grade calculation. Failure to achieve the 75% exam average will result in course failure, irrespective of grades achieved on other assignments.
6. As part of course requirements, standardized examinations specified by the JoAnne Gay Dishman School of Nursing will be administered to students throughout the pre-licensure BSN Curriculum. The results of these examinations are used for the following purposes: 1) assurance of student preparation for NCLEX-RN®, 2) comparison of student knowledge with an external national standard to assure competence, 3) assurance of continuous quality improvement of the curriculum, and 4) evaluation of program performance. In courses requiring these exams, the standardized exam grade will count at 10% of the course grade. The specialty exam grade will be included in the exam calculation required for the 75% Weighted Grade Rule in didactic and lab courses as applicable.
7. A student who fails to perform satisfactorily in a practicum course will receive an unsatisfactory grade, resulting in course failure, and will not progress.
8. BSN Progression Policy regarding Co-Requisite Courses:
  - a. Co-requisite courses are didactic, lab, and practicum courses that share similar learning content. For example, NURS 3540 Concepts of Professional Nursing, NURS 3241 Practicum: Concepts of Professional Nursing, and NURS 3110 Nursing Simulation Lab 1 are co-requisite courses. Students apply the didactic knowledge in the co-requisite practicum course. It is important for students to demonstrate competency in didactic knowledge and skill performance in order to provide patient care in a practicum setting competently.
  - b. If a student fails the didactic class but passes the practicum course, upon readmission, the student must repeat all co-requisite courses.
  - c. If the student passes the didactic class and fails the practicum or lab course, upon readmission, the student must repeat all co-requisite courses.

9. Students will have only one opportunity to repeat one nursing course. All subsequent courses must be satisfactorily completed on initial enrollment for the student to remain in the nursing program.
  - a. Students who fail a nursing course must complete an exit interview with the Associate Director of Undergraduate Nursing Studies after final examinations of the current semester.
  - b. Students who fail a nursing course need to be aware that future readmission is based on space availability. Students failing a nursing course must reapply to the nursing program within ten days of their scheduled exit interview with the Associate Director of Undergraduate Nursing Studies. Students can only be readmitted to the pre-licensure BSN program one time.
  - c. When a student is readmitted to the nursing program, he/she will be under the BSN curriculum plan as designated by the readmission letter and the Lamar University JoAnne Gay Dishman School of Nursing Undergraduate Student Handbook at the point of readmission.
  - d. Students who are readmitted to the program are placed on RX Prescription for Success and must adhere to the readmission letter's provisions.
10. A student will be considered a program failure and dismissed from the nursing program if he/she fails two or more nursing courses, including a repeated course on the second attempt. The student will not be eligible to reapply to the program for half the length of the program completion time (1 year). Eligible students seeking to reapply to the program after this period must submit an application and be ranked for admission consideration. Admission cannot be guaranteed. Eligible students readmitted to the program must start in the first semester. No course credit will be given for previously completed nursing courses.

### **Transfers**

Potential students seeking to transfer into the Dishman School of Nursing must be of good standing at their current nursing program. Potential students should contact the Associate Director of Undergraduate Nursing Studies regarding their interest in the program. Potential students will need to submit a letter of good standing from their current nursing program, have all required prerequisites completed, submit official transcripts for evaluation, and submit syllabi for all nursing courses taken to determine course equivalencies for appropriate entry and progression. Students transferring with less than a "C" grade in any nursing course must pass all subsequent nursing courses with a grade of "C" or better on the initial attempt.

### **Exceptions**

Any student who wishes to request an exception to the admission and/or progression(s) criteria should meet with the Associate Director of Undergraduate Nursing Studies and proceed through the following steps:

1. Submit a written request for an exception to the BSN Progression and Graduation policy to the APEG Committee. The written request should explain the extenuating circumstance(s) that impacted the student's academic performance and provide supporting documentation as applicable.
2. The APEG Committee will communicate the committee's recommendation to the Associate Director of Undergraduate Nursing Studies. The Director of the JoAnne Gay Dishman School of Nursing will review the recommendations made by the APEG Committee and render the final decision.
3. The Associate Director of Undergraduate Nursing Studies will notify the student of the decision regarding the requested exception.
4. If the student is dissatisfied with the committee's decision, he/she may utilize the formal grievance procedure for the JoAnne Gay Dishman School of Nursing (see Lamar University Academic Grievance Policy).

**Withdrawal**

Students considering withdrawing from the BSN program should meet with the Associate Director of Undergraduate Nursing Studies to discuss the circumstances related to the withdrawal request.

1. The Associate Director of Undergraduate Nursing Studies reserves the discretion to approve withdrawal requests based on the student's circumstances.
2. A student who withdraws from the BSN nursing program must also withdraw from the co-requisite and companion courses. The student's academic standing at the time of withdrawal may impact their progression, opportunity to repeat one nursing course, and/or eligibility to reapply to the nursing program. Students eligible to return to the program must complete an application for readmission, meet all admission requirements, and be aware that future readmission is based on space availability.
3. Students who withdraw from the nursing program can have a leave of no more than one long semester and one summer semester. Students should communicate their return status to the Associate Director of Undergraduate Nursing Studies. Students experiencing exceptional circumstances requiring an extended period of absence may submit an exception request.
4. Students must contact the Associate Director of Undergraduate Nursing Studies before initiating a course drop request through the LU Records Office. Course drop requests will only be approved when the student's course failure or withdrawal prevents them from progressing in the BSN program.

**Graduation**

Criteria for graduation from the BSN nursing program include:

1. General requirements as stipulated in the Lamar University Comprehensive Catalog.
2. Compliance with all aspects of the written degree plan to include all prerequisite and nursing courses.

*Revised by Faculty Association 3/24/2025*

**BSN PRELICENSURE PROMULGATION POLICY****Purpose**

Inform undergraduate nursing students of applicable JoAnne Gay Dishman School of Nursing (SON) policy changes in an efficient and timely manner.

1. New and modified SON policies will be distributed to students affected by implementation of the policy change through LU Learn (The Virtual Caring Place) announcement and e-mail within thirty days of implementation.
2. Implementation of policies may vary depending upon subject matter; an implementation date should be noted with the LU Learn announcement/e-mail.
3. New and modified SON policies will be added to the BSN Undergraduate Nursing Studies Student Handbook with each new reprinting.

*Adopted Faculty Association 5/10/2016; Revised Faculty Association 5/10/2024*

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## **EXPECTATIONS OF STUDENTS**

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## EXPECTATIONS OF STUDENTS

Students entering the JoAnne Gay Dishman School of Nursing (SON) are making a commitment to a profession requiring maturity and sound judgment. Thus, mature adult behavior must be demonstrated by students. This behavior is demonstrated by the student's time and attendance patterns, appearance and conduct. It is expected that students arrive to class, lab, and practicum experiences prepared and present themselves as sincere and motivated leaders. Should a student be unable to maintain these expectations, withdrawal from the program may be indicated. Furthermore, students are expected to be aware of and follow the policies of Lamar University and the Dishman SON.

Students are seen as having responsibility for their own learning and must be active learners. Students are expected to fulfill all requirements for didactic, lab, and practicum courses and course and program learning outcomes. Courses may require students attend professional meetings, exam review, and other mandatory meetings outside of scheduled class time.

Students are expected to be available to complete a pre-assessment the day before the assigned practicum day. Learning experiences may necessitate some evening, night or weekend classes for fulfillment of learning outcomes. An effort is made by faculty to apprise students of these requirements at the end of the previous semester to facilitate student planning.

Students will be assigned to practicum groups by course faculty. A variety of faculty and alternate clinical sites will broaden the clinical exposure and strengthen learning experiences.

As mandated by the Texas Board of Nursing, if anything changes during the course of the program regarding mental health/chemical dependency or legal action other than a misdemeanor the student is responsible to notify the Associate Director Undergraduate Nursing Studies.

### **§213.27**

- (a) Every individual who seeks to practice nursing in Texas must have good professional character related to the practice of nursing. This requirement includes all individuals seeking to obtain or retain a license or privilege to practice nursing in Texas.
- (b) The Board defines good professional character as the integrated pattern of personal, academic, and occupational behaviors that indicate an individual is able to consistently conform his/her conduct to the requirements of the Nursing Practice Act, the Board's rules, and generally accepted standards of nursing practice. An individual who provides satisfactory evidence that he/she has not committed a violation of the Nursing Practice Act or a rule adopted by the Board is considered to have good professional character related to the practice of nursing.
- (c) A determination that an individual does not have good professional character related to the practice of nursing must be based on a showing by the Board of a clear and rational connection between a violation of the Nursing Practice Act or a rule adopted by the Board and the individual's ability to effectively practice nursing. When evaluating the rationale connection between the relevant conduct and the ability to effectively practice nursing, the Board will consider the following factors:
  - (1) whether the individual will be able to practice nursing in an autonomous role with patients/clients, their families, significant others, healthcare professionals, and members of the public who are or who may become physically, emotionally, or financially vulnerable;
  - (2) whether the individual will be able to recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting;
  - (3) whether the individual will be able to make appropriate judgments and decisions that could affect patients/clients and/or the public;
  - (4) whether the individual has exhibited an inability to conform his/her behavior to the requirements of the Nursing Practice Act, Board rules and regulations, including §217.11 (relating to Standards of Nursing

Practice) and §217.12 (relating to Unprofessional Conduct) of this title, and generally accepted standards of nursing practice; and

- (5) whether the individual will be able to promptly and fully self-disclose facts, circumstances, events, errors, and omissions, when such disclosure could enhance the health status of patients/clients or the public and/or could protect patients/clients or the public from an unnecessary risk of harm.

- (d) Actions from Other Jurisdictions A certified copy of the order of the denial, suspension, or revocation or other action relating to an individual's license or privilege to practice nursing in another jurisdiction or under federal law is conclusive evidence of that action.

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Source Note: The provisions of this §213.27 adopted to be effective October 29, 2015, 40 TexReg 7403; amended to be effective February 25, 2018, 43 TexReg 863

#### Reference

Texas Administrative Code (2018, February). Rule 213.27: Good Professional Character. Retrieved from [https://www.bon.texas.gov/rr\\_current/213-27.asp.html](https://www.bon.texas.gov/rr_current/213-27.asp.html)

## LINES OF COMMUNICATION

Communication is the creation of, or exchange of ideas and information among people. Professional communication is vital to the sustainability of relationships that accomplish the functions of an organization.

### Policy

There is a correct line of communication in all organizations. These communication lines involve the appropriate people in the resolution of a problem and demonstrate respect for authority. The appropriate lines of communication in the JoAnne Gay Dishman School of Nursing are described below.

### Communication Lines for Issues

Students should initiate the discussion of an issue with the course faculty. If no resolution is reached, then the issue should be discussed with the course leader. If the course leader is unable to resolve the issue, then the Associate Director of Undergraduate Nursing Studies should be informed. If no resolution is reached, the Associate Director of Undergraduate Nursing Studies will refer the student to the Director, Dishman School of Nursing. Informal discussions may occur with the Director, Dishman School of Nursing School or more formal processes may be used in situations like grievances, grade appeals and other issues. The Director, Dishman School of Nursing should be consulted before contacting the Dean of the College of Arts and Sciences. Contacting the Provost or University President directly about issues is inappropriate (see the Lamar University Comprehensive Catalog for more information).

*Initially Adopted 6/24/2016; Revised Faculty Association 8/15/2024*

## STANDARDS FOR NURSING STUDENTS

### Purpose

Responsibilities and standards in nursing practice are determined by the Board of Nursing, national accreditation guidelines, and practicum agencies. Additionally, as described in various practicum evaluation tools and course guidelines, students must be able to provide safe patient care.

### Policy

#### Technical Standards for Nursing Practice

Nursing is a practice discipline and successful completion of the nursing program requires that students demonstrate ability to effectively and safely perform several essential skills. All students are assessed in practice labs and practicum practicums throughout the program to confirm adherence to the technical standards, with or without accommodation.

**Intellectual Requirements:** Critical thinking is an important part of clinical judgment needed to provide safe patient care. Students must be able to measure, calculate, reason, and quickly analyze information in order to apply complex information in the classroom and practicum settings.

**Gross and Fine Motor Requirements:** Nursing students must be able to provide general care (including preparing medications and administering treatment and completing patient assessments). For example, students must be able to perform basic life support (CPR), function in an emergency situation, and have the ability (within reasonable limits) to assist a patient in moving, such as from the chair to the bed.

**Observation Skills:** Student nurses must be able to observe patients accurately to assess their condition and perceived signs of disease and responses to treatments through physical examination, including visual images, auditory information (patient voice, heart tones, bowel, and lung sounds), and palpable changes in certain organs and tissues.

**Communication Requirements:** Nursing students must be able to communicate effectively with patients, staff, physicians, and family members, verbally and in writing. Students must be able to process and accurately convey information about the patient status to faculty, staff, and other health care providers in a timely manner.

**Social and Behavioral Requirements:** Student nurses must possess sufficient mental and emotional health to exercise good clinical judgment, promptly complete assessments, and function in what can be a physically and emotionally demanding dynamic environment. Nursing students must be able to demonstrate compassion, empathy, and concern for others while maintaining a mature, sensitive, and effective relationship with patients, families, and other professionals.

*Revised 12/1/2014*

# STUDENT BEHAVIORAL EXPECTATIONS POLICY

## Purpose

Students in the Lamar University JoAnne Gay Dishman School of Nursing must adhere to standards consistent with the nursing profession.

## Policy

Compliance with the following behavioral expectations is required of all students who are enrolled in the JoAnne Gay Dishman School of Nursing.

All students are expected to:

1. Assume responsibility for recognizing personal limitations and seek help through appropriate avenues. Students who experience difficulty in satisfying course or program requirements are expected to communicate those difficulties with faculty and assume a collaborative role in problem solving, keeping faculty informed of progress.
2. Assume responsibility for fulfilling program, course, and practicum affiliate requirements in a prompt and dependable manner:
  - a. Course
    - 1) Complete Learning Center and Practicum Simulation Laboratory requirements in a timely manner.
    - 2) Demonstrate promptness and accountability in class attendance, attendance at required workshops, submission of written assignments and required program materials, i.e., insurance, physical exam.
    - 3) Prepare for practicum experiences, attend, and participate in practicum conferences.
  - b. Agency
    - 1) Meet agency requirements for orientation.
    - 2) Adhere to agency policies.
    - 3) Notify practicum faculty if unable to attend practicum prior to beginning of assigned practicum time.
3. Avoid Plagiarism, which is recognized as a form of cheating. Students are expected to use the American Psychological Association (APA) format for documentation. Paraphrasing is permitted but this must be accompanied with complete and appropriate documentation (see *Academic Honesty Policy* under the *Academic Policies* Section).
4. Demonstrate the following behaviors:
  - a. honesty and integrity in all endeavors relating to the completion of the nursing program
  - b. ethical behaviors as defined by the American Nurses Association (ANA) Code of Ethics when working with clients, significant others, peers and faculty.
  - c. acceptance of proper and total nursing responsibility and accountability when providing care to clients.
  - d. respect and protect the rights, safety and confidentiality of all individuals.
  - e. adhere to federal privacy law, Health Insurance Portability and Accountability Act (HIPAA), enacted to protect the health information of clients. Violation of federal law includes disclosure of protected information including unintended disclosure or use of protected information beyond the minimum necessary. Healthcare providers, including nursing students, should only access patient information necessary to provide quality care for assigned patients. Violations may result in sanctions against the student by the JoAnne Gay Dishman School of Nursing (such as dismissal from the program) and extend to fines and other penalties beyond the jurisdiction of the faculty or Lamar University.
  - f. responsibility and accountability for his/her own learning, growth and professionalism.
  - g. a citizen in "good standing" within the university and the community.
5. Accept responsibility for damaged or broken equipment caused by students due to negligence.
6. Comply with the university policies governing student conduct and discipline.
7. Utilize appropriate avenues of communication in seeking resolution of problems.
8. Resolve conflicts at the School of Nursing level.

*Adopted by Faculty Association 5/7/96, Revised UNS 11/18/2016*

## DRUG & ALCOHOL SCREENING POLICY (PRE-LICENSURE)

Do **not** get your drug screen without first reading and **carefully** following the instructions.

### Purpose:

Lamar University has implemented the federally-mandated Drug-Free Schools and Communities Act. Lamar University (LU) policy prohibits the unlawful manufacture, distribution, possession, or use of illicit drugs or alcohol by students and employees on University property, at any school activities, or while employees are on official duty. All faculty, staff, and students are required to obey the law and to comply with the Rules and Regulations of the Board of Regents of the Texas State University System and the institutional rules for Lamar University students as well as faculty and staff. Anyone violating these policies is subject to disciplinary action ranging from a warning to expulsion, an arrest or conviction.

<https://www.lamar.edu/students/ files/documents/student-engagement/health-center/awareness-and-prevention-policy-notification-letter.pdf>

<https://www.lamar.edu/students/ files/documents/student-engagement/health-center/policy-on-alcohol-13.pdf>

### Policy:

The Lamar University (LU) JoAnne Gay Dishman School of Nursing (SON) adheres to the policies of Lamar University and all practicum facilities with which the School of Nursing is affiliated for student practicum learning experiences. A priority for patient safety has led many practicum facilities and schools of nursing to require mandatory drug screening of all individuals that come in contact with patients. Therefore, the LU SON requires that all students accepted for admission have a negative “clear” urine drug screen prior to enrollment in courses (at the students’ expense).

A student found noncompliant with the LU SON policy on alcohol and other drugs are subject to sanctions commensurate with the offenses and any aggravating and mitigating circumstances. Sanctions that may be imposed against a student are found in the Student Disciplinary Policy detailed in the Student Code of Conduct, which can be found online at <https://www.lamar.edu/students/academic-support/code-of-conduct.html>

<https://www.lamar.edu/students/ files/documents/student-engagement/health-center/policy-on-alcohol-13.pdf>

### Admission Drug Screening:

Upon acceptance into the LU SON, students must submit to a urine drug screen. Instructions for obtaining the drug screen for admission to the LU SON are found below. Students may not begin coursework until a negative “clear” test report is received. Failure to comply with this requirement will be equivalent to a positive test result and negate the student’s admission status. Students who fail to comply will be removed from the admission cohort and will not be enrolled in nursing courses.

Drug screens may not be completed more than 30 days prior to, nor less than 15 days before the first day of class.

### Explanation of Test Results:

A negative “clear” urine drug screen is required for full admission and for continuation in the program. **The LU SON does not accept drug screens from non-PreCheck labs without prior approval from the Associate Director of Undergraduate Studies.** Prospective students who do not pass these requirements will not be admitted to the LU SON.

### Suspicion “cause” Drug/Alcohol Screen:

Students may be asked to submit to a drug or alcohol test anytime throughout the program. If drug and/or alcohol use is suspected as a cause of unsafe or erratic behavior in students at any time, a drug and/or screen may be required (at the student’s expense). Suspicion “cause” testing must be completed within 8 hours. Failure to comply with the request for a suspicion or “cause” drug and/or alcohol test will be treated equivalently to a positive test result.

Substances tested for include but are not limited to: amphetamines, cocaine, marijuana, opiates, phencyclidine (PCP), benzodiazepines, barbiturates, methadone, methaqualone, propoxyphene, and ethanol urine; and other substances as may be required by a health care facility at which the student is assigned for a practicum rotation.

## PreCheck Instructions:

Pre-registration with PreCheck is required before you go to an approved collection lab.

Drug screens may not be completed more than 30 days prior to, nor less than 15 days before, the first day of class.

### Pay/Pre-Register

1. Go to [www.mystudentcheck.com](http://www.mystudentcheck.com). Start typing Lamar, then select "Lamar University School of Nursing – DS" from the drop-down menu that appears. (It is at the bottom of the list.) Select "Nursing Drug Screen" and check the box for "Drug Test."
2. Complete all required fields as prompted, then hit *Continue* to enter your payment information. The payment can be securely made online with a credit or debit card. You can also pay by money order, but that will delay the processing of your drug screen until the money order is received by mail at the PreCheck office. All personal and protected health information will be kept confidential.
3. If you pay by credit card, the link to the instructions for pre-registration will be provided at the confirmation page after you complete your order. If you are paying by money order, you will be emailed instructions to obtain your drug screen once payment has been received

### Make an Appointment

1. After you've paid and registered for the Drug Screen, you will receive a list of approved collection sites near your location. Collection sites have different policies on setting up appointments for drug screening. For your convenience, PreCheck recommends calling your chosen collection site ahead of time to set up an appointment. It is also your responsibility to pre-register and complete the drug screen at within the timeframe required by the LU SON.
2. For most students, the Electronic Chain of Custody (ECOC) process will register the student to a collection site instantly; however, the location of some students may require PreCheck to mail a paper Chain of Custody Form to get you to a collection site close to your location. We encourage you to pre-register with enough time to allow mailing time if needed. PreCheck will not use your information for any other purposes other than the services ordered. Your credit will not be investigated and your name will not be given out to any businesses

### Going to the Collection Site Appointment

1. Take your lab confirmation form (Electronic Chain of Custody) and picture ID to the collection site at the time of testing. Prior to collection, students have the opportunity but are not required, to disclose the use of prescription medications that may result in a positive test. If the use of prescribed medications results in a positive test, the student is required to obtain written verification from the prescribing provider.
2. Students will provide a urine sample inside the collection facility at the direction of facility staff with a container provided to them. The collection is unobserved, but to be valid, it must meet specimen specifications for color, temperature, and concentration. A student has a three-hour window to produce a valid specimen. If a student is unable to produce a valid specimen within the specified three-hour time-frame (such as from shy bladder, or due to an excessively dilute off-temperature, or contaminated sample), the student will be allowed one additional retesting under direct supervision.
3. If a student is unable to produce a valid specimen on a second attempt, this will result in a "Positive/Not Clear" report. Such students are not allowed to begin or continue in the curriculum and will be subject to the same consequences as any "Positive/Not Clear" result.
4. A diluted positive drug screen will be considered positive. A diluted negative drug screen must be repeated. A second positive or not clear drug test will result in the inability to continue in the nursing program for a minimum of 12 months.
  - a. If a student does not keep a collection appointment or declines to participate, he/she will not be allowed to begin or continue in the nursing program.
  - b. Drug screens may not be completed more than 30 days prior to, nor less than 15 days before, the first day of class.



The LU SON will review test results received from PreCheck on a regular basis. PreCheck will maintain the records as part of a secure database. Drug test results will remain separate from the academic record. Positive results will include the name of the drug but will not include quantitative data.

The test results reported by PreCheck are final and not subject to appeal. The test may be repeated at the discretion of the Director of Undergraduate Studies (at the student's expense). Positive test results will be reported to the Assistant Dean of Admissions, Vice President of Student Engagement and Dean of Students for intervention. A positive test result may also lead to disciplinary and/or legal actions. A positive drug screen with initial pre-admission screening will require a negative retest prior to beginning the nursing program. Any student who tests positive at any point in the nursing program will be disciplined and subject to random subsequent testing. If positive on subsequent random testing, then student may subject to additional actions up to and including dismissal from the nursing program. Students See "The Alcohol and Other Drug Awareness and Prevention Policy Notification Letter", which can be found online at

<https://www.lamar.edu/students/ files/documents/student-engagement/health-center/awareness-and-prevention-policy-notification-letter.pdf>

*Adopted 4/29/2019, Revised Faculty Association 8/15/2024*

## **PERSONAL ELECTRONIC DEVICE USE POLICY**

### **Purpose**

JoAnne Gay Dishman School of Nursing (JGDSON) prohibits the use of personal electronic and communication devices when such activity undermines the integrity of an individual's rights to privacy, affects the quality of patient care, and interferes with the efficient operation of the classroom, lab, or practicum experience. Personal electronic and communication devices include, but are not limited to, cell/smart phones, smart watches, smart glasses, tablets, iPads, laptops, and/or any wireless devices.

While the JGDSON does not wish to unreasonably constrain the use of such devices, it is the School of Nursing's responsibility to ensure that they are used in a reasonable manner and to ensure the integrity of proprietary information and respect individual rights to privacy. This policy serves to define the use of personal electronic and communication devices.

### **Policy**

While in the classroom, lab, and in the practicum facilities, students and faculty are expected to exercise the same discretion in using personal electronic and communication devices as is expected for the use of these devices by employees of the facilities. Although electronic devices may have practical applications (e.g., medication, pathophysiology, patient care references), excessive personal use of electronic devices during the practicum day may interfere with student learning, distract others, and negatively impact patient care and patient safety. Students are asked to use their personal electronic and communication devices in non-patient areas and set devices to silent or vibrate mode. Faculty may restrict or prohibit the use of personal electronic devices in the classroom, lab, or any other instructional setting. The use of these devices is prohibited in patient care areas unless permission is given by the practicum instructor prior to the start of practicum.

Students failing to comply with the standards outlined in this policy will be subjected to JoAnne Gay Dishman School of Nursing and the practicum affiliates' disciplinary policies and may be terminated from the program.

*Revised 6/24/16, 5/8/2025*

## **CIVILITY POLICY**

### **Purpose**

Students are full partners in fostering a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to learn from time spent in classroom, practicum, and digital environments, faculty reserve the right to dismiss students from class due to uncivil behavior. Incivility is described as disrespectful verbal, non-verbal, written, or digital communication.

### **Policy**

In order to prevent the appearance of incivility, follow these simple guidelines.

#### **Classroom**

1. Do not interrupt the presenter when speaking; wait for a pause or a preset time for questions to be asked.
2. Word questions without the use of sarcasm or a demanding nature.
3. Be respectful of your peers' rights to ask questions.

#### **Practicum Experience**

1. Do not interrupt or act disinterested when other students are presenting their patient information.
2. Come prepared to care for assigned patients; students are responsible for their learning.
3. Be respectful to all members of the healthcare team (e.g., faculty, staff, and peers).

#### **Digital**

Conform to appropriate digital etiquette by ensuring posts are relevant, respectful, and constructive.

There is no tolerance for disrespectful communication or incivility toward faculty or other students in the JoAnne Gay Dishman School of Nursing. Students engaging in uncivil behavior will receive disciplinary action according to processes defined in the JoAnne Gay Dishman School of Nursing Baccalaureate Nursing Student Handbook.

*Approved Faculty Association 12/16/2011, Revised 6/24/16*

## **MANDATORY COURSE EVALUATION POLICY**

### **Purpose**

Lamar University and the JoAnne Gay Dishman School of Nursing support the evaluation of courses for the purpose of the improvement of instruction. When students evaluate courses, faculty analyze the data and read the comments, and often use student observations and suggestions to make changes in course content and delivery. Both the administration and faculty take student input via course evaluation very seriously.

### **Policy**

Students must complete the End-of Course Evaluation for each nursing course and provide verification of completion in a timely manner to receive a course grade. Students, who do not complete the End of Course Evaluation during the time period will receive an "I" (incomplete) and must see the course leader to determine when a change of grade can be posted.

*Approved 03/19/10 UNS; Reviewed by FA 10/28/2024*

## SOCIAL NETWORKING POLICY

### Purpose

Lamar University JoAnne Gay Dishman School of Nursing (JGDSON) students are expected to adhere to the high standards of the nursing profession with regard to maintaining confidentiality and professionalism. This includes guarding patient confidentiality at practicum sites, in the classroom, at home and online. All health professionals and students are required to follow Health Insurance Portability and Accountability Act (HIPAA) regulations, when using social networking/media.

### Policy

Professional conduct is required of students in all settings, including social media. Professional behavior is to be maintained at all times when identified as a Lamar University (LU) nursing student. Unprofessional online conduct will be deemed a violation of JGDSON "Student Behavioral Expectations Policy".

Students who have personal social networking sites established should enable the highest privacy settings limiting access to personal profiles, information, and photos. JGDSON students must adhere to the following guidelines:

- maintain a social media site with professional integrity that does not contain any type of information about, patients and/or clinical affiliates.
- do not post derogatory remarks or threats about anyone associated with the JGDSON (e.g., students, faculty, staff, university administrators, clinical affiliates, and patients).
- do not post photos of other students, faculty, and/or staff without their permission. Posting photos of patients, their families, and/or staff at practicum affiliates is forbidden.
- observation of any inappropriate postings on social media should be addressed by student directly or reported within the JGDSON.
- do not foster a personal relationship with a patient through social media.

Student organizations associated with Lamar University are required to register on the LU Hub portal. The Hub is LU's online community of student organizations and may be used to communicate among members of a student organization. Class officers register their class via the LU Hub tab under the student access at LU Connect [LU Hub Login](#)

Approved student organizations may choose to create a social media page for class communication. Social media settings must be set to the highest level of privacy (e. g., Facebook pages should be set as a "secret group"). Faculty Advisors must be members of the social media page, and all classmates must be given access. It is recommended that at least two students serve as administrators of the page (e. g., class president, class historian). Student organizations are required to adhere to the Lamar University Social Media Policy [LU Social Media Policy](#)

*Approved by Faculty Association 5/7/2012, Revised 6/24/2016; 3/23/2018; 12/4/2024*

## STUDENT EMPLOYMENT RECOMMENDATIONS

Employment should be balanced with learning needs to allow students adequate time for study and rest to ensure academic success and satisfactory performance in practicum. No allowances will be made for failure to maintain program criteria. Students who are employed must not display their school insignia or Lamar identification badge at any time while working in any setting. Students who are employed, work under the auspices of the agency and are not representatives of the JoAnne Gay Dishman School of Nursing at Lamar University.

*Revised 5/8/2025*

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## **ACADEMIC POLICIES**

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# ACADEMIC HONESTY POLICY

## Purpose

Academic honesty implies integrity and ethical conduct in the development and submission of all student assignments. The JoAnne Gay Dishman School of Nursing complies with the University Academic Honesty Policy (<https://students.lamar.edu/academic-support/academic-policies.html>).

## Policy

### Academic Honesty

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of academic dishonesty in any phase of academic work will be subject to disciplinary action.

### Defining Terms for Academic Dishonesty

**Cheating** includes:

1. copying, without authorization from the instructor, another student's test paper, laboratory report, other report, or computer files, data listing, and/or programs;
2. using, during a test, materials not authorized by the person giving the test;
3. collaborating, without authorization, with another person during an examination or in preparing academic work;
4. knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part; the contents of a test or assignment that has not been administered or assigned.
5. substituting for another student; permitting any other person; or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit;
6. bribing another person to obtain a test not yet administered or information about such; and
7. purchasing, or otherwise acquiring and submitting as one's own work any research paper or other written assignment prepared by an individual or firm (This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist).
8. The JoAnne Gay Dishman School of Nursing considers the following to be a form of academic dishonesty:
  - a. *Unauthorized Multiple Submission*: Using any work previously submitted for credit without prior permission of instructor.
  - b. *Fabrication/Falsification/Alteration*: Intentional misrepresentation, invention, exaggeration or alteration of information or data, whether written, verbalized or demonstrated.
  - c. *Unauthorized Use of Exam Materials*:
    - 1) Posting, transmitting, recording of, or sharing test questions, quiz questions, answers to case studies - presented in class, conferences, or online - in any format, without prior authorization by the School of Nursing.
    - 2) The purchase and or distribution of test questions or test banks from nursing textbooks or an online vendor. This practice is a violation of the textbook copyright and may lead to legal repercussions and/or dismissal from the School of Nursing.
    - 3) Representing oneself, online or otherwise, as a nursing faculty to obtain access to materials that the publisher holds for faculty use only.

NOTE: Students may purchase nursing review books, which have multiple sample NCLEX questions and review materials, to facilitate achievement in the program.

## Plagiarism

According to the American Psychological Association (APA, 2020), plagiarism “is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit that they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship.” (p. 254). Authors should ensure that credit is given to the source when paraphrasing, directly quoting, and referring to data/tables/images (APA, 2020)

Please refer to the most current APA Publication Manual for detailed guidance on paraphrasing, direct quotations, referring to data sources, citations, and references.

**Collusion** is the unauthorized collaboration with another person in preparing work offered for credit.

**Abuse of research materials** is the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

**Academic work** is the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

## Procedures

The faculty member and School of Nursing administration shall conduct a complete, thorough, and impartial investigation of the charge of academic dishonesty and determine whether or not the student was responsible for the violation. If the faculty member determines that the student was responsible for the violation, the faculty member may assess an appropriate and reasonable sanction (e. g., grade of zero on the examination, assignment). The student shall be entitled to a written notice from the faculty member of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed. A copy of the faculty member’s notice to the student shall be forwarded to the appropriate Lamar University Administrator(s). Academic dishonesty will result in disciplinary action up to and including program dismissal and/or suspension or expulsion from the university.

These procedures are in accordance with the Texas State University System (TSUS) Rules and Regulations and the Lamar University Academic Honesty Policy.

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association

*Approved Faculty Association 6/1/2005, Revised Faculty Association 8/22/2018, 12/9/2020; 12/15/2021.*



## ACADEMIC GRIEVANCE

### Purpose

Academic grievances assert the improper application of institutional and/or Dishman School of Nursing policies. This policy outlines the process to provide for the resolution of alleged academic grievances in a prompt, fair, and equitable manner. Resolution of students' issues should occur with the appropriate faculty on an informal basis whenever possible.

### Policy

If resolution is not reached informally, then formal university policies apply as specified in the Lamar University Academic Grievance Policy.

### Informal School of Nursing Process:

- Step One: The student should discuss the issue directly with the faculty involved as soon as possible after the occurrence of the alleged incident/situation.
- Step Two: If the issue is not resolved, the student should consult with the course leader as applicable.
- Step Three: If the issue is not resolved, the student should consult with the Associate Director of Undergraduate Nursing Studies.
- Step Four: Issues not resolved by the Associate Director of Undergraduate Nursing Studies may be referred to the Director of the Dishman School of Nursing by the student, faculty, or Associate Director of Undergraduate Nursing Studies.
- Step Five: Informal resolution of the situation will be addressed by the Director of the Dishman School of Nursing. If informal resolution is not attained, the student may seek a formal review.

### Formal School of Nursing Process:

- Step One: The student may request a formal review of the alleged issue/situation by submitting a written statement to the Director of the Dishman School of Nursing requesting a formal review.
- Step Two: The Director of the Dishman School of Nursing will review the issue/situation and make a determination. The Director may choose to refer the issue/situation to the Student and Faculty Relations Committee of the JoAnne Gay Dishman School of Nursing for recommendation prior to making a final determination.
- Step Three: If the issue is not resolved, the student should follow the Lamar University Academic Grievance Policy which includes submitting a written statement to the Dean of the College of Arts and Sciences within one calendar week of the written response from the Director of the Dishman School of Nursing

*Initially adopted by Faculty Association 5/12/2004, Revised 3/18/2024.*

## DISCIPLINARY PROCESS

### **Purpose**

The purpose of this policy is to provide clarity and transparency related to the JoAnne Gay Dishman School of Nursing disciplinary process.

### **Policy**

Students are expected to be knowledgeable of and adhere to the JoAnne Gay Dishman School of Nursing (SON) policies and program requirements. Students who are in violation of any of the SON policies and/or program requirements, will be disciplined as follows:

NOTE: Each policy violation will begin with First Incident Disciplinary Action. Students who demonstrate a pattern of policy infractions will be placed on behavioral contract.

#### **First Incident Disciplinary Action:**

Student will be verbally counseled and written documentation of the policy violation and verbal counseling using the "Counseling Form" will be placed in the student's permanent record.

#### **Second Incident Disciplinary Action:**

Student will be formally counseled utilizing the School of Nursing Situation / Incident form. The Situation / Incident Form will be signed by the student and faculty and placed in the student's permanent folder. The student's signature signifies his/her intent to comply with the actions delineated in the Situation / Incident Form. The Associate Director of Undergraduate Nursing Studies (UNS) will be notified by the course faculty for students requiring formal counseling for a disciplinary violation; a meeting with the Associate Director of UNS to discuss the incident may be required at the discretion of the Associate Director of UNS.

#### **Third Incident Disciplinary Action:**

Student will be placed on a Behavioral Contract. The terms of the contract will be determined by the appropriate faculty (as applicable) and approved by the Associate Director of UNS and/or the Director of the Dishman School of Nursing. The contract will be signed by the student, faculty (as applicable), Associate Director of UNS, and Director, Dishman School of Nursing and placed in the student's permanent record. The student's signature signifies his/her intent to comply with the actions delineated in the Behavioral Contract.

Depending on the severity of the violation(s) (e. g., academic honesty) the course faculty may proceed directly to the second or third incident disciplinary action after consulting with the Associate Director of UNS. Violation of Dishman SON policies will result in disciplinary action up to and including program dismissal and/or suspension or expulsion from the university.

*Initially adopted by Faculty Association 5/96, Last revised 8/15/2024*

LAMAR UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES  
JOANNE GAY DISHMAN SCHOOL OF NURSING

BACCALAUREATE OF SCIENCE IN NURSING PROGRAM

SITUATION/INCIDENT\*

STUDENT: \_\_\_\_\_ L# \_\_\_\_\_

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\*If patient care error:

Appropriate Hospital personnel informed: Yes \_\_\_\_\_ No \_\_\_\_\_

Appropriate Hospital forms initiated: Yes \_\_\_\_\_ No \_\_\_\_\_

COURSE OF ACTION

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STUDENT RESPONSE: \_\_\_\_\_

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\_\_\_\_\_  
Date Student

Any appeal to this counseling must be submitted in writing to the Director of Undergraduate Nursing Studies by 3:00 p.m. on \_\_\_\_\_ .

## TESTING POLICY FOR UNDERGRADUATES (EXAMSOFT)

### PURPOSE

Testing policies and procedures are provided to maintain consistency in testing procedures and ensure test security. In addition, this policy establishes guidelines for reviewing and clarifying exam content in order to enhance the learning experience.

### POLICY

#### Electronic Administration

1. Students will be oriented to the electronic examination software system prior to the first examination in the first semester of admission to the nursing program.
2. Testing dates and time will be stated in syllabus course calendar.
3. No exams will be given in advance of the scheduled date and time without approval from the Associate Director for Undergraduate Nursing Studies.
4. Tests will be administered electronically. Students will be provided with:
  - a. Exam Access Code sheet that also serves as a scratch sheet
  - b. Test Item Question Form
  - c. Earplugs
  - d. Pencil
5. Exams will be timed based on question format and course policy. The exam timeframe will be stated in the syllabus course calendar. Students will only receive credit for answers provided during the allotted time.
6. Registration:
  - a. Students will arrive at the designated time/location to register/sign in for the exam
  - b. All students must present a photo identification (e.g., driver's license, student ID) to the registration personnel
  - c. All belongings (e.g., backpacks, cell phones, electronic devices) will remain in the registration room for the duration of the exam. Students are encouraged to lock valuables in their vehicles during examinations. The JoAnne Gay Dishman School of Nursing is not responsible for lost or stolen items.
7. Students who arrive late for an exam will not be given additional testing time.
8. Students are prohibited from writing any notes on their scratch sheet of paper until the exam begins.
9. Exam Dress Code:
  - a. Students will be subject to visual inspection by the exam proctor upon arrival to the registration and/or exam room. This includes but is not limited to inspection of the ears, hands/arms, clothing, pockets, glasses, accessories, inside of face masks (if worn), etc.
  - b. No head coverings of any kind are allowed, including hats, caps, or hoods. Exceptions are made for religious/cultural purposes.
  - c. No cardigans, coats, jackets, or any other articles of clothing that may open are allowed in the exam room. Pullovers without pockets are acceptable.
  - d. Scarves and gloves are not allowed in the exam room.
10. During the exam:
  - a. Students will be proctored and recorded during all exams.
  - b. The video footage recorded during exams may be reviewed at the discretion of faculty for concerns such as test security.
  - c. Drinking and eating are not permitted. Hard candies such as peppermints or cough drops are allowed but must be unwrapped prior to the start of the exam.
  - d. Electronic devices (including, but not limited to, glasses, phones, smartwatches, rings, and earbuds) are prohibited during examinations.
  - e. If a phone or other electronic device goes off during the exam, all students will be asked to remove their hands from the keyboard until the phone is silenced. Time will not be added to the exam.
  - f. If the exam is interrupted due to technical difficulties, additional time will be allotted to the exam.

11. Students are responsible for uploading their exam to the ExamSoft System prior to exiting the examination room. If a student does not upload their exam, he/she will be required to return to the examination room for a manual upload.
12. A preliminary score will be displayed upon uploading the exam to ExamSoft.
13. After uploading their exam, students are to sign out of the testing software.
14. Upon completion of the exam, students will submit the following documents to the exam proctor:
  - a. Access Code Sheet (scratch sheet of paper)
  - b. User instructions for electronic examination software (as applicable)

NOTE: The Test Item Question Form and the pencil remain at the assigned computer to be used during the Exam Review with Rationales session.
15. Students will then return to the registration room and wait for Exam Review with Rationale to begin at the designated time. **NOTE:** DO NOT wait outside of the exam room.

**Violation of the testing policy will result in disciplinary action up to and including possible dismissal from the nursing program.**

Appropriate adjustments are made for students who meet the criteria of the Americans with Disabilities Act.

### **Missed Exams**

1. **Make-up exams will NOT be administered under any circumstances** other than a university-sponsored event or with permission of the Associate Director of Undergraduate Nursing Studies..
2. Students scheduled to miss an exam due to participation in a university-sponsored event shall provide appropriate documentation to faculty in advance of the exam and are eligible to complete the missed exam.
3. Students who miss an exam for any other reason than a University-sponsored event shall receive a **zero** on the exam. Students may submit an appeal to this policy by presenting a rationale to the Associate Director for Undergraduate Nursing Studies no later than two (2) business days following the exam. The student is responsible for seeking the exception from the Associate Director for Undergraduate Nursing Studies.
4. If an exception to the policy is made, the student will be assigned the grade made on the final exam as the grade for the missed exam.
5. If two exams are missed, the student will be given a zero for the second (2nd) missed exam. An alternative plan may be proposed at the discretion of the Associate Director of Undergraduate Nursing Studies and/or the Director, Dishman School of Nursing.
6. The Associate Director for Undergraduate Nursing Studies will document all exceptions in the student's file and notify the course leader if an exception is granted.
7. Missed critical thinking exercises/activities will also result in a zero grade unless it is due to a university-sponsored event.

### **Exam Review with Rationales**

Exam Review with Rationales is conducted after each exam to allow students to view correct/incorrect responses and rationales for each exam item. During this time, the student has the opportunity to give written feedback on the Test Item Question Form. This session is time-limited. Students will be allotted 15 seconds per exam item plus 15 minutes (for example, students will have 40 minutes to review a 100-item exam). Students are not required to attend Exam Review with Rationales. If a student chooses not to attend the Exam Review with Rationales session, the student must sign out and will not be allowed to re-enter the registration or exam rooms.

1. Students will return to the same exam room and the same computer for Exam Review with Rationales. Exam Review with Rationales must be conducted on the same computer as the exam. The same policies listed above for testing apply to the Exam Review with Rationales Session. The following rules also apply:
  - a. All belongings must remain in the registration room.
  - b. Students are not allowed to talk amongst themselves during this session.
  - c. Students are required to sign and date the Test Item Question Form.

2. Students who arrive late for Exam Review with Rationales will not be given additional review time.
3. Students will log into the Review of Rationales using the following steps:
  - a. Enter the Exam Password
  - b. Enter the Review Password

**Note:** Students only have 3 attempts to enter the correct Review Password. Students are encouraged to request assistance from faculty/proctor after 2 unsuccessful attempts.
4. During the Exam Review with Rationales session:
  - a. Students may write comments on the Test Item Question Form as they review the exam.
  - b. Disruptive behavior will not be tolerated. If students become disruptive, faculty will end the Exam Review with Rationales Session.
5. Upon completion of the Review, the students will submit the Test Item Question Form to the exam proctor before exiting the exam room, return to the registration room, sign out, and retrieve their belongings.
6. At least 1 proctor will monitor the Exam Review with Rationales Session.

### **Content Clarification**

Content Clarification is a learning experience for students to promote a better understanding or application of a nursing concept. Content Clarification affords faculty an opportunity to give rationale for exam items and/or to reinforce nursing concept application.

#### **Content Clarification Policy**

1. Content Clarification will be conducted for each exam by the course team members who contributed exam items.
2. Content Clarification may be conducted within a reasonable timeframe after the exam.
3. Faculty will clarify vital concepts or discuss specific exam items during this session. Information regarding credited items, rationale, and exam statistics may be provided.
4. Students are strongly encouraged to attend Content Clarification sessions.
5. Electronic devices must be OFF during Content Clarification
6. Students may be asked to put all belongings away at faculty discretion
7. Disruptive behavior will not be tolerated. If students become disruptive, faculty will end the content clarification session.

### **Content Standardized Specialty Examinations**

Content Standardized Specialty Examinations (e.g., fundamentals, psych-mental health nursing, medical-surgical nursing, maternity/pediatric nursing) are given in several courses through the nursing program to assess student knowledge of specific content areas. If a specialty examination is given, it is considered a requirement of that course. Administration of the exam will follow the Testing Policy for Undergraduates with modifications as appropriate, along with testing vendor guidelines. Students who miss a specialty exam for any reason other than a university-sponsored event shall receive a **zero** on the exam. Students may submit an appeal to this policy by presenting a rationale to the Associate Director for Undergraduate Nursing Studies no later than two (2) business days following the exam. The student is responsible for seeking the exception from the Associate Director for Undergraduate Nursing Studies.

Students who receive a **zero** on the exam but were successful in the course and will progress in the curriculum will be given an opportunity to take the missed exam to facilitate remediation of core content and preparation for the exit examination and the NCLEX-RN® examination. Results of the exam will not fulfill the evaluation criterion for the respective course. Students who are unsuccessful in the course will not be given an opportunity to take the exam.

*Adopted by Faculty Association 5/5/1998, Revised 12/15/2021; 8/11/2023; 8/15/2024*

## **RX PRESCRIPTION FOR SUCCESS STUDENT POLICY**

### **Purpose**

The purpose of the RX Prescription for Success Student Policy is to facilitate academic success for all students enrolled in the JoAnne Gay Dishman School of Nursing.

The Caring Place serves to promote student success in nursing school and facilitates students to be lifelong adult learners. The RX Prescription for Success Plan is a remediation process that will require all students readmitted into the nursing program (the semester of readmission only) and those who do not score above 76% on nursing course unit exams to collaborate with the course faculty and The Caring Place in implementing a plan to support students' academic success.

### **Policy**

The RX Prescription for Success will be implemented utilizing the nursing theory, Modeling and Role Modeling. By building on this theory, students will be accepted as unique, worthwhile individuals. Positive orientation will be promoted, and students' strengths will be affirmed. Furthermore, students will exert control of their learning by actively engaging in the development of goals and a plan of action.

### **Faculty Responsibilities**

1. Course team members and The Caring Place will collaborate with students in the development of individualized RX Prescription for Success.
2. Students who were academically unsuccessful in a nursing course and readmitted into a nursing program will be informed that they are required to meet with the course faculty within the first week of resuming nursing courses in order to initiate an individualized RX Prescription for Success.
3. The course leader or designated course team member will identify students who score  $\leq 76\%$  on either exam I or II or have an average of  $\leq 76\%$  after exam III. The course leader or designated course team member will contact these students within 7 days of the exam and refer them to a faculty member to develop the RX for Success Plan.
4. The faculty and student will collaborate on developing an individualized RX Prescription for Success utilizing the following digital forms:
  - a. RX Prescription for Success Assessment Form
  - b. RX Prescription for Success Referral Form
5. Students will be asked to complete and e-mail the RX Prescription for Success Assessment form to the designated course team member prior to the scheduled meeting.
6. Faculty and student will collaboratively complete The RX Prescription for Success Referral form based upon the student's individualized academic and personal needs. Remediation resources (e.g., textbook, publisher's website, The Caring Place) should be identified that are consistent with the course learning outcomes.
7. The RX Prescription for Success Assessment and RX Prescription for Success Referral forms will be:
  - a. Saved on the LAN in the respective course folder
  - b. E-mailed to the student and The Caring Place
8. The faculty and student will communicate (by e-mail, phone, face-to-face meetings) every one to two weeks for the remainder of the semester to monitor the student's progress and facilitate academic success.

### **Student Responsibilities**

1. Upon admission to the Dishman SON, students will complete the RX Prescription for Success Agreement posted in LU Learn.
2. Students who score  $\leq 76\%$  on either exam I or II or have an average of  $\leq 76\%$  after exam III are responsible for collaborating with course faculty in developing and implementing an individualized RX Prescription for Success Assessment plan.
3. Students are responsible for setting goals and formulating an action plan utilizing the RX Prescription for Success Assessment.

4. Students are expected to be accountable for their learning and utilize suggested resources for academic remediation.
5. Students are responsible for fulfilling all aspects of the RX Prescription for Success Referral within a reasonable timeframe.
6. Students who do not fulfill the responsibilities established by this policy must meet with the Associate Director of Undergraduate Nursing Studies and then, if deemed necessary, the Director, Dishman SON.

*Approved by Faculty Association 2010, Revised 8/22/2018; Revised 8/15/2024*



COLLEGE OF ARTS AND SCIENCES  
**LAMAR UNIVERSITY**  
JoAnne Gay Dishman School of Nursing

## RX PRESCRIPTION FOR SUCCESS ASSESSMENT

**Name:** \_\_\_\_\_

**Cell #** \_\_\_\_\_

**Current Living Arrangements:** ☐ Dorm ☐ Apt. ☐ Home

**Marital Status:** ☐ Married ☐ Single ☐ Divorced ☐ Separated

**Other** \_\_\_\_\_ **Children in the household** ☐ Y ☐ N

**Travel time to school:** \_\_\_\_\_

**Employed:** Y \_\_\_ N \_\_\_ Hours per week \_\_\_\_\_

**"American" English as a first language?** Y \_\_\_ N \_\_\_

**Have you received?** Y \_\_\_ N \_\_\_ **Grants**  
Y \_\_\_ N \_\_\_ **Student loans**  
Y \_\_\_ N \_\_\_ **Scholarships**

**Explain method of preparing for exams.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What circumstances impeded your academic success?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What do you believe will promote your academic success?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Class Preparation** Y \_\_\_ N \_\_\_ **Required Textbook Reading**  
(Before class) Y \_\_\_ N \_\_\_ **Faculty Provided Handouts**

**Class attendance:**

Always \_\_\_ Mostly \_\_\_ Sometimes \_\_\_ Rarely \_\_\_ Never \_\_\_

**Number of hours/week spent studying?** \_\_\_\_\_

**Where do you study?** \_\_\_\_\_

**Method of study** Alone \_\_\_ Group \_\_\_ Both \_\_\_

**Do you feel comfortable approaching course faculty for assistance / concerns?** Y \_\_\_ N \_\_\_

**Learning Style**

- ☐ Auditory
- ☐ Tactile
- ☐ Visual

**What motivates you?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Identify areas for improvement / growth:**

- ☐ Class Preparation
- ☐ Doing Practice Questions
- ☐ Evaluating Knowledge
- ☐ Motivation
- ☐ Organization
- ☐ Study Skills
- ☐ Test Taking Strategies
- ☐ Time Management
- ☐ Other \_\_\_\_\_

**Self-Goal Statements:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Specific Action Plan to meet each Goal Statement:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_



**Type of referral:**

- ☐ 1st Encounter  
☐ 2nd Encounter  
☐ 3rd Encounter  
☐ Readmission RX Prescription for Success



COLLEGE OF ARTS AND SCIENCES  
**LAMAR UNIVERSITY**  
 JoAnne Gay Dishman School of Nursing

### ***RX Prescription for Success - Referral Form***

Student:

Course(s):

Date:

Did the student carry out previous RX Prescription for Success recommendations?

- ☒ Yes  
☐ No  
☐ NA

Faculty Comments:

☐ Course Resources

- ☐ Textbook  
☐ Textbook Digital Resources - Publisher Website  
☐ PrepU®  
☐ Other

☐ Digital Resources

- ☐ Lippincott NCLEX-RN® PassPoint Powered by PrepU®  
☐ HESI® Trio Package (Case Studies, Practice Questions)  
☐ Other

☐ The Caring Place

- ☐ Creating A Study Schedule/ Time Management Plan  
☐ Facilitated Learning  
☐ Handouts from The Virtual Caring Place  
☐ iPad Apps  
☐ Review Books/ Supplemental Texts

☐ Accessibility Resource  
 Center (ARC)

*Communications Building Room 105*  
*Phone: 409-880-8347 Email:*  
*ARC@lamar.edu*


☐ Student Health Center (SHC)  
 and Counseling Services

*Student Health Center Building (Behind the library,*  
*between the Dining Hall and Communications*  
*Building) Phone: 409-880-8466*  
*Email: SHC@lamar.edu*


☐ Other Recommendations

Faculty Notes/ Comments:

Student Signature

Date

Faculty Signature

Date

Revised Spring 2023

**LAMAR UNIVERSITY  
JOANNE GAY DISHMAN SCHOOL OF NURSING**

**THE CARING PLACE**

**Facilitated Learning Student Agreement**

Facilitated Learning is an opportunity for motivated students to obtain assistance with challenging areas of didactic content. The goal of facilitated learning is to promote independent active learning throughout nursing school and throughout life.

1. Facilitated learning is a free resource provided by the Dishman School of Nursing available to any nursing student. Participation is a privilege and not an entitlement. I understand that resources are available on a limited basis.
2. I understand that participation in facilitated learning sessions through The Caring Place is voluntary.
3. Participation requires an **active** involvement on my part.
4. As an adult learner, I am **responsible** for **being prepared prior to attending a session**. Preparation includes, but is not limited to, having read the pertinent material (i.e., chapters, notes).
5. It is my **responsibility** to bring all pertinent material to facilitated learning sessions (i.e., textbooks, notes, PR's).
6. I understand that lack of preparation on my part may result in cancellation of the facilitated learning session.
7. Facilitated learning works best with small groups, so please make appointments. If you are not able to keep an appointment, please **call 880-8812 OR e-mail: caringplace@lamar.edu**

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Participants Signature

---

Date

---

Printed Name

## **STUDENT PRACTICUM POLICIES**

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## ATTENDANCE, ABSENCE, AND CHANGE OF LIFE EVENTS POLICY

### Purpose

Class, practicum and laboratory attendance is essential for academic success.

### Attendance Policy

1. If absences are interfering with the successful completion of course outcomes, the student will be counseled by faculty about the consequences on the course grade.
2. No children are allowed in class since this interferes with the learning process of fellow students.
3. Students are responsible for all course material missed while absent.
4. Arrival to class after the starting time presents a problem. Students are expected to arrive on time. Students who arrive late to class are to enter by the back door and will be seated in the last two rows only. The instructor reserves the right to lock the classroom door and allow admittance at the next break time.
5. Students whose late entry for either class or practicum is excessive will be counseled and a plan or corrective action determined.
6. During the scheduled practicum time, students are not allowed to leave the practicum site without practicum instructor approval.
7. Students should make every attempt to be on time for exams. If an emergency arises, the student should notify the course leader and or the program office at (409) 880-8817.
8. Students arriving late for an exam must turn in their exam at the original announced finish time. These students will be placed at a table in the front of the room to minimize distraction to the other students. A counseling note will be placed in the student's file. No additional time to finish the examination will be given.

### Absence Policy

#### Excused Absence

Absences from practicum or a lab will be deemed excused when appropriate faculty have been informed of absence, in a timely manner, i.e., prior to the event if possible or within 2 school days of returning to campus, and appropriate documentation is submitted to the Associate Director of Undergraduate Nursing Studies. When an absence is excused, the student will be allowed to participate in any activities designed to make-up the missed experience.

#### Unexcused Absence

Absences from practicum or a lab will be deemed unexcused as follows: when the student has failed to contact the course faculty or course leader regarding the absence in a timely manner and/or there is a lack of appropriate documentation submitted to the Associate Director of Undergraduate Nursing Studies; when a student is either not prepared, has dress code violations, or tardy; when a student is not approved to attend practicum due to student failure to submit PRDs by the designated deadline; or when a student fails to pass the practicum orientation exam. Unexcused absences must be made up, but will be documented as a breach of professional conduct and will be treated as a disciplinary problem. Once initiated, disciplinary action for unexcused absences will remain in effect over the course of the entire nursing program.

The student will receive a written warning upon the first occasion of an unexcused absence. Documentation will be placed in the student's folder and will remain in effect over the course of the entire nursing program.

#### Short Term Absences

Short term absences are defined as those that range from one day or less, to 2 weeks. *All absences* from educational activities deemed mandatory (i.e. on-campus practicum activities, off-campus practicum placements) must be approved by the Associate Director of Undergraduate Nursing Studies and course leader. When the absence is deemed **unexcused**, it will be documented on the practicum evaluation tool (PET) by the course faculty. More than 3 unexcused absences may result in untoward consequences, including course failure. See the Excused/Unexcused absence policy.

*Students will be responsible for making up the missed practicum hours as arranged by the Course Leader and practicum faculty. Consequences of not making up missed practicum hours will result in course failure. Completion of course requirements ensures achievement of course Student learning outcomes and patient safety as the student progresses in the program.*

For absences that occur due to illness, documentation from a healthcare provider must be submitted according to the policy attendance policy to support the medical reason. For absences that occur due to other circumstances (i.e. personal loss), relevant and acceptable documentation of the circumstance may be required. Documentation must be submitted to the Associate Director of Undergraduate Nursing Studies.

### **Major Illnesses or Injuries, Major Surgery, Pregnancy**

In the event of contracting infectious illnesses or development of non-infectious conditions such as major surgery, serious injury, or pregnancy, the student must obtain a physician's release prior to participating in the practicum experience, notify the course faculty, and the Associate Director of Undergraduate Nursing Studies. In addition, Centers for Disease Control (CDC) guidelines relating to infected health care workers must be adhered to, as applicable.

Emergency and extraordinary circumstances will be addressed on an individual basis. In all other **foreseen or planned absences** from practicum activities (i.e. religious holidays, university sponsored events), students must initiate a request within the first two weeks of the semester in writing for an advanced approved absence from their Course Leader and Associate Director of Undergraduate Nursing Studies.

Students who are absent from on-campus or off-campus practicum activities for a period ranging from greater than 2 weeks to less than one term should consult immediately with the Associate Director of Undergraduate Nursing Studies to discuss progression in the course and program.

### **Absences from Nursing Courses Exams**

See the Testing Policies/Procedures for Undergraduates in the UNS Handbook.

### **Change of Life Event**

Leave policy related to short term leave, short term disability resulting from acute change of status event

**Change of status event:** Any life event that alters the health status of the student requiring absence from class, exams, and or practicum for more than 2 weeks of the semester. Generally, during a change of status event the student temporarily does not meet the physical or mental health standards required for participation in the nursing program. Full continuation in the program may result in threats to safety to the student or to the patients. The SON will make reasonable accommodations for change of status events. Medical events such as pregnancy, acute fractures, etc. require submission of medical documentation from the healthcare provider.

During a change of status event, the student may contact the Accessibility Resource Center (ARC). The ARC will assist the student and faculty to make appropriate accommodations, such as record lectures.

Pregnancy has the potential to become a change status event. Students may continue in the nursing program during pregnancy.

1. The student must submit documentation with each prenatal visit that states that they can continue the didactic and practicum courses.
2. The documentation must address if there are any limitations placed on the student
3. The student must inform the course faculty any time their health status changes.
4. The student must work with the course leader and practicum faculty to develop a plan to complete any missed learning activities.
5. At the completion of the pregnancy, the student must obtain two medical releases:
  - a. The first, to return to didactic classes.
  - b. The second should address whether the student is safe/well enough to return to the strenuous work that occurs in practicum as specified by the nursing program and the practicum agencies. There is no "light duty".

6. It is the student's responsibility to demonstrate eligibility to return to practicum courses, in consultation with the Associate Director of Undergraduate Nursing Studies. This may involve some practicum remediation as per the individual student's academic needs.
7. Absences for more than 25% of the practicum hours may result in the students being required to withdraw from the course and enroll again at their own expense, with guaranteed placement in the course(s), the next time the course is offered. Because space for practicum placement is an issue, the student returning to practicum courses after a several week absence may be placed on a waiting list for placement. All efforts will be made to place/readmit these students.

*Initially approved by UNS 3/19/10; Revised by Faculty Association 8/15/2024.*

## **PRACTICUM/SIMULATON MAKEUP POLICY**

### **Purpose**

The Texas Higher Education Coordination Board (THECB) and the University have assigned credit hours for each nursing course. The THECB regulates the ratio of didactic hours to practicum hours which then determines the number of practicum contact hours for each course. The Texas Board of Nursing expects each nursing student to obtain sufficient practicum experience to facilitate passage of NCLEX and to ensure safe practice upon graduation.

### **Policy**

The faculty will assign a practicum makeup day on the course calendar for each practicum course. Whenever possible the student will return to the same or similar practicum facility for the make-up day.

If a student is unable to return to the same facility, the faculty will assign the student to a facility or practicum area which ensures student will focus on the practicum outcomes for that specific course.

Students who miss more than one practicum day in a semester should be referred to the Associate Director Undergraduate Nursing Studies. The course faculty in conjunction with the Associate Director Undergraduate Nursing Studies may recommend that an "I" be given and additional practicum or assignments be arranged for the individual student.

*Revised by Faculty Association 8/15/2024*

## **PRACTICUM EXPERIENCE RESTRICTIONS**

Students **shall not**:

1. Serve as a witness on consent forms.
2. Complete variance/occurrence reports of any kind without instructor assistance.
3. Breach patient confidentiality. Violation of HIPAA policies will result in disciplinary actions.
4. Take verbal/telephone orders from physicians.
5. Transcribe orders without staff/instructor supervision.
6. Procure and/or administer any medication that does not adhere to the Medication Administration Policy.
7. Use facility resources for personal use.

NOTE: Other restrictions may apply to specific practicum rotations or practicum facilities.

*Approved UNS 5/7/2010, Revised UNS 9/30/2016. Revised Faculty Association 10/28/2016*

## STUDENT UNIFORM POLICY & DRESS CODE

### Purpose

uniform and dress policies provide a consistent dress code for all students enrolled in JoAnne Gay Dishman School of Nursing programs. It clarifies faculty expectations of students' dress in the practicum setting and allows nursing students to be easily recognized.

### Policy

The following requirements have been established. Students are expected to comply with these guidelines to maintain a professional presentation in the classroom and practicum settings.

### DRESS CODE:

**Class:** Students are free to wear street clothes that are in good taste (not provocative, revealing, or suggestive).

**Courses:** Students are instructed to follow the specific course dress code practicum/simulation requirements.

**Practicum/Simulation Uniform:** Students are required to have a complete practicum uniform. The practicum uniform consists of the following:

1. Identification Badge
  - a. One (1) Lamar University identification badge with the student's first name and title BSSN-LU is required.
  - b. The associated badge fee will be deducted from the student's Lamar University account.
  - c. Badge holders with Lamar University/Dishman School of Nursing logos are acceptable; all other badge holders are prohibited.
2. Students must wear the specified uniform white tops, pants, or skirt fitted at the waist (See Uniform Details). Skirts should be at least three (3) inches below the knee; hosiery must be worn with skirts. White hosiery can be worn alone or natural skin-tone hosiery with white socks.
3. Students must arrive to practicum wearing the required white lab coat (See Uniform Details).
4. The Lamar University JoAnne Gay Dishman School of Nursing patch must be permanently attached to the left sleeve of the uniform top and lab coat, three (3) inches below the shoulder seam.
5. All students are to wear white, leather or vinyl, duty or athletic shoes with minimal color (sling backs, open toes, clogs, and sandals are prohibited).
6. Students must wear white socks above the ankle (e.g., sports socks, tube socks, or support hose) or hosiery.

### Hair

1. Hair color must be within range of naturally occurring human hair.
2. Hair longer than collar-length must be worn up off the collar.
3. Hair ornaments (e.g., ribbons) are not allowed.
4. Hairstyles must be appropriate in order to don Personal Protective Equipment (PPE).
5. Students may wear a scrub cap head covering that is solid colored: red, black, or white.
6. Hair must be secured, preventing it from falling into the student's face and obscuring vision or affecting infection control
7. Artificial eyelashes are prohibited; individual exceptions for medical necessity must be approved by the Associate Director for Undergraduate Nursing Studies.
8. Scarves (except for religious beliefs) are not allowed.
9. Sideburns are to be neat and well-trimmed.
10. Mustaches and beards are acceptable on campus but may vary according to the policies of the practicum facility.



## **Jewelry**

1. One pair of small (3-5 mm) earring studs are allowed in the ear lobes.
2. Professional watch with second-hand capabilities
3. Students may wear a wedding band, small religious necklace (inside the collar), and the White Coat Ceremonial Pin (as applicable).
4. Jewelry is not allowed in any body piercing.
5. Gauges are prohibited.

## **Personal Grooming**

1. Personal hygiene must be maintained (e.g., oral, body, and hair hygiene).
2. Make-up should be moderate.
3. Nails should be neat, clean, and no longer than the tip of the finger.
4. Artificial nails are not allowed; nail coatings are not allowed.
5. Tattoos must be hidden from view unless on the hand or wrist, as coverings will interfere with hand hygiene and infection control.
6. Avoid using perfumes, colognes, and scented soaps/lotions when providing direct patient care.
7. Appropriate undergarments must be worn (e.g., bras/sports bras should be consistent with skin tone. Undershirts should match the uniform top).
8. Students should not carry or display vaping or tobacco products in the practicum or simulation setting.

## **Required Accessory Items**

1. Bandage scissors
2. Calculator
3. CPR Mask
4. Goggles (clear, black, or white framed)
5. Pen (black and red) and pencil
6. Pen light
7. Professional watch with second-hand capabilities
8. Stethoscope with bell and diaphragm

## **Community Based Service Learning (CBSL)**

1. Lamar University JoAnne Gay Dishman School of Nursing monogrammed red polo shirt
2. Khaki or dark colored slacks or skirt, fitted at the waist
3. Professional (all one color) closed-toe shoes

## **Potential Suppliers of Uniforms and Healthcare Supplies:**

Frank's Medical Mart – 2405 McFaddin, Beaumont, TX  
Alliance Medical – 3440 College, Beaumont, TX

*Adopted Faculty Association 6/1/2005; 12/15/2021; 04/19/2024; 12/4/2024*

## UNIFORM DETAILS

Female and Male shirt may be any white tunic with pockets. No scrub tops or Polo shirts or any other type of pullover shirt. The white uniform top is required for ALL students.

If the student requires a long-sleeved shirt under the top in practicum, it must match the color of the uniform top and be made of cotton material.

The white lab coat must come to fingertip level.

### **White Lab Coat:**

*Females:* Dickies #85400  
Cherokee #CK452  
Meta #15104  
Landau #8726

*Males:* Meta #15007  
Wonder Works #7102  
Meta #15007

*Unisex:* Meta #6119

### **White Top:**

*Females:* Cherokee Allura #CKA685  
Cherokee Workwear #4728  
Landay #LT100 or #LT105

*Males:* Landau #LT109  
Landau #LT108

### **Red Top (Senior Preceptor students ONLY):**

*Females:* Cherokee Workwear #4700  
Dickies #85906  
Wonder Works #100A or #101A

*Unisex:* Dickies #83706

### **Bottom:**

*Females:* Wonder Work #W701A (Skirt)  
Dickies #86106  
Landau #LB405  
PRO Women's Knit Waist Cargo Scrub Pant 5419-REDT

*Males:* Wonder Works 503A  
Laundau #LB408

*Unisex:* Cherokee Workwear #4100  
Dickies #83006  
WonderWork Unisex Drawstring Cargo Scrub Pant 500-REDT

*Initially adopted by Faculty Association 6/1/2005; Last revised 03/18/2024.*

## **PRACTICUM ORIENTATION POLICY**

### **Purpose**

Students enrolled in undergraduate nursing practicum courses must complete the Practicum Orientation Requirements and the facility specific orientation prior to attending practicum to meet yearly Occupational Safety and Health Administration guidelines. The facility specific orientation familiarizes the student with the policies and procedures of the practicum facility.

### **Policy**

Practicum Orientation Requirements must be completed annually. These must be completed at the start of the first semester that the student is admitted, and at the start of the third semester. Students who are readmitted to the program must complete the practicum orientation requirements upon readmission to the School of Nursing.

Practicum Orientation Requirements:

1. Orientation videos: Students must watch the required videos and provide proof of completion by the designated due date.
2. Students review facility policies as designated by the practicum facility and sign the accompanying forms, including the forms related to the HIPAA privacy rules.

Additional Practicum Requirements:

1. Facility specific orientation requirements must be completed with every practicum course before students may attend practicum in that facility.
2. Dosage calculation exams and accompanying reviews must be satisfactorily completed before administering medications in the practicum facility. Completion date will be determined by the course faculty. See Dosage Calculation Proficiency Exam Policy.

*Adopted by Faculty Association 8/20/2013; Revised Faculty Association 12/9/2020*

## **NURSING STUDENT PRACTICUM DOCUMENTATION POLICY**

### **Purpose**

Lamar University (LU) is committed to providing a healthy and safe learning environment for students and faculty while maintaining patient safety and confidentiality. LU is committed to keeping patient information safe and maintaining compliance with Health Information Portability and Accountability Act (HIPAA) standards.

### **Policy**

The School of Nursing (SON) strives to prepare students to be competent in informatics technology including documentation with electronic health records (EHR). It is the policy of the SON to assure, to the best of its ability, student documentation in practicum agencies adheres to HIPAA standards of patient confidentiality while facilitating charting competence, efficiency and compliance with legal and ethical standards of nursing practice.

### **Procedure:**

#### **The nursing student will:**

1. consider all patient information as confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of SON policy.
2. adhere to the requirements of the practicum facilities/course requirements on student documentation.
3. utilize practicum agency computers for documentation when applicable.
4. continue to document medications administered in the actual patient record according to hospital policy.

5. immediately report abnormal values or critical information to practicum faculty and facility staff.
6. keep login information confidential and close down the computer application when away from the computer.
7. comply with SON regulations on the use of electronic devices in the practicum setting.
8. document their name and credentials as follows: full first name, full last name, degree program, and the SON identifier (LU). *Example: Jane Doe, BSSN, LU*

**The nursing student will not:**

1. allow anyone to access practicum documentation except practicum faculty or assigned preceptor.
2. document names or any other specific patient identifying information in any written documentation such as birth date, medical record number, physician, hospital, unit, or any other patient identifying information.
3. acquire or store any electronic health record (EHR) documentation, images, and/or digital media related to patient care on personal electronic devices.
4. record any audio or video on their electronic devices within the practicum environment.

*Approved Faculty Association 9/11/2009, Revised 11/18/2016; 10/28/2024; 12/4/2024*

## **SIMULATION EXPECTATIONS**

### **Purpose**

This policy serves as an agreement between the nursing student and School of Nursing (SON) faculty that the student is aware of the simulation expectations, such as confidentiality, civility in the learning environment, academic honesty, and professional behavior. The simulations may be recorded for future education or advertisement purposes.

### **Students must adhere to the following guidelines:**

1. All CLIENT/ PATIENT information is confidential, and any inappropriate viewing, discussion, or disclosure of this information is a violation of SON policy.
2. This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
3. The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The students involved in the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and no discussion of the action(s) of fellow students should take place out of the lab. A debriefing session will be provided for all simulation experiences.
4. Any inappropriate viewing, discussion, or disclosure of client information will be considered a violation of this policy, similar to how disclosing patient information is considered a violation of the Health Insurance Portability and Accountability Act (HIPAA) and disclosing educational information is a violation of the Family Educational Rights and Privacy Act (FERPA). Destructive criticism and/or punitive or negative discussion in the lab or at another location, regardless of student performance, is considered unprofessional behavior.
5. Students will be asked to complete an evaluation form for the scenario/lab. Use the time to reflect on your experiences in the simulation lab and offer constructive feedback which will improve future learning experiences.
6. The simulation mannequins are to be used with respect and treated as if they were live patients.

7. No betadine, ink pens, markers, etc. are to be used near the mannequins. Only use 22 g IV catheters (or smaller) for initiating IV lines. Students must wash hands and wear gloves when working with all mannequins.
8. Wear uniforms appropriate for the practicum specialty areas according to SON dress code.
9. Complete Pyxis® orientation and training prior to simulation if Pyxis® is to be used during the simulation.
10. **Minimum Expectations** for all simulations include, but are not limited to:
  - a. introduction of self to the “client/patient.”
  - b. proper hand hygiene before and during all simulation experiences.
  - c. demonstrate initial data collection skills (ABCs).
  - d. active participation in case scenarios/ debriefing.
  - e. therapeutic and culturally sensitive communication with the client, faculty, family, and interprofessional team members.
  - f. accurate communication with “physician/ practitioner” utilizing the SBAR system.
  - g. use the 6 rights of medication administration and standard client identification procedures(s).
  - h. consistently use Standard Precautions.
  - i. perform skills according to procedures learned in the Learning Center / Skill Simulation Lab.
  - j. maintain client safety at all times.
11. If standardized patients are utilized and actual problems are identified, such as abnormal vital signs, the simulation student will notify the practicum/laboratory faculty and assist in referring the patient to primary care. Standardized patient information will remain confidential.
12. Students must review this policy annually, abide by the terms, and complete the **Simulation Expectations Quiz** in LU Learn (Blackboard) the semester admitted to the program and each following Fall semester to verify knowledge of this information. Completion of the **Simulation Expectations Quiz** serves as an agreement to abide by this policy.

*Adopted 8/28/2009; Revised 4/11/16; Revised UNS 11/18/16; Revised FA 10/28/2024*

## CARE AND DISPOSAL OF SHARPS

### PURPOSE

To establish a procedure for the care and disposal of sharps in the Simulation Center, follow best safety practices, and prevent injuries.

### POLICY

Students will comply will Occupational Safety and Health Administration (OSHA) standards regarding the care and disposal of sharps (needles, broken glass, lancets, surgical staples, or any item likely to puncture a bag, etc.) by using the following guidelines.

- Use needleless system when available.
- Do not recap needle after medication administration.
- Plan for the safe disposal of sharps before starting a procedure.
- Immediately dispose of sharps in a puncture and leak proof container.
- Report sharps injury immediately to course faculty, the Edna Horn Gay Learning Center and Simulation Lab Director, and complete an *Adverse Event* reporting form (located in the Simulation Program folder on the Virtual Caring Place).

In the event of sharps injury in the Simulation Center, the student will seek medical attention from the Lamar University Student Health Center or personal healthcare provider and assume responsibility for all medical expenses. Medical release and remediation activities deemed necessary by course faculty and the Edna Horn Gay Learning Center and Simulation Lab Director must be submitted and satisfactory prior to returning to the simulation laboratory.

### References

Occupational Safety and Health Administration (OSHA): *Bloodborne pathogens*. standard 29 CFR 1910.1030, retrieved July 3, 2024, from [https://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_table=STANDARDS&p\\_id=10051](https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)  
Occupational Safety and Health Administration (OSHA): *Bloodborne pathogens and needlestick injuries*. Retrieved July 3, 2024, from <https://www.osha.gov/bloodborne-pathogens>  
Potter, P. A., Perry, A. G., Stockert, P, & Hall A. M. (2023). *Fundamentals of nursing* (11th ed.). Elsevier.

*Approved Simulation Committee 1/28/2021; Approved Faculty Association 2/2/2021, Revised 10/28/2024*

# INFECTION CONTROL POLICY

## Purpose

The purpose of this policy is to reduce the spread of infection among patients and students in the health care setting while maintaining compliance with facility, local, state, and federal regulations.

Every patient is considered potentially infected. Isolation no longer depends on a diagnosis. Health care workers must protect themselves from exposure to all patients' bodily fluids or contaminated equipment (e.g., blood, feces, urine, saliva).

## Policy

1. **Wear Gloves:** When coming in contact with any bodily fluid or contaminated equipment (e.g., when starting and discontinuing IV's; when performing mouth care, perineal care, Foley care, injections, accessing central lines, enemas; handling blood products, urine, feces, sputum, amniotic fluid, placentas, when diapering and providing newborn care.
2. **Wear Gloves, Gown, and Mask or Goggles:** When the possibility of being splashed occurs (e.g., labor and delivery, surgery, emergency department, all diagnostic labs).
3. **Dispose of Needles and Sharps Properly:** Do Not Recap Used Needles! Place used needles and sharps properly in special containers provided.
4. **Resuscitation:** Use mouthpieces purchased, resuscitation bags, or other ventilator devices. Students are not encouraged to perform mouth-to-mouth breathing.
5. **Wash Hands:** Before and after contact with each patient, and after contamination. When gloves are used, wash hands before applying and after removing.
6. **Clean Spills:** Any blood or body fluid spills should be cleaned up promptly, using gloves and a disinfectant provided by the health care agency.
7. **Specimens:** All bodily fluid specimens should be considered biohazardous. Gloves should be worn when collecting and transporting specimens.
8. In addition, students are expected to follow institutional guidelines of affiliate agencies, including isolation procedures and Centers for Disease Control and Prevention (CDC) guidelines.
9. In the event that an incident should occur, report immediately to the practicum instructor.

*Initially Approved by faculty 9/10/1987; Revised FA 5/8/2025*

## DOSAGE CALCULATION PROFICIENCY EXAM POLICY

### Purpose

A Dosage Calculation Proficiency Exam (DCPE) is administered in selected didactic courses and the corresponding co-requisite practicum throughout the nursing curriculum. This policy applies to courses that identify medication administration as a critical behavior.

Based on successful completion of the prerequisite math course, students are expected to have basic math proficiency. Review and maintenance of basic math skills are essential to professional nursing practice.

The exams are designed to validate the retention of and acquisition of skills necessary to administer medications safely in the practicum setting. New material/skills may be taught using a variety of strategies. Students may acquire knowledge in class or via independent study assignments. Study guides, reading assignments, formal classes and informal sessions may be required prior to drug calculation exams.

### Policy

1. The foundation for dosage calculation competency is provided in NURS 3330 Principles of Pharmacology. The course includes basic calculation skills related to the following areas:
  - a. Converting Units of Measure
  - b. Dosages Based Upon Body Weight
  - c. Calculating Safe Doses
    - 1) Minimum safe dose
    - 2) Maximum safe dose
  - d. Oral Medications
    - 1) Solids (tablets and capsules)
    - 2) Liquids
  - e. Preparing/Diluting Enteral Feedings
  - f. Parenteral Medications
    - 1) Liquids for injection
    - 2) Reconstitution of medications
    - 3) Intravenous drip rates for continuous and intermittent infusion (e.g., ml/hr, gtts/min)
2. Dosage calculation proficiency is a minimum competency for medication administration.
3. Students must successfully complete a timed drug calculation exam before medications can be administered in a practicum course.
4. Students have 3 opportunities to score 90% or greater on the Dosage Calculation Exam (initial test and 2 retakes) per course.
5. If a student fails to obtain the **required score (90%)** by the conclusion of the third test, the student will be deemed unsafe to administer medications, thereby unable to pass the practicum and will be required to withdraw from the practicum and co-requisite didactic courses.
6. Exam Administration
  - a. Faculty will provide a general study guide (e.g., The Caring Place Math Resource Guide) for the exam.
  - b. Calculators will be enabled within the digital testing platform.
  - c. Conversion tables will be provided in first and second semester courses (e.g., NURS 3330 & 3520/3221).



- d. Students are strongly encouraged to show all work on exams with calculations.
- e. Students will be given an opportunity to review a failed proficiency exam prior to subsequent testing.
- f. Remediation is required between each exam; course faculty will provide the remediation.
- g. Dosage calculation problems are to be congruent with course learning outcomes.
- h. Dosage calculation exams will be leveled and increased in depth of material as students progress through the curriculum.
- i. Three (3) minutes will be allowed for each calculation problem.
- j. All exams with calculations will include rounding instructions.
- k. Calculation problems may be a part of any exam based on course learning outcomes.
- l. Faculty will not answer any questions during the testing period.

#### 7. Exam Blueprint

- a. Each Dosage Calculation Exam will consist of 20 fill-in-the-blank questions.
- b. Students can expect calculation problems on the following topics:
  - 1) Converting units of measure
  - 2) Calculating doses based on body weight
  - 3) Calculating safe doses
  - 4) Solid oral medications
  - 5) Liquid oral medications
  - 6) Preparing/diluting enteral feeding
  - 7) Liquids for injection (IV, IM, Sub Q) - Including injectables with large unit doses (e.g., penicillin and heparin)
  - 8) Reconstitution of medications
  - 9) Intravenous drip rates
  - 10) Specialty specific calculations as applicable to course outcomes (e.g., milliunits/hr, mg/min, mcg/min, mcg/kg/min)

#### 8. Unsatisfactory performance on the Dosage Calculation Examination:

If a student does not satisfactorily pass the drug calculation examination on the third attempt, then the student is deemed unsafe to administer medications and will receive a grade of "U" in the practicum course associated with the drug calculation examination. The student must withdraw from the co-requisite companion courses.

#### 9. Exam Review with Rationales:

An exam review with rationales will be completed immediately after completing the Dosage Calculation Proficiency Exam (DCPE). Fifteen seconds per question will be allotted for a total of 5 minutes for the review time (0.25 minutes X 20 questions = 5 minutes).

# MEDICATION ADMINISTRATION POLICY

## Purpose

The Lamar University JoAnne Gay Dishman School of Nursing (SON) adheres to the policies of all practicum facilities with which the School of Nursing is affiliated for student practicum learning experiences. The purpose of this policy is to establish guidelines for administration of medications by undergraduate nursing students to promote a safe environment for patients/clients.

## Policy Process:

1. Students must pass a dosage calculation proficiency exam with a 90 or above at the beginning of the second semester and for every subsequent practicum course where students administer medications. Upon successful completion of the dosage calculation proficiency exam, and after successful demonstration of safe medication administration practices, permission will be granted to administer medications with supervision by faculty or a staff nurse in a practicum facility.
2. At the beginning of each practicum rotation when students will be administering medications, the Medication Administration Policy will be reviewed with students. Students are required to complete the LU Learn policy quiz with an electronic signature to acknowledge understanding of the policy.
3. Students will review the practicum facility's policies on medication administration and medication documentation during practicum orientation. Students must adhere to the medication administration and medication documentation policies of the assigned practicum facility.
4. Students must utilize individual computer access codes from the assigned facility to administer medications.

## Procedure: The student must

1. prepare and administer all medications with a faculty member or staff nurse\*.
2. notify a faculty member and staff nurse\* when a discrepancy or error is identified.
3. verify the Medication Administration Record (MAR) against the original health care provider's order.
4. know the purpose, the classification or sub-classification, side effects and important teaching facts for each medication to be given (in accordance with the Texas Nurse Practice Act).
5. review allergies prior to each medication preparation and administration.
6. perform an individualized "quick" assessment based on the shift report (including pertinent lab values and vital signs) before preparing ordered medications.
7. verify dosage calculations with a faculty member or staff nurse prior to administration.
8. place unopened packages of medications in a labeled medication container consistent with the facility policy.
9. label all syringes with the medication, dose, date, time, and student initials (including flushes for irrigation that are not prepackaged) and place in a labeled medication container consistent with the facility policy.
10. Adhere to the rights of medication administration when preparing medications for administration. The student will adhere to the No Interruption Zone (Red Zone) standard while preparing medications.
11. follow patient/client identification procedures at the assigned facility (e. g., check armband, identify patient/client by name, date of birth, medical record number). Two identifiers should be used to verify patient/client identity before giving medications.
12. follow assigned facility's documentation process for medication administration.

## General Guidelines:

1. Administer medications the first time each semester with a faculty member or staff nurse as directed by course faculty.
2. Take medications to only one patient/client at a time.
3. Assess pertinent vital signs and laboratory results before preparing medications for administration.
4. Listen to the patient. If the patient/client questions medications to be administered, double check with the faculty member or staff nurse, the MAR, and the original health care provider order.
5. Always double check insulin with two nurses with one being the patient's nurse.

6. Follow the facility's guidelines or window for administering medications before or after the scheduled time.
7. Do not take medications out of original packaging until documented in medication administration record in the patient's room.
8. Medications should be verified with a faculty member or staff nurse\* before being crushed.

**Restrictions: Students shall not**

1. prepare or administer any medications without a faculty member or staff nurse\* present.
2. give experimental medications, blood, blood products, chemotherapeutic medications, or cardiac intravenous push medications.
3. administer intravenous sedation or any type of paralytic agent.
4. use parenteral syringes to administer oral medications.
5. administer medications during a code situation.
6. administer medications in the emergency department (except for NURS 4481 preceptorship).

\*A staff nurse is a licensed nurse employed by the facility and who is assigned to deliver patient centered care.

*Approved UNS 5/7/2010; Revised 9/18/2017; 10/22/2021.*

## **STUDENT MEDICATION ERROR POLICY**

**Purpose**

The Lamar University JoAnne Gay Dishman School of Nursing (SON) adheres to the policies of all practicum facilities with which the School of Nursing is affiliated for student practicum learning experiences. The purpose of this policy is to promote a culture of accountability where students will be responsible for timely reporting of medication errors. Reporting of medication errors is in compliance with the American Nurses Association Code of Ethics, the legal standards for professional nurses and as required by regulatory parameters.

**Policy Process:**

1. The student will report all medication errors immediately to the faculty member, staff nurse and/or preceptor.
2. If a medication error occurs, the patient's condition will be assessed immediately by the staff nurse and/or preceptor and student. The assessment will be documented in the patient's record by the staff nurse and/or preceptor and student when applicable to the course.
3. Errors in administration of medication will be reported to the charge nurse or nurse manager.
4. The attending health care provider will be notified of any medication errors.
5. The student making an error or the one discovering an error will assist in completing the agency's incident/variance/occurrence report form according to the facility's policy with supervision of the faculty member.
6. No documentation of the error, or the completed incident/variance/occurrence report or any other required form will be documented in the patient's record.
7. The student and faculty will debrief after a medication error. Written documentation will be placed in the student's file and will be appropriately evaluated on the practicum evaluation tool (PET).
8. Examples of medication errors are as follows but not limited to:
  - a. Not following the rights of medication administration (i.e., wrong medication, patient, dose, route, time, documentation, reason, education, assessment, evaluation).
  - b. Omission of an ordered medication
  - c. Unauthorized medication administration (see medication administration policy)
  - d. Incorrect medication preparation
  - e. Failure to document medication administration, incorrect documentation, or failure to document indicated assessment data (e.g., heart rate, blood glucose)

9. A near-miss medication incident is a potential error that is caught before reaching the patient. A patient is exposed to an unsafe situation but does not experience harm either through luck or early detection. (AHRQ, 2017, Retrieved from <https://psnet.ahrq.gov/primer/adverse-events-near-misses-and-errors>)

A near-miss incident will be reported to the Associate Director of Undergraduate Nursing Studies. If a near-miss medication incident occurs, the student will be required to:

- a. complete a root cause analysis of the near-miss incident
- b. complete any other remediation assigned by faculty.

10. Medication errors may be subject to the disciplinary process based on situation and severity. Students who make a medication error will be placed on contract and a Situation Incident Form will be completed. Students who make a medication error will complete a root cause analysis of the error, meet with the Associate Director of Undergraduate Nursing Studies, and complete any other remediation assigned by faculty. Errors in administration of medications will be considered as unsatisfactory and will be appropriately evaluated on the practicum evaluation tool (PET).

*Initially adopted by UNS Faculty Committee 5/7/2010; Last revised by Faculty Association 8/15/2024*

## **PRACTICUM READINESS DOCUMENTS**

All Practicum Readiness Documents (PRDs) must be current one week before the first class day of each semester as published by the university. It is solely the student's responsibility to maintain updated Practicum Readiness Documents. Compliance reports provided by SentryMD will be reviewed and students will be informed of delinquent PRDs via e-mail and/or distribution of notification forms. Failures in e-mail communication and/or distribution of notification forms will not relieve the student from the requirement to maintain updated Practicum Readiness Documents before the first class day. All PRDs must be valid through the entire semester up through the last day of final exams.

Lack of submission of any PRDs will result in the following:

1. A first review will be conducted by the Academic Nursing Advisor one week before the first class day. If PRDs are incomplete, the student will receive an e-mail detailing the missing documentation. The student is responsible for responding to the e-mail notification by uploading supporting documentation of PRD requirements to SentryMD promptly.
2. A second review will be conducted by faculty the first week of classes. If PRDs are incomplete, the student will receive a *Notification of Missing Practicum Readiness Documents (PRDs)* and a written warning by the faculty will be placed in the student's permanent record.
3. If by the first practicum day, the PRDs remain incomplete, a formal written counseling utilizing the Dishman SON Situation/Incident form will be placed in the student's permanent record. In addition, the student will not be allowed to attend practicum. The absence will be unexcused and the *Attendance, Absence, and Change of Life Event Policy* will apply.

Students are responsible for keeping copies of all documentation submitted to *StudentCheck/SentryMD*.

*Approved by Faculty Association 10/20/2014; Revised 2/8/2019; 12/4/2024*

## STUDENT HEALTH POLICIES

Nursing studies at Lamar University JoAnne Gay Dishman School of Nursing (JGDSON) include practicum learning experience, which may present a potential risk of contracting and/or spreading infections. Nursing students must maintain optimal health. Students must be well informed in safeguarding the health of both patients and self. In addition to protecting the health of students and patients, the Student Health Policies address the requirements as directed by Lamar University, the Texas Department of State Health Services, and the Center for Disease Control (CDC). The nursing program requirements are titled Practicum Readiness Documents (PRDs).

PRD documents include the Health Statement Form, current cardiopulmonary resuscitation training (CPR), proof of liability insurance, immunizations, and TB screening. The JGDSON has partnered with StudentCheck/Sentry MD, a PRD tracking service, to receive, record, update, and report student's compliance with all PRD requirements.

### Policy

1. **Cardiopulmonary Resuscitation (CPR):**  
Nursing students must maintain current CPR certification. The American Heart Association Basic Life Support (BLS) Provider course is the approved CPR course for the (JGDSON).
2. **Health Statement Form:**  
A completed Health Statement Form must be submitted to StudentCheck/Sentry MD, **prior to the deadline given** when entering the nursing program. Thereafter, the Health Statement Form must be submitted annually, one week prior to the first class day as published by the university academic calendar.
3. **Immunizations:**  
The required immunizations must be initiated by the date indicated in the admission packet. In event of identification of potential/actual conditions that may interfere with the student's ability to fulfill curriculum outcomes, the student will be referred to the Associate Director of Undergraduate Nursing Studies.
4. **Liability Insurance**  
All students must purchase professional liability insurance. Insurance must be renewed yearly. This insurance will not cover students at work or at times other than supervised clinical practice.
5. **Student Health and Practicum Attendance**
  - a. **Minor Contagious Illness**  
In the event of contracting minor contagious illnesses such as upper respiratory infections with cough and fever, influenza, contagious skin lesions, or other disorders spread by droplets, secretions, or skin contact, the student should seek medical consultation before participating in the practicum experience.
  - b. **Serious Illness, Injury, Surgery, or Pregnancy**  
In the event of a serious illness, injury, surgery or pregnancy, the student must obtain a physician's release prior to participating in the practicum experience. In addition, Centers for Disease Control (CDC) guidelines relating to infected health care workers must be adhered to, as applicable (see the Attendance, Absence, and Change of Life Event Policy).
6. **Student Injury in Practicum Area**
  - a. **Personal injury, non-infectious**  
In event of accidental personal injury related to patient care, the student must:
    - (1) Notify the practicum instructor.
    - (2) Seek medical assistance from personal physician or emergency care services, as needed.
    - (3) Implement variance/occurrence policy of health care facility, with assistance from practicum instructor.
  - b. **Personal Injury, infectious**  
In the event of an accidental injury such as a contaminated needle stick, the student must:
    - (1) Notify the practicum instructor.
    - (2) Notify the infection control nurse employed by the health care facility.
    - (3) Seek medical assistance at own expense.
    - (4) Follow the current guidelines for immediate and follow-up care as recommended by the CDC.
    - (5) Implement variance occurrence/policy of health care facility, with assistance from practicum instructor.

7. Health Care Expenses

Lamar University JoAnne Gay Dishman School of Nursing does not assume financial responsibility for student health care. Expense for all health care, such as physical examinations, immunizations, laboratory and other diagnostic tests, and treatment of illnesses and injuries (including those incurred while in the practicum settings) is the responsibility of the student. The student may refer to the Lamar University Comprehensive Catalog regarding the availability of student health services.

8. Student health records shall be maintained in a confidential manner.

*Adopted 3/1/03; Revised May 1998; Revised 11/18/2016, 9/23/2022; 12/4/2024*

## IMMUNIZATION POLICY

### Purpose

This policy was developed to comply with current state (Texas Administrative Code, Rule 97.64) 2010 and federal (Centers for Disease Control) 2015 guidelines regarding immunization of healthcare workers. The law mandates that health care workers (including students) receive a series of **REQUIRED** immunizations (see Immunization Requirements). Documentation of required immunizations or evidence of immunity must be provided, and copies of **actual** immunization records attached.

### Policy

1. Students are required to provide a current annual Health Statement Form and proof of immunizations, immunity confirmed by serologic testing, or waiver to *StudentCheck/SentryMD*. All documents must be submitted via email or SentryMD uploader as a PDF attachment.
2. Students are responsible for the cost of the immunizations, as well as the serology (blood test) if needed to verify immunity.
3. Students are required to have documentation of compliance with the Immunization Guidelines. The documentation *must be submitted* by the date published in the admission packet.
4. Any needed immunizations must be completed by the published due date indicated in the admission packet.
5. **Waiver:** Acceptable waivers are written statements from a Primary Care Provider stating the reason for exemption. Waivers are due upon admission to the nursing program.

NOTE 1: Some mild reactions (rash, low-grade temperature or chills) may occur following the administration of any vaccine. Any reaction to vaccines taken during the semester must be reported to the course leader.

NOTE 2: Take all of your immunization records to your Primary Care Provider for a complete evaluation.

*Revised by Faculty Association 10/20/2014; 12/7/2016; Revised Faculty Association 12/9/2020*

## IMMUNIZATION REQUIREMENTS

The following immunizations are **REQUIRED** by the JoAnne Gay Dishman School of Nursing Student Health Policy and **must** be completed one week prior to the first-class day of the semester. According to the Texas Administrative Code (2016), nursing students must submit proof of the following vaccinations before they engage in direct patient contact:

IMMUNIZATION	FREQUENCY	REQUIREMENTS
Tuberculin Screen	Annually	TB skin test <b>OR</b> TB blood test (IGRA: QuantiFERON or T-Spot) Results of TB test: <ul style="list-style-type: none"> <li>• If negative – submit dated report</li> <li>• If positive – submit dated report and dated statement from Healthcare Provider (HCP) about current health status.</li> </ul>
Tetanus/ Diphtheria/ Pertussis (Tdap)	On Admission	a. Date of initial immunization, then Tdap booster every 10 years
Measles	On Admission	Dates of 2 immunizations <b>OR</b> a. Confirmed immunity by serologic testing <b>OR</b> b. Written waiver from HCP stating reason for exemption
Mumps	On Admission	Dates of 2 immunizations <b>OR</b> a. Confirmed immunity by serologic testing <b>OR</b> b. Written waiver from HCP stating reason for exemption
Rubella	On Admission	Date of last immunization <b>OR</b> a. Confirmed immunity by serologic testing <b>OR</b> b. Written waiver from HCP stating reason for exemption
Varicella	On Admission	Dates of 2 immunizations <b>OR</b> a. Confirmed immunity by serologic testing <b>OR</b> b. Written waiver from HCP stating reason for exemption
Hepatitis B	On Admission	a. Dates of 3 immunizations <b>AND</b> confirmed immunity by serologic testing <b>OR</b> b. confirmed immunity by serologic <b>OR</b> c. written waiver from HCP stating reason for exemption  <b>**See Hepatitis B Decision Tree**</b>
Influenza Vaccine	Annually	Please refer to Influenza Vaccination Policy

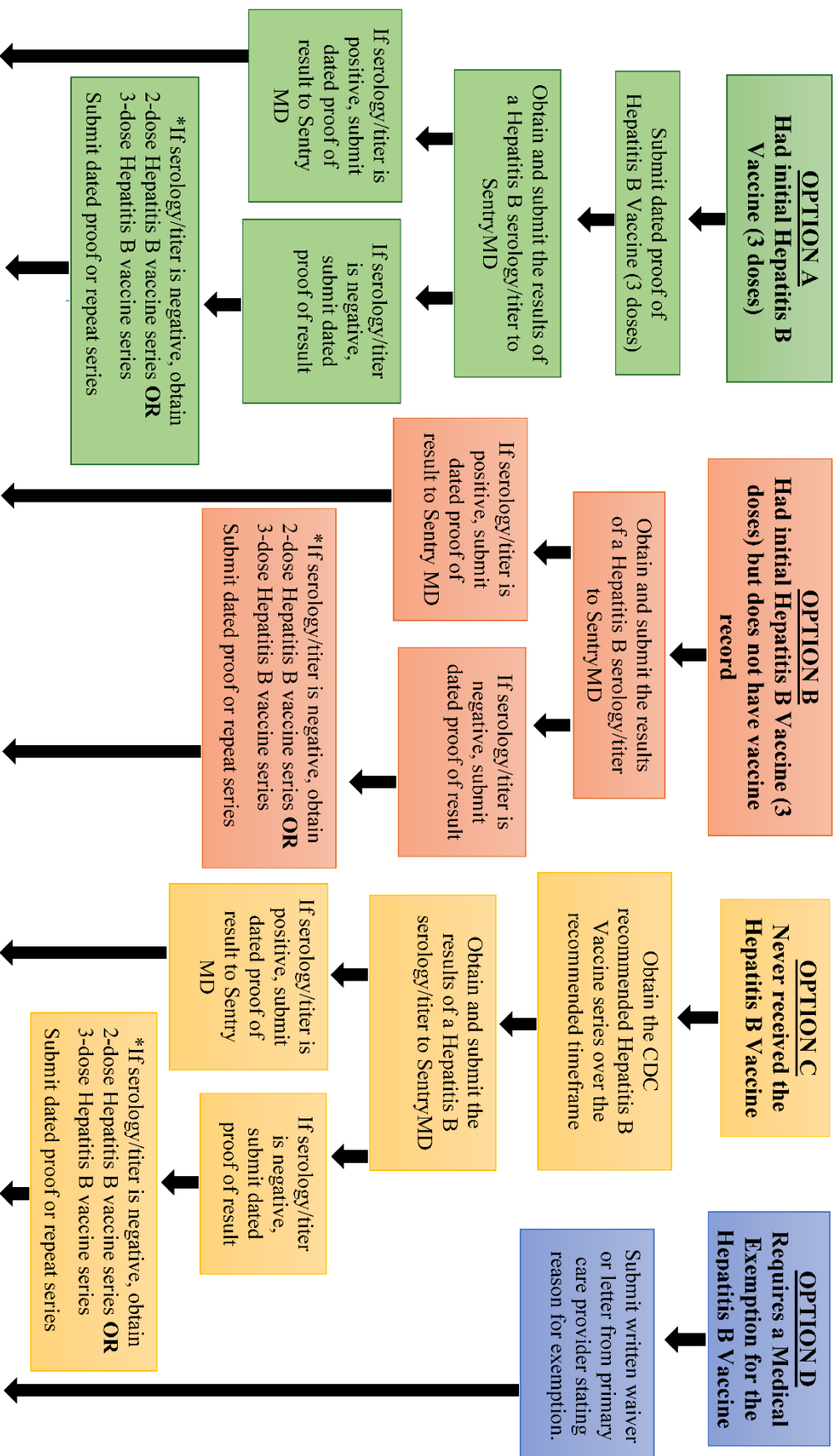
### Reference

Texas Administrative Code (2016, July). Rule 97.64: Required Vaccinations for Students Enrolled in Health-related and Veterinary Courses in Institutions of Higher Education. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=25&pt=1&ch=97&rl=64](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64)

*Adopted by Faculty Association 1996; Revised 3/24/2025*

# Hepatitis B Vaccine Decision Tree

Choose which option best describes your circumstances.





## INFLUENZA VACCINATION POLICY

All students enrolled in the Dishman SON undergraduate nursing programs are required to submit documentation of having received the influenza vaccination for the current flu season (September through April). The influenza vaccination is required even if a student is not enrolled in a practicum course. The documentation must be submitted to and processed by SentryMD each year. Students must submit documentation to SentryMD at least 5 business days before the due dates described below to allow for processing (weekends and holidays are not considered business days).

- For Fall Start: Submit dated proof of immunization for the *current* flu season by October 15 each Fall semester.
- For Spring Start: Submit dated proof of immunization for the *current* flu season no later than one week before the first day of class. For each subsequent semester, submit dated proof of immunization for the *current* flu season by October 15.

Exemptions for the influenza vaccination may be granted for medical reasons, religious reasons, or other matters of conscience. Students requesting an exemption must present documentation supporting the request to the Associate Director of Undergraduate Nursing Studies by October 1 for students starting in the fall and by the first-class day for students starting in the spring.

Students with an exemption will be required to wear a mask in patient areas during the peak of the flu season or for the length of time required by the practicum facility. Some facilities will not permit students, including students with an exemption, to attend practicum without an influenza vaccination. If another practicum site cannot be secured, students with an influenza exemption will need to withdraw from the related didactic and practicum courses.

### Enforcement

Students who are noncompliant with submitting documentation of the influenza vaccination, will not be allowed to attend practicum, will receive an unexcused absence for one missed day, and placed on a contract. A second missed day for this reason would result in violation of the contract, resulting in possible course failure.

*Initially adopted by Faculty Association 9/14/2012; Last revised 8/15/2024*

# CRIMINAL BACKGROUND CHECK POLICY

## Purpose

The Lamar University (LU) JoAnne Gay Dishman School of Nursing (SON) adheres to the policies of all practicum facilities with which the Dishman SON is affiliated for student practicum learning experiences. Practicum agencies used by the Dishman SON may stipulate in the practicum affiliation agreements that students' criminal backgrounds be prescreened before they are permitted into the practicum facility. The requirement is based on the concept of due diligence and competency assessment, including past criminal behavior of all individuals whose assignments bring them into contact with patients and the general public. Moreover, the Texas Board of Nursing (TBON) requires a criminal background check before initial Registered Nurse (RN) licensure in the state of Texas and began, in 2004, a process to initiate a criminal background check (CBC) for nursing students before enrolling in nursing school (Texas Nurse Practice Act Sec 301.2511). On this basis, the JoAnne Gay Dishman School of Nursing (SON) has implemented a CBC policy for all students applying for admission to the Bachelor of Science (BSN) pre-licensure nursing program.

## Process

The Texas Board of Nursing (TBON) requires all individuals seeking RN licensure by examination in Texas to comply with a CBC through the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI). The admission application for the BSN nursing program contains information about the CBC and authorization for the Dishman SON to initiate the CBC is obtained from the applicant. Applicants are responsible for all costs associated with the CBC.

The Dishman SON will submit all applicants' names and required information to the TBON for the mandatory CBC each application cycle. The CBC process includes fingerprints provided to a fingerprinting agency, MorphoTrust (IdentoGO). Applicants will receive an email from IdentoGO, with instructions for making an appointment. Applicants who have recently completed a CBC may not receive an email from IdentoGO to make an appointment because their previous fingerprints may be used for the CBC. Detailed instructions about the CBC process for applicants are located on the TBON website ([CBC Instructions](#)).

All applicants with a clear CBC will receive a Blue Card from the TBON in the mail and must submit the Blue Card to the Dishman School of Nursing Information Center 10 days before the first day of the admission semester. Applicants with a positive CBC will be notified by the TBON and given instructions to complete the required Declaratory Order ([Declaratory Order](#)). The Declaratory Order outcome letter is a mandatory requirement to obtain full acceptance into the nursing program and must be submitted to the Dishman School of Nursing Information Center 10 days before the first class day of the admission semester.

Full acceptance into the nursing program is contingent upon satisfactory results of the CBC; admission may be denied or rescinded based on the CBC results. Completion of a CBC does not guarantee NCLEX-RN examination eligibility, licensure, or employment after graduation.

See the TBON website for frequently asked questions about the CBC [FAQs](#).

## Eligibility for Licensure and Required Reporting

Eligibility criteria for licensure in Texas are found on the TBON website [Licensure Eligibility](#). Any student with an affirmative response to any of the licensure eligibility questions must promptly notify the Dishman SON Associate Director of Undergraduate Nursing Studies. In addition, the student must formally disclose an eligibility issue to the TBON by submitting a petition for a Declaratory Order. The student must receive an outcome letter from the TBON that states the student is eligible for initial licensure or licensure renewal before program entry or progression. Additionally, a positive criminal history may result in not being eligible to participate in practicum courses, which could result in a required withdrawal from the BSN nursing program.

### Note:

Verification information will be filed in a secured area to ensure confidentiality. If the student feels that an error has been made in the results of the criminal background check, it is the responsibility of the student to contact the external vendor for a verification check and the student is responsible for any cost associated with this check. Other than error relative to identify, there will be no appeal of this policy.

*Revised by Faculty Association 5/7/2019; 8/15/2024, 10/28/2024*

## **COMMUNITY-BASED SERVICE LEARNING**

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## COMMUNITY BASED SERVICE LEARNING BACCALAUREATE NURSING PROGRAM

### Background:

Nursing education has always utilized an experiential based learning model. Didactic, practicum, and lab activities produce both cognitive and psychomotor skills essential to nursing practice. Community Based Service Learning (CBSL) at Lamar University's JoAnne Gay Dishman School of Nursing (JGDSON) is defined as

“a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged”  
(J. C. Kendall, 1990, *Combining Service and Learning*, pp 22-23).

CBSL instructional methodology integrates community service with academic instruction and focuses on critical, reflective thinking, and civic responsibility. Service activities involve students in organized community service that addresses local to global needs while developing their academic skills, sense of civic responsibility, and commitment to both the community and the nursing profession. Students, community, faculty, and the nursing profession all ultimately benefit from community-based service learning.

Nursing students are expected to be professional, accountable, adult learners, capable of functioning within the scope and boundaries of community service volunteerism. As adult learners, they are expected to make appropriate, independent decisions without direct faculty supervision.

### Goal and Objectives:

At completion of the nursing program at Lamar University, the graduate is expected to be a competent, caring nurse who demonstrates professional integrity, effective communication, active inquiry, and *service to the community*. (JoAnne Gay Dishman School of Nursing, *Philosophy*)

### Community Based Service (CBSL) - Outcomes:

	<b>DEC Practicum Judgments and Behaviors</b>	<b>Community Based Service Learning LEVEL I OUTCOME</b>	<b>CBSL Hours</b>	<b>Course</b>
1	MOP C3c, 6b 3d, PCC B2, B5, B6 PSA B1,6b, MOT A1a, 1a	Demonstrate the unique worth of service-learning activities as it applies to civic pride and respect for diversity.	<b>15 hours</b>	<b>NURS 3221</b>
		<b>LEVEL II OUTCOME</b>		
2-1	MOP C3a, 6b PCC D1, E11 PSA B1 MOT A1a, B5c	Practice the value of reciprocity/mutuality between the service learner and the person (s) being served.	<b>15 hours</b>	<b>NURS 4261</b>
2-2	MOP B2a, 3a, b, c PCC B8, 9a, b PSA B1 MOT A1a, 2ab, G4	Interpret the meaning of the service learning experience as it relates to the concept of caring, the role of the professional nurse, and the global health needs of humanity.	<b>10 hours</b>	<b>NURS 4481</b>

### CBSL Journal

Each student must maintain a CBSL Journal which will be evaluated each semester to determine if the student is meeting the component learning outcome and hour requirement. The CBSL Journal is central to evaluating student's achievement of CBSL Learning Outcomes.

The CBSL Journal will:

- be word processed
- be in narrative format
- provide the CBSL learning outcome at the top of the journal entry.

- include name of agency (agencies) utilized, contact person(s), and phone number(s)
- address the CBSL learning outcome listed in the practicum course syllabus. Specifically, the narrative should discuss the nature of the activity in relation to the course specific learning outcome, what service was performed by the student, how the service met a community need, and how the activity assisted the student to achieve the learning outcome. enhanced content presented in class.

CBSL Journals are to be submitted by the date listed in the CBSL LU Learn course.

### **CBSL Policies and Procedures**

University, college, and JGDSON policy all preclude the student from missing any regularly scheduled class, lab, practicum, or exam to complete CBSL hours.

Students engaging in CBSL must provide a 24-hour notice to the appropriate agency personnel if the student is unable to attend a CBSL activity in which they agreed to participate.

### **CBSL Service Guidelines**

Three types of service-learning activities are recognized by the JGDSON: (1) service to the community at large, (2) service to the university, and (3) service to the profession.

Students are encouraged to select activities or programs which will enhance rather than duplicate the traditional instructor-led practicum experiences. Students should select areas of their own interest, but the activities must provide opportunities for students to strengthen their foundation in nursing practice and must also relate to the learning outcomes of the JGDSON nursing curriculum. Students are strongly encouraged to select activities that have been “pre-approved”. Students may request approval for CBSL activities that are not pre-approved by utilizing the Letter of Intent process.

Students may complete service hours at an agency where they are employed, but they may not complete those hours in the department where they normally work, nor may they complete service hours performing tasks or providing services they normally do as part of their employment. A Letter of Intent must be submitted into the CBSL LU Learn course, and permission from the CBSL Coordinator is required before the service experience. Remunerated service is not community service!

Students may complete the required hours at one agency or at as many as desired. A reasonable amount of preparation and training time required by an agency will count as CBSL hours. However, when the CBSL activity occurs at an agency requiring extensive training or orientation, actual service hours will be required. The CBSL coordinator or designee, will determine and assign the extent of those additional hours.

**BSN students must complete at least 20 hours of service in the community setting. The remaining 20 hours may be earned in any of the three service categories (e. g., community, profession, university).**

The JGDSON recognizes the importance of and values nursing students engaging in service activities. While the JGDSON requires the achievement of 40 CBSL hours, students may elect to participate in service hours that exceed the minimal requirement.

Choosing to complete more than the minimum requirement demonstrates a commitment to civic responsibility, the nursing profession, and exemplifies the JGDSON Motto: ***A Spirit of Caring, A Vision of Excellence.*** Therefore, students who achieve greater than 70 CBSL hours by their graduating semester will be recognized and awarded a certificate of achievement.

### **Levels of CBSL recognition:**

- CBSL Service Scholar: Achieved 70-89 CBSL Hours
- CBSL Elite Service Scholar: Achieved 90-99 CBSL Hours
- CBSL Grand Elite Service Scholar: Achieved 100 CBSL Hours or more
- The Highest Achiever CBSL Grand Elite Service Scholar: The Student who achieved the most CBSL Hours for the graduating cohort.

## **CBSL Activity Selection**

A current list of approved agencies, services, and programs is in the CBSL LU Learn course (Blackboard).

*Examples of pre-approved agencies and programs include:*

1. Any faith community or not-for-profit organizations promoting health and wellness, healthcare education including, services to specific age groups and special needs individuals, along with health fairs and fun runs.
2. All nursing homes, assisted living facilities, and community service centers (must be not-for-profit) for hours achieved in educational and physical activities only.
3. Baptist Hospitals, Faith Community Nursing Survey and other activities
4. Compassion Hospice
5. All Children Museums for educational purposes only
6. All Food Banks along with feeding displaced or homeless individuals. Must have a director oversight
7. All Gift of Life activities
8. All Independent School Districts Children educational and screening activities including physical activities related to special needs individuals
9. All Helping Hands of America
10. All Hope Women's Resource Center activities
11. JoAnne Dishman School of Nursing special faculty led activities
12. Lamar University – Peer Mentoring Students and Peer Facilitators
13. Lamar University Physical Education Department activities
14. Lamar University Health Fairs and faculty led student activities
15. All Nutrition Services Meals on Wheels
16. Red Cross – Four different community activities
  - STAND DOWN – Veterans Assistance and Health Fair
  - Neches Festival
  - YMBL South Texas State Fair
  - YMBL South Texas State Fair Prayer Station
17. All not-for profit Soup Kitchens
18. All Southeast Texas Chapter of American Association of Men in Nursing
19. All Kappa Kappa Chapter of Sigma Theta Tau
20. Stable Spirits
21. The Rape and Suicide Crisis Center of Southeast Texas
22. Toys for Tots Activities
23. All activities posted in CBSL courses by the CBSL Coordinator

Service is also allowed at support organizations such as Alzheimer Association, American Heart, etc., but is limited to health promotion, health education, and screening activities at those agencies. CBSL credit will not be given for clerical/office work.

## **Intent Forms**

An INTENT FORM should be completed before the student **BEGINS** any CBSL activity in a non-previously approved agency. This form serves as written notification to the agency that the student intends to perform community service at the agency. All sections of the INTENT FORM must be completed, and the form signed by both the student and the agency. The student should submit the INTENT FORM to the CBSL Coordinator at least 1 week prior to the date service is anticipated. Approval will be noted in the LU Learn gradebook.

## **CBSL Activity Logs**

ACTIVITY LOGS are the student's record of service hours and should be rigorously and honestly maintained. ACTIVITY LOGS are a JoAnne Gay Dishman School of Nursing document/record and falsifying an ACTIVITY LOG is an example of falsifying a record and is subject to disciplinary proceedings (see Academic Honesty Policy).

ACTIVITY LOGS should be maintained in accordance with legal documentation guidelines. Changes should be made with a single strikeout line and initialed by the agency representative.

**CBSL Hour Requirements:**

Each student enrolled in the Baccalaureate Degree Nursing (BSN) program must complete 40 service contact hours in the identified courses below. Earned CBSL hours are enduring from semester to semester accumulating towards the required 40 CBSL hours. The student must accrue minimum service hours according to the following schedule:

Course	CBSL Learning Outcome	Hours Required	Due Date
NURS 3221	Level 1.1	15	Specified by CBSL Coordinator
NURS 4261	Level 2.1	15	Specified by CBSL Coordinator
NURS 4481	Level 2.2	10	As specified in the course syllabus

**Students attending the Joanne Gay Dishman School of Nursing should submit CBSL earned hours each semester.** Hours earned while attending the second, third and fourth semesters should reflect the specific CBSL Outcome for each level by writing a CBSL Journal reflecting on how they addressed each CBSL Outcome.

- To be proficient in the Joanne Gay Dishman School of Nursing CBSL practicum course for the second semester, Level 1.1, students will address the CBSL Outcome of:  
Demonstrate the unique worth of service-learning activities as it applies to civic pride and respect for diversity.
- To be proficient in the Joanne Gay Dishman School of Nursing practicum course for the third semester, Level 2.0, students will address the CBSL Outcome of:  
Compare the value of reciprocity/mutuality between the service learner and the person (s) being served.
- To be proficient in the Joanne Gay Dishman School of Nursing CBSL Course for the fourth semester, Level 2.1, students will address the CBSL Outcome of:  
Interpret the meaning of the service learning experience as it relates to the concept of caring, the role of the professional nurse, and the global health needs of humanity.

Extra hours may be earned during each semester, but students are still required to reflect on how they accomplish the extra hours according to the semester they are currently completing. First semester students are not considered CBSL students but are able to earn CBSL hours to be submitted at the end of their second semester providing information in their CBSL Journal on how they achieved the CBSL Outcome.

If CBSL hours have been completed during a semester prior to the above listed due dates, **submission must occur by the due date**. Failure to submit fully acquired CBSL hours in a timely manner will result in non-acceptance of the completed CBSL hours and the student will need to earn replacement hours.

In general, CBSL:

- activities occur at not-for-profit health and human services focused agencies and programs.
- should enhance rather than duplicate traditional instructor-led practicum experiences.
- may be completed at one agency or at as many as desired. A reasonable amount of preparation and training time required by an agency will count toward CBSL hours but must be identified on the INTENT FORM. However, when the service activity occurs at an agency requiring extensive training or orientation, additional hours of actual service to clients will be required. If additional hours are required, the CBSL Coordinator, or designee, will determine and assign the extent of those hours.
- activities which are not pre-approved may be approved using the INTENT FORM process.
- activities should include teaching, guiding, assisting, interacting with people, but must **NOT** include invasive procedures or medication administration.
- CBSL hours may only be earned when the University is in academic session; no hours may be earned when the University is closed for winter break.



Students who neither reside in Texas nor live on campus may be allowed to complete CBSL hours locally where they reside; however, all activities must be approved prior to beginning service. Students should select activities/programs that are equivalent to those on the pre-approved list.

**Failure to Meet Requirements: A student failing to meet either CBSL log or journal requirements will receive an “I” in the practicum course and be ineligible to progress in the nursing program.**

### **CBSL Activities Restrictions**

CBSL hours will not be awarded for service:

- performed at “for-profit” agencies or businesses
- provided at the student’s place of employment in the area normally work
- provided at agencies that are family owned, operated, or managed
- provided for family members
- that is fund raising in nature
- that is clerical or office work in nature
- following (shadowing) a school nurse
- Giving blood

### **CBSL Dress Code**

Dishman SON faculty have approved the following dress code for nursing students engaging in CBSL activities:

- A. Lamar University JoAnne Gay Dishman School of Nursing monogrammed red polo shirt
- B. Khaki or black skirt/ankle length slacks fitted at the waist (leggings are prohibited)
- C. Appropriate shoes with closed toes and heels, and boots may be worn when working at Stable-Spirit
- D. Official student name badge, Lamar University JoAnne Gay Dishman School of Nursing
- E. Exceptions to the dress code will require approval from the CBSL Coordinator.
- F. Approved seasonal attire will be the required CBSL uniform with the following exceptions approved by the CBSL Coordinator:
  - Short must be two inches above the knee
  - Blue jeans
  - Shoes should be sneakers, tennis shoes, or sandals (no flip flops)
  - May wear a cap (sun cap or full cap for sun protection)
  - Boots may be worn if working CBSL hours at Stable-Spirit only

**ANY** exceptions to this dress code must be approved by the CBSL Coordinator. Failure to honor the dress code may result in the student not receiving CBSL credit for the activity in which the dress code was not observed.

### **Program Evaluation and Reporting**

Periodic program evaluations will be conducted and will include input from both students and community agencies. Evaluation summaries will be presented at the Faculty Association meetings and forwarded to the Chairs of the Curriculum and the Evaluation Committees, as well as the Director, JoAnne Gay Dishman School of Nursing.

### **Midterm CBSL Hour Review**

- A. Establish early communication with students in jeopardy of being delinquent with CBSL required forms and hours.
  - 1. Review student awareness of required materials
  - 2. Establish the importance of planning ahead with local agencies
  - 3. Provide encouragement and suggestions for those in jeopardy
  - 4. Promote Letter of Intent

- B. Provide suggestions early on for those in jeopardy.
  - 1. Review available agencies for students to achieve CBSL hours
  - 2. Provide time for students to give verbal feedback of understanding of both the required materials and forms to submit
  - 3. Assist students who are having difficulty working, attending nursing school, and achieving CBSL hours
- C. Midterm CBSL Submission
  - 1. Students will enter earned CBSL hours for the first half of the semester on the required date in the Midterm submission section in the CBSL LU Learn course.
  - 2. Course Leaders will be provided with a report of students in jeopardy of not accomplishing their required CBSL hours
  - 3. Students will continue with one submission at the end of the semester of the Student Self Log of Hours, Agency Verification Form, along with the Student Journal
- D. CBSL Hour Minimum at Midterm per Cohort:
  - 1. NURS 3221 Practicum: Care of Adults: Students should accomplish 8 CBSL hours by Mid-term.
  - 2. NURS 4261 Practicum: Parent - Child: Students should accomplish 8 CBSL hours by Midterm.
  - 3. NURS 4481: There will not be a Midterm for this Cohort

### **The Extension Request Form**

- A. The *CBSL Extension Request Form* is a different implementation than the *Plan* as it can only be granted after the student has met with the CBSL Coordinator.
- B. During the meeting, the CBSL Coordinator will provide the *CBSL Extension Request Form* for the student to write their request for an Extension along with a date for completion of required CBSL hours.
- C. The student will also need to provide strategies to achieve the required CBSL hours on the *CBSL Extension Request Form*.
- D. Once these two pieces of information are written by the student, he or she must obtain all the required signatures and return the form to the CBSL Coordinator within one week.
- E. The *CBSL Extension Request Form* will be entered into the student's permanent file providing more weight for this process of extending their CBSL hours into the next semester
- F. Signatures required for the *CBSL Extension Request Form*:
  - 1. Student
  - 2. Course Leader
  - 3. CBSL Coordinator
  - 4. Associate Director of Undergraduate Nursing Studies
  - 5. Director, Dishman School of Nursing

Once all signatures are obtained by the student, the form must be returned to the CBSL Coordinator.
- G. Goal: To bring awareness to the students concerning the importance of selecting, planning, and achieving required CBSL hours.

### **Final CBSL Submission for the Semester**

- A. Students will continue with one submission at the end of the semester into the CBSL LU Learn Course specific to the Cohort with the following three items:
  - 1. Student Self Log of Hours
  - 2. Agency Verification Form
  - 3. The Student Journal
- B. Faculty will be informed of student's earned CBSL hours prior to the end of the semester.
- C. Students who are not successful in achieving the required CBSL hours by the end of the semester will be referred to the CBSL Coordinator.

*Adopted by Faculty Association 1/18/08; Revised Faculty Association 12/6/2017, 12/15/2022, 12/9/2024*

## **CLASS ORGANIZATION GUIDELINES**

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## CLASS ORGANIZATIONS GUIDELINES

1. Upon admission, each class will be assigned two faculty class advisors.
2. Class advisors guide the decision-making process for governing the activities of the class organization to meet the university and Dishman School of Nursing (SON) regulations.
3. Class advisors are encouraged to be involved in all class communication platforms (e. g., GroupMe, social media, group chats, group e-mails). All students in the cohort must be included in all class communication platforms.
4. Advisors facilitate the election of class officers at the beginning of the second semester of the nursing program. Class Officers must attend Student Faculty Council meetings. Any issues that the class wishes to bring up must be submitted to advisor for approval before the faculty council meeting. Issues pertaining to particular courses should be communicated through the appropriate Chain of Command. Class officers shall be: President, Vice President, Secretary, Treasurer, LUTNSA representative, Student Government Association (SGA) representative and two Class Historians.
  - a. President – a student elected to represent the interests of the class. This student will preside over class meetings and will lead and assist in organization of class activities.
  - b. Vice President – assumes the duties of the President as needed. Student will also assist with the organization of class meetings and activities.
  - c. Secretary – keeps a record of current class members, all class meetings (including attendance and minutes) and activities. Notifies class and advisors of meeting information.
  - d. Treasurer – Keeps all financial records of class, collects class dues (if any), prepares any budgetary needs for class activities, makes or approves all deposits and withdrawals from class funds.
  - e. LUTNSA Representative – is a current member of LUTNSA, represents the class interests during LUTNSA meetings
  - f. Student Government Association (SGA) Representative – represents the interests of the class at all Student Government Association meetings. Relays relevant information from SGA meetings to the members of the class.
  - g. Historians – Two students will be responsible for taking pictures or otherwise documenting class activities. Organizes class slideshow to be presented at pinning ceremony.
5. Advisor(s) meet with the class officers (Board) to discuss issues that are presented to the class for decisions and voting at a later date.
6. Decisions are ruled by majority vote.
7. No meetings and no decisions are to be made without a faculty advisor present.
8. If an office is vacated and needs to be filled after the initial vote, a special election will be held to fill the office. Anyone wishing to run should notify the class faculty advisor(s) to be placed on the ballot. Students interested in running for Officer Positions should follow the policy and procedures outlined in Lamar University's Guidelines for Organizations.
9. Reports from each officer should be given to the class at regular intervals.
10. A representative of the class (officers or selected alternate) should attend Student Government Association (SGA) meetings. If meetings occur on practicum days, then alternate among officers so each officer would leave practicum only once or twice a semester. Class representatives and LUTNSA representatives also attend Undergraduate Nursing Student-Faculty Council meetings.
11. The class needs to register as an organization with the LU Student Organizations Office. Students should register their class according to the semester they will graduate for example, BSN Class of May 2023.
12. Registered Student Organizations that do not hold a 501c3 status (A recognized status by the federal government) must have a bank account with the Office of Student Organization Services. The Student Club

Account is a free banking service provided to Registered Student Organizations. Checks, bank statements, and mail service are provided free of charge.

13. If class advisor(s) are unsure of a potential fund-raising event, they should seek advice from the Director of the Dishman School of Nursing. Soliciting funds from donors needs to be approved by the Director of the Dishman School of Nursing and the Lamar University Advancement Office prior to contacting any individuals.

14. A picture of the graduating class should be given to Director of the Dishman School of Nursing to be displayed in the nursing building. Framing of the picture will be handled by the Dishman SON. The picture needs to have the name of the class (BSN) and year on the picture.

#### **15. Dishman School of Nursing Student-Faculty Council Committee**

- Class officers and advisors should attend Dishman SON Faculty-Student Council meetings, typically scheduled each semester.
- The Student-Faculty Council provides a shared governance forum for communication between undergraduate students and the faculty of the undergraduate nursing program.
- Class officers and advisors should submit agenda items in advance of the scheduled meeting
- Class advisors must review agenda items prior to submission.
- Topics for discussion include curriculum and program issues. Issues related to individual courses and/or faculty should follow the Lines of Communication Policy.

*Revised 12/17/2019; Revised Faculty Association 8/15/2024*

## **PINNING CEREMONY GUIDELINES**

1. Each graduating class and class officers are responsible for planning the Pinning Ceremony.
2. The Pinning Ceremony is held just before the LU Commencement Ceremony.
3. The graduating class is responsible for all costs associated with the Pinning Ceremony. If applicable, the graduating class and class officers determine the desired fundraising method. All fundraisers must be discussed with and approved by the Class Faculty Advisors and the Director, JoAnne Gay Dishman School of Nursing (JGDSON).
4. Planning should begin a year before the event
  - a. The graduating class must select a venue. The Pinning Ceremony should be held at an event center within the community (including the LU campus) rather than a religious facility. Be mindful that the chosen venue will impact the number of guests each graduate may invite.
  - b. Event considerations: decorations, photography, media, refreshments:
    - JGDSON faculty and staff
    - Distinguished Guests (obtain this list from the Class Faculty Advisors, printed invitations may be needed)
    - The JGDSON recommends that the graduating class invite representatives from our clinical partners (local hospitals)
5. All plans for the Pinning Ceremony (e. g., invitations, programs) must be reviewed by the Associate Director of Undergraduate Nursing Studies six weeks before the Pinning Ceremony
6. If the graduating class wants to livestream the Pinning Ceremony via the JGDSON social media platform, contact the Recruitment Coordinator six weeks before the Pinning Ceremony.
7. The graduating class determines the recommended attire for the Pinning Ceremony (e.g., business professional, cocktail, semi-formal). The Pinning Ceremony attire should be professional in appearance.
8. Each student prepares a note to be read while being Pinned. The note may include acknowledgments of support persons, words of wisdom, specialty area, and CBSL hours achieved. The Class Faculty Advisors and Class Historian(s) will collaborate with the CBSL Coordinator regarding accumulated CBSL hours, and the level of CBSL recognition achieved.

9. The Pinning Ceremony traditionally follows these guidelines:
  - a. Introduction of the graduating class (may include an invocation)
  - b. Welcome by a representative from the JGDSON leadership team
  - c. Opening remarks by the Class President or designated class member
  - d. Acknowledgement of Faculty
  - e. Brief (10 minutes max) keynote speech; keynote speaker is chosen by the class and approved by the Class Faculty Advisors
  - f. Ceremonial Pinning: Students select an individual(s) to apply the nursing pin to their lapel. During the ceremonial pinning, faculty members (typically two) chosen by the graduating class will read the message provided by the student.
  - g. Anne Fisher Winslow Award presentation
  - h. Grand Elite CBSL Scholar presentation
  - i. The Nightingale Pledge
  - j. The Passing of the Lamp
  - k. Concluding remarks by the Class President or designated class member
10. Some classes may wish to include a digital presentation showcasing their nursing school journey. This presentation should be limited to no more than 10 minutes.
11. The CHRISTUS Southeast Nurse Honor Guard may be asked to participate in the Pinning Ceremony at the discretion of each class. The CHRISTUS Southeast Nurse Honor Guard ceremonial participation includes leading the Nightingale Pledge and a lighting ceremony.

*Additional Tips:*

*The pin may be affixed to a ribbon for ease of pinning during the Ceremonial Pinning. Then, a safety pin can be run through the center of the ribbon and will be attached to the student during the Ceremonial Pinning*

*Revised 11/18/2015; Revised FA 3/24/2025*

## **GRADUATION STOLE**

### **COLLEGE OF ARTS AND SCIENCES COMMENCEMENT**

Lamar University holds graduations three (3) times per year in May, August, and December. (Times/dates to be determined).

All students that have met Lamar University and the JoAnne Gay Dishman School of Nursing BSN program requirements **must** apply for graduation but are **not** required to attend a ceremony.

Students will receive an email through their **LAMAR email account** with instructions on how to apply and where to pay graduation fees. Students **CANNOT** apply for graduation until they receive an email from the university granting them permission to apply. \*

Students attending graduation ceremonies will be required to purchase a cap, gown, and stole through the Lamar Book Store. (<https://www.lamar.edu/students/commencement/index.html>)

1. In addition, female students can purchase the optional “white collar” to wear with their required attire.
2. All attire worn by graduates of the nursing program while attending university ceremonies must be clean, ironed, and in good repair.

For more information about Lamar University’s graduation ceremonies please visit the commencement web page <http://students.lamar.edu/commencement/index.html>.

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## **APPENDICES**

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## COMPUTER/TECHNOLOGY REQUIREMENTS

1. Students need regular access to Windows, Apple laptop, or Apple desktop with a broadband internet connection. *Note: There are known limitations with Blackboard and other programs on mobile devices, tablets, or computers running IOS, Android, or Chrome OS. Students are strongly discouraged from using those type of devices.*
2. The minimum computer requirements are:
  - a. Current version of Chrome and Firefox required. (*Note: Blackboard may not support Internet Explorer, Edge, or Safari.*)
  - b. 8 GB RAM or more preferred
  - c. Broadband connection (cable modem, DSL, or other high speed) required. Some courses are video intensive.
  - d. 1024 x 768 or higher resolution
  - e. Webcam and speakers (headset with microphone may be used instead of speakers. Example: Plantronics Audio 628 USB headset)
3. Microsoft Office 365 is essential and available to all LU students. (*Go to <https://luconnect.lamar.edu/> and click on "Office 365". Students have access to 5 downloads to home devices.*)
4. Additional free software for enhanced web browsing is needed. *Note: Be certain to download the free versions of the software.*
  - a. Firefox (<http://www.mozilla.org>)
  - b. Google Chrome (<https://www.google.com/chrome/>)
  - c. Adobe Reader (<https://get.adobe.com/reader/>)
  - d. QuickTime (<https://www.apple.com/quicktime/download/>)
5. Current anti-virus software must be installed and kept up to date.
6. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

## APPROXIMATE COST OF ITEMS REQUIRED IN THE UNDERGRADUATE NURSING PROGRAM

Students are responsible for expenses incurred during transportation to practicum facilities and community agencies. While not an all-inclusive list, the costs listed below are common expenses students incur during the prelicensure program.

### APPROXIMATE COSTS WHEN ENTERING THE PROGRAM

Books and course resources (approximate).....	\$2,000.00
Uniform (1 set first semester).....	\$60.00
Lab Coat.....	\$30.00
School of Nursing insignia patches x 2.....	\$8.00
Identification Badge x 1 .....	\$6.00
White duty shoes (See Uniform Policy) .....	\$60.00
White hosiery or trouser socks (\$5.00 per pair x 2).....	\$10.00
Bandage scissors .....	\$8.00
Watch with sweep second hand .....	\$20.00
Stethoscope with bell & diaphragm .....	\$50.00
CPR Pocket Mask.....	\$6.00
Goggles / or your Glasses .....	\$5.00
Physical Examination: \$60 <b>each year</b> (approximate) .....	\$60.00
Liability Insurance: \$15 <b>each year</b> .....	\$15.00
Immunization series/serology .....	\$150.00 – \$300.00
CBSL Polo shirt (recommend 2).....	\$60.00
.....	<b>\$2548.00-2698.00</b>

### APPROXIMATE ADDITIONAL COSTS DURING PROGRAM

Books and course resources (approximate).....	\$1,800
Additional Uniform(s) (1-2 sets, if needed).....	\$60.00
School of Nursing insignia patches (2, for additional uniforms purchased if needed) .....	\$8.00
White hosiery or trouser socks (\$5.00 per pair x 2).....	\$10.00
White duty shoes (If replacement needed. See Uniform Policy).....	\$60.00
Physical Examination: \$60 <b>each year</b> (approximate) .....	\$60.00
Liability Insurance: \$15 <b>each year</b> .....	\$15.00
.....	<b>\$2013.00</b>

### APPROXIMATE COSTS ASSOCIATED WITH GRADUATION

Texas Board of Nursing Application for initial licensure .....	\$75.00
NCLEX-RN® Review (HURST, external to Lamar University, approximate) .....	\$350.00
HURST Elevate® Capstone Course.....	\$99.00
NCLEX-RN® Exam Registration Fee .....	\$200.00
Jurisprudence Exam .....	\$0.00
LU Diploma/Graduation Fee .....	\$25.00
Graduation Cap & Gown .....	\$55.00
Graduation Stole (required) .....	\$30.00
Pin (JoAnne Gay Dishman School of Nursing) * .....	\$25.00 – \$70.00
.....	<b>\$859.00-904.00</b>

\*Nursing School Pin – The Lamar University-Beaumont JoAnne Gay Dishman School of Nursing has designed and accepted its own distinct pin. Graduates may choose to wear the pin while on duty to identify their alma mater. It is the responsibility of the student to purchase the pin. Students will receive the pin as part of the graduation process. The pin is a representation of the diploma of the Lamar University-Beaumont nursing programs and can be changed only by School of Nursing consent.

Revised 1/4/2023; Revised 9/2024

## TEXAS BOARD OF NURSING ELIGIBILITY

The Texas Board of Nursing (BON) has identified certain circumstances that may require a potential candidate ineligible for licensure as a registered nurse in the State of Texas. The Board provides individuals the opportunity to petition the Board for a Declaratory Order as to their eligibility in accordance with Article 301.257 of the Nursing Practice Act.

If you are required to answer “**Yes**” to any of the following questions, please see the BON Website for instructions on filing a *Declaratory Order Petition* ([www.bon.state.tx.us](http://www.bon.state.tx.us)). **Processing your Petition may take 6 to 12 months, or longer, after you provide all required documentation and depending on your circumstance.** Once all requested documents have been received, you will be notified that the Petition has been transferred to the Enforcement Department for review.

1. Have you ever had any disciplinary action on a nursing license or a privilege to practice in any state, country, or province?
2. Do you have an investigation or complaint pending on a nursing license or a privilege to practice in any state, country, or province?
3. Have you, in the last 5 years\*, been addicted to and/or treated for the use of alcohol or any other drug?
4. \*For any criminal offense, including those pending appeal, have you:
  - a. been arrested and have a pending criminal charge?
  - b. been convicted of a misdemeanor?
  - c. been convicted of a felony?
  - d. pled nolo contendere, no contest, or guilty?
  - e. received deferred adjudication?
  - f. been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
  - g. been sentenced to serve jail time, prison time, or court-ordered confinement?
  - h. been granted pre-trial diversion?
  - i. been cited or charged with any violation of the law?
  - j. been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

*(You may only exclude Class C misdemeanor traffic violations or offenses previously disclosed to the Texas Board of Nursing on an initial licensure or renewal application.)*

**NOTE: Expunged and Sealed Offenses:** While expunged or sealed offense, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket or citation has, in fact, been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in question to our office with your application. Non-disclosure of relevant offenses raises questions related to truthfulness and character. (See 22 TAC §213.27)

**NOTE: Orders of Non-Disclosure:** Pursuant to Tex. Gov't Code § 552.142(b), if you have criminal matters that are the subject of an order of non-disclosure you are not required to reveal those criminal matters. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness issue. Pursuant to Gov't Code chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is the subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character and fitness.

5. Have you ever had any licensing (other than a nursing license) or regulatory authority in any state, jurisdiction, country, or province revoked, annulled, cancelled, accepted surrender of, suspended,

placed on probation, refused to renew or otherwise discipline any other professional or occupational license, certificate, nurse aide registration or multistate privilege to practice that you held?

6. Are you currently suffering from any condition for which you are not being appropriately treated that impairs your judgment or that would otherwise adversely affect your ability to practice nursing in a competent, ethical, and professional manner?

7. \*Are you currently the target or subject of a grand jury or governmental agency investigation?

8. \*Are you currently a participant in an alternative to discipline, diversion, or a peer assistance program? (This includes all confidential programs)

**NOTE:** Any positive response will remain confidential and not subject to public disclosure unless required by law.

9. Have you ever been granted the authority to practice nursing in any country, state, province, or territory?

**NOTE:** This does not apply to any nursing license(s) issued by another US state or territory, excluding Puerto Rico. If you were licensed in Puerto Rico, you should be answering yes.

\* Pursuant to the Texas Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Texas Occupations Code §301.466.

## **NURSING CURRICULA STANDARDS: DIFFERENTIATED ESSENTIAL COMPETENCIES (DECS)**

Lamar University JoAnne Gay Dishman School of Nursing undergraduate curriculum design addresses university, state, and national standards. Some specific standards are referred to in each course syllabus. A brief explanation of these is given.

Texas Board of Nursing – Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments and Behaviors.

Nursing practice in Texas by licensed nurses flows along a scope of practice continuum based upon educational preparation from the Licensed Vocational Nurse (LVN) to the doctorally prepared Registered Nurse (RN). While selected aspects of nursing care may be assigned or delegated by licensed practicing nurses to ancillary persons such as nursing assistants or aides, LVNs and RNs currently form the core in the roles identified as members of the profession, providers of patient- centered care, patient safety advocates, and members of the health care team.

Basic educational preparation for the LVN examination is provided at the vocational level in Texas Board of Nursing (BON or Board) approved programs in community colleges, hospitals, career schools, and the military. Educational preparation for RN licensure examination may be obtained through Texas BON approved diploma, associate degree, and baccalaureate degree programs (including generic master's degree programs). Each of these programs provides the necessary preparation for practice as a registered professional nurse. The curricula of each of the nursing programs differ and the outcomes of the educational levels dictate a differentiated set of essential competencies of graduates. The competency statements describe progression in expected behaviors across the types of programs from vocational nursing (VN) to diploma and associate degree nursing (ADN) to baccalaureate degree nursing (BSN). The competencies of each educational level build upon the previous level.

The competencies are written for nursing programs to meet the approval criteria established by the Texas Board of Nursing. For more details, see the Texas Board of Nursing website at [https://www.bon.texas.gov/pdfs/publication\\_pdfs/Differentiated%20Essential%20Competencies%202021.pdf](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf).

## AMERICAN NURSES' ASSOCIATION CODE FOR NURSES

The **Code for Nurses** was originally adopted by the American Nurses Association in 1950 and has been revised periodically (American Nurses Association [ANA], 2015). It serves to inform both the nurse and society of the profession's expectations and requirements in ethical matters. The code and the interpretive statements together provide a framework within which nurses can make ethical decisions and discharge their responsibilities to the public, to other members of the health team, and to the profession.

The Code for Nurses provisional statements:

**Provision 1.** The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

**Provision 2.** The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

**Provision 3.** The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

**Provision 4.** The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

**Provision 5.** The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

**Provision 6.** The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

**Provision 7.** The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

**Provision 8.** The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

**Provision 9.** The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy (ANA, 2015, p.1-2).

### Reference

American Nurses Association [ANA] (2015). *Revision of the code of ethics for nurses with interpretive statements panel*. Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>

## AMERICAN HOSPITAL ASSOCIATION *PATIENT CARE PARTNERSHIP*

In 1973, the American Hospital Association (AHA) adopted a “The Patient’s Bill of Rights” to address the expectations of the patient for quality care and medical treatment with revisions to that bill in 1992. In 2001, the AHA replaced the Patient Bill of Rights with the Patient Care Partnership with the focus on “a straightforward, plain language statement that clearly outlines what patients should expect during their hospital visit” (American Hospital Association [AHA], 2003, p.1)

Overall, the Patient Care Partnership describes the expectations, rights, and responsibilities during a hospital stay in regard to:

1. High-quality hospital care.
2. A clean and safe environment.
3. Involvement in your care.
4. Protection of your privacy.
5. Help when leaving the hospital.
6. Help with your claims.

### Reference

American Hospital Association [AHA] (2003). *The patient care partnership: Understanding expectations, rights and responsibilities*. Retrieved from <https://www.aha.org/system/files/2018-01/aha-patient-care-partnership.pdf>

Approved Faculty Association 12/4/2015

## PROFESSIONAL ORGANIZATIONS

### NSNA – National Student Nurses Association

The National Student Nurses Association and its constituents in states and districts are student operated organizations. Membership gives students opportunities to expand their knowledge and skill in community health projects and legislative activities, influence curricula, increase their interest in nursing organizations, and develop skill in organizational affairs. The National organization offers scholarship opportunities to its members.

NSNA believes there is tremendous need for Registered Nurses to work together on common concerns so that a positive impact can be made on nurses, students, and the public in relation to nursing and health care.

### TNSA – Texas Nursing Students Association (State Level)

The state level organization reflects the functions of NSNA and promotes the student with many opportunities to be an active participant. This level also offers scholarship opportunities to members. TNSA and NSNA are related to The Texas Nurses Association and The American Nurses Association.

**L.U.T.N.S.A. - Lamar University Texas Nursing Student Association** is the local chapter of the TexasWE Nursing Student Association.

The purposes of the organization are to:

1. Assume the responsibility for contributing to nursing education in order to provide the highest quality of health care.
2. Provide programs representative of fundamental and current professional interest and concerns.
3. Aid in the development of the whole person, his/her responsibility for the health care of people in all walks of life, and his/her professional role.

Membership and meeting information available in the JoAnne Gay Dishman School of Nursing. Students are encouraged to belong to LUTNSA and attend meetings.



### **Dishman School of Nursing Chapter of American Association for Men in Nursing (Dishman SON AAMN Chapter)**

The chapter honors a local organization supporting men in nursing. It fosters a welcoming space for all nursing students and professionals to address issues affecting men in the field, promote nursing careers among men, and support their professional growth. The chapter also advocates for research and education on men's health and the role of men in nursing, encouraging knowledge sharing locally and nationally. It partners with nonprofits for civic service and leads men's health education initiatives.

Membership (National and Local): Open to male and female Registered Nurses, Licensed Practical/Vocational Nurses, nursing students in entry-level programs, Dishman SON alumni, and others deemed eligible by the Board of the Chapter. Local chapter membership is available to those within Texas or holding a Texas state license.

### **Kappa Kappa Chapter of Sigma Theta Tau**

The Lamar University Professional Nursing Honor Society was established in the Spring of 1985, and was chartered on April 24, 1988, as the Kappa Kappa Chapter of Sigma Theta Tau International Honor Society of Nursing, Inc. The purposes of this Society shall be to:

1. recognize superior achievement
2. recognize the development of leadership qualities
3. foster high professional standards
4. encourage creative work
5. strengthen commitment to the ideals and purposes of the profession

Membership in the organization is composed of students in the baccalaureate and master's programs in nursing, and registered professional nurses.

The undergraduate student candidate must have completed at least one-half of the nursing component of the curriculum, shall not rank lower than the highest 35% of the class in scholarship, and have a GPA of at least 3.0 on a 4.0 scale. Students in the master's program must have completed a minimum of one quarter of the required graduate curriculum, have demonstrated ability in nursing, and must have achieved a grade point average of at least 3.5 on a 4.0 scale. The candidate shall have demonstrated superior academic achievement, academic integrity, and professional leadership potential. A nurse leader, who is a registered nurse, legally recognized to practice in his/her country with a minimum of a baccalaureate degree or the equivalent in any field, and who has demonstrated achievement in nursing, shall be eligible for membership.

Membership in the organization is an honor bestowed upon individuals who have demonstrated the achievement of the criteria established. That being so, membership is by invitation, and those who accept assume the purposes of the society and the responsibility to participate in achieving its goals.

## GLOSSARY

**Accountability** - To be answerable to oneself and others for one's own choices, decisions, and actions as measured against a standard such as that established by the *Code of Ethics for Nurses* (ANA, 2024)

**Accreditation** – The voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved (ACEN, 2023).

**Active inquiry** - occurs when students are actively involved and genuinely engaged in meaningful learning. The focus is on developing students' intellectual capabilities as independent, critical thinkers. Active inquiry is a basis for lifelong learning as well as personal and professional growth.

**Adaptation** - a dynamic, ongoing, life-sustaining process whereby living things continually adjust to environmental changes. Social adaptation implies the adjustment and adaptation of humans to other individuals and community groups in the social environment.

**Advocacy** - The act or process of supporting a cause or proposal: the act or process of advocating. Advocacy is a pillar of nursing. Nurses instinctively advocate for their patients in their workplaces and in their communities, but legislative and political advocacy is equally important to advancing patient care (AACN, 2021).

**Advanced Practice Registered Nurse (APRN)** – Licensure classification for nurses who have advanced education, knowledge, and skills in one of four practice roles: clinical nurse specialist, nurse practitioner, certified registered nurse anesthetist, or certified nurse midwife (ACEN, 2023).

**Alternate Item Format** - An alternate item format is an exam item, or question, that uses a format other than the standard, four-option format of a multiple-choice item to assess a candidate's ability. Alternate item formats may include (NCSBN, 2025):

- Multiple response items that require a candidate, regardless of the number of options, to select a single response, multiple responses, or all responses as correct to answer the item
- Fill-in-the-blank items that are calculation-based and require a candidate to answer using numbers
- Chart/exhibit items where candidates are presented with a problem and need to review the information in the chart/exhibit to select an answer
- Ordered response items that require a candidate to move and place options in the correct sequence or order
- Graphic items that present the candidate with images either as part of the stem or as options

**Approval** – The term generally referred to by most state regulatory agencies for nursing to describe authorization of nursing education programs meeting minimal standards as defined in the state nurse practice act and/or rules and regulations (ACEN, 2023)

**Articulation** - a planned process providing opportunities for multiple-entry and exit points, expecting graduates to demonstrate competencies (inherent in clinical reasoning, knowledge, judgment, and skills) of the preceding levels of education.

### Assessment and Evaluation Methods:

**Direct Outcome Assessment Methods** – Student demonstrations and/or the actual products of student work used by faculty to determine achievement of course and/or end-of-program student learning outcomes (and for graduate programs, the role-specific nursing competencies). Examples include, but are not limited to, examinations (e.g., standardized or faculty-developed), portfolio, clinical performance tools, rubrics, and assignments (e.g., papers, projects, presentations) (ACEN 2023).

**Indirect Outcome Assessment Methods** – Perspectives (e.g., reflections, opinions, or thoughts) about students' learning achievement regarding course and/or end-of-program student learning outcomes (and for graduate programs, the role-specific nursing competencies). Examples include, but are not limited to, surveys, self-assessments, focus groups, interviews, and student peer review (ACEN 2023).

**Formative and Summative Student Evaluation Methods** – The use of assessment methods to gauge students' comprehension and learning by comparing it against a standard or benchmark while learning is in progress (Formative) or at the completion of a learning experience, such as a unit or course (Summative) (ACEN 2023).

**Formative** evaluation methods provide ongoing feedback to assist the student and faculty to identify the student's strengths/weaknesses regarding learning achievement and target areas that need work.

**Summative** evaluation usually involves students receiving a grade that indicates their level of performance on an assignment, examination, and/or course that reflects learning achievement.

**Summative Nursing Program-Level Assessment** – The aggregation of student performance data used by faculty to identify the extent to which a group of students achieved the identified end-of-program student learning outcomes (and for graduate programs, the role-specific nursing competencies) upon completion of the program of study. Data for program-level assessment may include direct and indirect assessment and evaluation methods in courses at or near the end of the program. The analysis and evaluation of aggregate program-level summative assessment data, according to program-established benchmarks, forms the basis for making changes to the program of study for program improvement in support of student learning and achievement (ACEN 2023).

**Best practice** - quality nursing care that is considered optimal based on a prevailing standard or point of view based on current evidence (Nelson, 2014).

**Caring** - a concept that implies a special concern, interest, or feeling capable of fostering a therapeutic helping, trusting relationship between the client and nurse based on faith and hope. It is being sensitive to oneself and others in promoting and accepting the expression of both positive and negative feelings and emotions. It is an expression of or an action of an informed, competent professional nurse that stems from the ability to utilize the scientific problem-solving process. Caring promotes transpersonal teaching-learning and attends to supportive, protective, and/or corrective mental, physical, societal, and spiritual environments. It assists wholeness that allows for being open to existential-phenomenological and spiritual dimensions of caring that cannot be scientifically explained (Kelly, J.H., and Johnson, B. (2002). *Theory of Transpersonal Caring*. Jean Watson in J. B. George, 2002, *Nursing Theories, the Base for Professional Nursing Practice*, p. 410).

**Certification** – The process by which an organization, association, voluntary agency, or state regulatory agency grants recognition that an individual possesses predetermined knowledge and/or skills specified for practice in an area of specialization (ACEN, 2023).

**Chief Executive Officer** – The official who has the primary responsibility of carrying out the mission and purpose of the governing organization. In some circumstances, there may be an overall governing organization CEO and a local or campus CEO (e.g., a chancellor of the overall governing organization and a president of a campus) (ACEN, 2023).

**Clinical Judgment** - refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes (AACN, 2021).

**Clinical reasoning** - the process by which nurses collect cues, process and analyze the information, come to an understanding of a patient problem or situation, weigh alternative actions, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process (DECs, 2021).

**Communication** – The exchange of information that involves the presence of a message, a sender, and a receiver. Communication can be verbal, non-verbal, or visual (AACN, 2021).

**Communities of Interest** - A group of people, identified by the nursing education unit, who formally or informally influence nursing program processes, decision-making of a nursing education unit, the end-of-program student learning outcomes, and the program outcomes of a nursing program. Examples include, but are not limited to, students, graduates, healthcare employer representatives, governing organization representatives, regulatory agency representatives, and members of the public (ACEN, 2023).

**Community** – A group of people living in the same area who have similar interests or characteristics (AACN, 2021).

**Community Based Service Learning (CBSL)** - is “a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged” (J.C. Kendall, 1990, *Combining Service and Learning*, p. 22-23). Reflection is another critical element of CBSL as it assists students in the development of critical thinking and social awareness as they reflect on their experiential learning with community partners (Brown & Schmidt, 2016).

**Community service** - participation in community-sponsored activities by the faculty for the betterment of the local area. Such activities include but are not limited to participation on the board of directors for area-wide not-for-profit agencies, volunteering to help community agencies meet the needs of the population at large, and/or participating in community and professional organizations within the area.

**Competency** - an expected and measurable level of nursing performance that integrates knowledge, skills, abilities, and judgment, based on established scientific knowledge and expectations for nursing practice (DECs, 2021).

**Complex systems** - Systems whose behavior is intrinsically difficult to model due to the dependencies, competitions, relationships, or other types of interactions between their parts or between a given system and its environment. Complex systems have distinct properties that arise from these relationships, such as nonlinearity, emergence, spontaneous order, adaptation, and feedback loops, among others (AACN, 2021).

**Compliance** – When the nursing program meets the intent of the ACEN Standards and Criteria as determined by peer evaluators after a review of the program’s supporting evidence and the application of professional judgement (ACEN, 2023).

**Concepts** - A concept is an organizing idea or mental construct represented by common attributes. Rodgers (1989, p. 332) describes concepts as “an abstraction that is expressed in some form” (AACN, 2021).

**Consumers** - individuals, groups, families, organizations, or communities who utilize health care services.

**Contemporary Professional Nursing Standards, Guidelines, and/or Competencies for Nursing Practice** – A set of guidelines approved by a nationally recognized nursing organization for use in the development and evaluation of a nursing curriculum. The most recent version/edition of the standards/guidelines must be used. The standards/guidelines include, but are not limited to:

- Consensus Model for APRN Regulation (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Group)
- Core Competencies for Interprofessional Collaborative Practice© (Interprofessional Education Collaborative)

- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education)
- Essentials of Entry-Level and Advanced Level Nursing (American Association of Colleges of Nursing)
- Health Professions Education: A Bridge to Quality© (Institute of Medicine)
- Interprofessional Education Collaborative (IPEC) Core Competencies
- NLN Competencies for Graduates of Nursing Education Programs© (National League for Nursing)
- National/International Patient Health and Safety Goals
- Nurse Practice Standards for the Licensed Practical/Vocational Nurse (National Federation of Licensed Practical Nurses)
- Nursing: Scope and Standards of Practice© (American Nurses Association)
- Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs (National Association for Practical Nurse Education and Services)
- Statement on Clinical Nurse Specialist Practice and Education© (National Association of Clinical Nurse Specialists)
- Quality and Safety Education for Nurses (QSEN) Competencies (ACEN, 2023)

**Corequisite courses** - courses that are academically contingent upon the successful completion of another course in the same semester. The two or three academically contingent courses must be completed simultaneously. If a student is unsuccessful in one of the companion courses, then both or all three of the companion courses must be repeated.

**Course Measurable Student Learning Outcomes** - are statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. Course measurable student learning outcomes must be consistent with standards of contemporary nursing practice. Course measurable student learning outcomes:

- must be aligned and linked to the end-of-program student learning outcomes;
- should have a single, measurable action;
- support students' achievement of the end-of-program student learning outcomes and program outcomes;
- typically progress from "simple" to "complex" as students advance through the nursing program of study; and
- organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc. (ACEN, 2023).

**Critical Behaviors** – if a student receives a "U" in any of the identified critical areas at the end of the semester, the student will receive a grade of "unsatisfactory" in the practicum course. These critical behaviors can be identified and discussed at any time during the practicum experience. Critical behaviors are identified by a # on the evaluation form. A student who continues to practice the behaviors listed below will receive a practicum grade of "Unsatisfactory":

- Provides unsafe care despite interventions to improve performance.
- Demonstrates a pattern of a lack of understanding of their limitations.
- Fails to anticipate the consequences of actions or lack of actions.
- Fails to maintain appropriate communication with faculty and staff about patient/client care despite counseling.

**Criteria** – Statements that identify the elements that need to be examined in the evaluation of a standard (ACEN, 2023)

**Critical thinking** - Critical thinking in nursing involves identifying a problem, determining the best solution, and implementing an effective method to resolve the issue using clinical decision-making skills (ANA, 2024)

**Culture of safety** - Core values and behaviors resulting from a collective and sustained commitment by organizational leadership, managers, and health care workers to emphasize safety over competing goals (ANA, 2016).

**Cybersecurity** - the art of protecting networks, devices, and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity, and availability of information. Refers to the body of technologies, processes, and practices designed to protect networks, devices, programs, and data from attack, damage, or unauthorized access. Cybersecurity may also be referred to as information technology security (Information Technology Laboratory, 2021)

**Debriefing** - A formal, collaborative, reflective process within the simulation learning activity that allows for a learning conversation between instructors and trainees that follows a simulation. A process in which people who have had an experience are led through a purposive discussion of that experience (AHRQ, 2024).

**Default rate** - The percentage of student borrowers at each governing organization who fail to remain current with repayment of their federal financial aid student loans during the reporting period specified by the United States Department of Education (ACEN, 2023).

**Delegation** - a registered nurse authorizing an unlicensed person to provide nursing services while retaining accountability for how the unlicensed person performs the task. It does not include situations in which an unlicensed person is directly assisting an RN by carrying out nursing tasks in the presence of an RN [Texas Board of Nursing §224.4(3)]. [Another pertinent rule is §225.4(6)] (DECs, 2021).

**Determinants of health** - The range of personal, social, economic, and environmental factors that interrelate to determine individual and population health. These include policymaking, social factors, health services, individual behaviors, and biology and genetics. Determinants of health reach beyond the boundaries of traditional health care and public health sectors. Sectors such as education, housing, transportation, agriculture, and environment can be important allies in improving population health (*Healthy People 2020*).

**Differentiated Essential Competencies of Graduates of Texas Nursing Programs (DECs)** – includes 25 basic competencies within the four nursing roles and describes the required outcomes for VN and RN nursing education with progressive differentiation of competency level for each Texas Board of Nursing educational level [Vocational Nursing Education (VN), Associate Degree Nursing Education (ADN), and Baccalaureate Degree Nursing Education (BSN)]. Further delineation of the competencies is expanded through sub-competencies with accompanying required subject content (Knowledge) and expected Clinical Judgments and Behaviors. Texas-approved nursing education programs are required to operationalize the DECs in the curriculum to assure that graduates have been educated to carry out the competencies. The competencies for each educational level build upon the competencies from the previous level (DECs, 2021).

**Disaggregate Data** -- The separation of aggregated data into subcomponents to enhance understanding of student achievement and expose unseen trends. Program faculty should consider disaggregation when warranted and applicable, such as by option, location, cohort, and/or diversity. For example, end-of-program student learning outcome data may be disaggregated by location; job placement data may be disaggregated to include: pre/post licensure options, role/track options, and degree/certificate options (ACEN, 2023).

**Diversity** – A broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. (AACN, 2021).

**Due process** - a disciplined, analytical decision-making procedure in which relevant standards are applied by a properly constituted and authorized body using a process based on published rules of procedure and free of improper influence (ACEN, 2023).

**End-of-Program Student Learning Outcomes** - Statements of learner-oriented, practice-ready expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the nursing program, regardless of the nursing program option.

End-of-program student learning outcomes provide the framework for all curricular matters, represent the point of transition from being a student to being an entry-level practitioner for the chosen level of nursing education, and must be different for each program type (e.g., the end-of-program student learning outcomes for an associate degree and a baccalaureate degree offered by the same governing organization should be unique to each program) (ACEN, 2023)

**Evidence-based Nursing Practice** – Professional nursing knowledge, skills, and behaviors that are based on current research and professional standards of the present time (ACEN 2023).

**Evidence-based Teaching/Instructional Strategies** – Methods that are based on current research and professional standards of the present time used by faculty to enhance and relate course content to students for attainment of educational outcomes (ACEN 2023).

**Equity** – The use of intentional actions and efforts to ensure fair treatment, access, opportunity, and advancement for all individuals (ACEN 2023).

**HESI® (Health Education Systems Incorporated)** - an interactive software package by Elsevier that provides reviews, practice examinations, remediations, and other educational materials designed to prepare nursing students for academic success in class, clinical practice, and their national licensure exam.

**Expected Level of Achievement** - A measurable index identified by the faculty that reflects a desired outcome. An ELA should be high enough to be genuine and encourage continuous improvement, but not so high as to be idealistic and, thus, unachievable (ACEN, 2023).

**Facilitated learning (FL)** - a collaboration between a nursing student and an educator that focuses on a specific didactic content area the student finds challenging. The nursing student is expected to be prepared and actively participate in the FL session. The goal of facilitated learning is to promote independent, active learning throughout nursing school and throughout life.

**Faculty, Nursing** – Nurses who teach and evaluate nursing students in didactic, clinical, and/or laboratory settings, and are educationally and experientially qualified for their assigned roles and responsibilities. Note: Governing organizations use a variety of terms to describe individuals who teach and evaluate nursing students in didactic, clinical, and/or laboratory settings. Such titles include, but are not limited to, full-time or part-time faculty, adjunct faculty, clinical faculty, rank (e.g., professor, associate professor, assistant professor, instructor, lecturer), staff, etc. (ACEN, 2023)

**Full-time Faculty** – Nurses who teach and/or evaluate nursing students and have a full-time employment status at the governing organization.

**Part-time Faculty** – Nurses who teach and/or evaluate nursing students and have an appointment that is less than a full-time status at the governing organization (ACEN, 2023)

**Faculty Development** - Activities that facilitate faculty maintenance or enhancement of expertise in clinical and teaching/instructional responsibilities. Examples include, but are not limited to, certification, continuing education, formal advanced education, clinical practice, research, publications, and other scholarly activities (ACEN, 2023).

**Formal Complaints and Grievances** – The JoAnne Gay Dishman School of Nursing defines a grievance as the improper application or interpretation of an existing institutional policy or arbitrary and/or capricious action contrary to standard acceptable academic practice.

**Global Health** - the health and well-being of the global population and as such, is linked to public health; content in global health that promote competencies include travel and migration, determinants of health, environmental factors, cultural competency, communication, health care delivery, ethics, human rights, collaboration, and management skills (Clark et al., 2016) (DECs, 2021).

**Graduate Degree** – A master's degree or doctoral degree.

**Health Disparities** – are preventable differences that populations experience in the burden of disease, injury, violence, or opportunities. When people have limited access to resources they need to be healthy, they are more likely to experience health issues (CDC, 2024)

**Health** - a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (WHO, 1994).

**Health care outcomes** - is the impact of a healthcare service or intervention, and can include events or results in:

- Patient health status or quality of life.
- Patient, provider, and population attitudes and behavior.
- New evidence, research, prevention strategies, treatments, and care models. (AHRQ, 2024)

**Health equity** - When every person has an opportunity to attain his or her full health potential, and no one is disadvantaged from achieving this potential because of social position or other socially determined circumstances (National Academies of Sciences, Engineering, and Medicine, 2017). Health inequities are reflected in differences in length of life, quality of life, rates of disease, disability, and death, severity of disease, and access to treatment (AACN 2021).

**Holistic** - emphasizes the importance of the interrelationships of the bio-psycho-social-spiritual-cultural dimensions of the person in mutual process with the environment while recognizing that the whole is greater than the sum of its parts.

**Humanity** - consists of unique holistic beings of intrinsic worth and dignity with the right to self-determination, well-being, and equity. Humans are adaptive in nature, constantly interacting with changing environments and society in progressing toward fulfillment of innate potential for growth, development, and maturation throughout the life span.

**iClicker**- a portable, handheld device that allows students to vote by "clicking" on the appropriate button for his/her choice. Each instructor uses a receiver that collects votes sent by students' clickers.

**Inclusion** - The intentional and continuing efforts in which all individuals respect, support, and value others. An inclusive environment provides equitable access to opportunities and resources and offers respect in words and actions for all (ACEN, 2023).



**Information Literacy** – The ability to identify appropriate sources of information, evaluate the quality and applicability of the information obtained, and use the information in nursing practice to enhance patient care and outcomes, and effectively communicate with other healthcare professionals (ACEN, 2023).

**Initial demonstration of skills procedures** - a process verifying students can demonstrate skill procedures according to guidelines.

**Instructional Associate**- is a qualified, experienced Registered Nurse who assists an Instructor of Record with an online course. An IA is a highly organized and self-motivated assistant who monitors student engagement in collaboration with the Instructor of Record in online courses, grades assignments as directed by the Instructor of Record according to specified criteria, facilitates course discussions, provides online student support, and frequently collaborates with the Instructor of Record.

**Interprofessional** - Engagement involving two or more professions or professionals (AACN, 2021).

**Interprofessional team** - cooperation, coordination, and collaboration expected among members of different professions in delivering patient-centered care collectively. (AACN, 2021).

**Job Placement Rate** - Percentage of graduates, typically within one (1) year of graduation, who are employed in a position for which a nursing program prepared them (ACEN, 2023).

**Just Culture** - Balances the need for an open and honest reporting environment with a quality learning environment and culture. All individuals within this environment are held responsible for the quality of their choices. Just culture requires a change in focus from errors and outcomes to system design and management of the behavioral choices of all employees (AACN, 2021).

**Lab Measurable Student Learning Outcome** - are statements of learner-oriented expectations written in measurable terms that express the knowledge and skills that the students should be able to demonstrate with repetition of selected skills upon completion of a course with a laboratory component. Lab-measurable student learning outcomes must be consistent with standards of contemporary nursing practice.

**Learning** - a life-long process of change in which the individual acquires knowledge, attitudes, values, and skills through practice, experience, and study.

**Learning Environments and Experiences, Clinical/Practicum** – Direct, hands-on, planned learning activities required of nursing students in all degree or certificate-granting nursing education programs, regardless of the student's licensure status at the time of admission. Settings include, but are not limited to, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, communities, and home health care. Clinical/practicum learning experiences should engage nursing students in the cognitive, affective, and psychomotor work of nursing appropriate for the level at which students are being prepared. Consistent with the level of academic study and the roles and responsibilities after graduation, clinical/practicum experiences should prepare graduates for practice in the care of patients/clients, including a/an individual, family, group, or populations, and support students' attainment of the identified end-of-program student learning outcomes and/or role-specific nursing competencies. Clinical/practicum experiences are overseen by qualified nursing faculty and may include assistance from preceptors who provide feedback to students in support of their learning and professional development.

**Clinical/practicum learning experiences are required for all nursing students enrolled in any undergraduate or graduate program, including all students enrolled in post-licensure undergraduate programs, graduate programs, all program options in any undergraduate and graduate programs, and/or certificate program options (ACEN, 2023).**

**Learning Environments and Experiences, Skills and/or Simulation Laboratory** – Opportunities for students to learn about nursing care in settings designed to look, feel, and/or function as a real-world practice learning environment, offering real-world practice learning experiences, which may include the use of low-fidelity, mid-fidelity, high-fidelity, and/or virtual simulation equipment. These experiences facilitate students' application of knowledge, skills, and behaviors in the care of patients/clients, including a/an individual, family, group, or population, and support the end-of-program student learning outcomes and/or role-specific nursing competencies.

**High-fidelity simulation:** Practice learning experiences that incorporate a full-body computerized patient simulator that mimics the patient's responses to the student's actions.

**Mid-fidelity simulation:** Practice learning experiences that incorporate a computerized patient simulator with basic physiologic functions, such as computer-based self-directed learning systems.

**Low-fidelity simulation:** Practice learning experiences that utilize static mannequins or task-trainers for basic nursing skills.

**Virtual simulation:** Practice learning experiences that are computer-generated simulations with virtual (e.g., three-dimensional images) patients and/or care environments for the development of nursing knowledge and skill (ACEN, 2023)

**Licensure** – The process by which a governmental agency gives affirmation to the public that the individuals engaged in an occupation or profession have minimal education, qualifications, and competence necessary to practice in a safe manner (ACEN, 2023).

**Lifelong learning** - The provision or use of both formal and informal learning opportunities throughout one's life to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment (AACN, 2021).

**Lippincott NCLEX-RN PassPoint (Powered by PrepU)** - a personalized and comprehensive learning system designed to help students fully prepare for the NCLEX-RN. *PassPoint* provides students with multiple outlets for individualized review, quizzing, and practice, helping to pinpoint areas requiring additional focus.

**LU Learn (Blackboard)** - a learning management system that allows faculty to provide students with course materials, class discussions, assignments, and assessments online.

**Location** – Sites where a nursing program is delivered, in whole or part, including the main location, off-campus instructional sites, and branch campuses (ACEN, 2023).

**Members of the Health Care Team** - include a range of health care workers - e.g., physicians, physician extenders, nurses, medical assistants—and those providing ancillary and diagnostic services - e.g., radiology and lab technologists, physical therapists, nutritionists, psychotherapists, massage therapists - who provide diagnostic and therapeutic procedures on a patient (DECs, 2021).

**Member of the Profession** - members of the profession governed by codes of ethics, and profess commitment to competence, integrity and morality, altruism, and the promotion of the public good within their expert domain. A profession is a disciplined group of individuals who adhere to ethical standards (DECs, 2021).

**Methods of Delivery** – The teaching/instructional strategies used by faculty to deliver instruction of a nursing course.

**Traditional Education** – A method for delivering nursing courses in which instruction occurs when a student and instructor are physically in the same place at the same time (e.g., face-to-face). This method of delivery may be web-enhanced/supported, where the instruction occurs through traditional face-to-face delivery, and students are expected to attend the in-person class. The learning management system (LMS), or other web-based system, is used to support the course, such as posting syllabi and calendars for easy student access. In addition, students may also be expected to participate in web-based learning activities, such as discussion boards or learning activities posted online.

**Distance Education** – A method of delivery of nursing courses in which instruction occurs when a student and instructor are not physically in the same place. Instruction may be synchronous or asynchronous. Distance education uses one or more distance technology (e.g., one-way or two-way transmissions, audio, video, the Internet) to support **regular and substantive** interactions between the instructor and the students.

**Substantive Interaction** – Engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Providing other teaching/instructional activities considered common practice and/or best practice.

**Regular Interaction**

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course.
2. Monitoring the student's academic engagement and success, and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, based on such monitoring or upon request by the student.

**Hybrid Education** – A method of delivery for nursing courses in which instruction occurs using both distance and traditional education methods of delivery. Hybrid education, regardless of the percentage of traditional education time it replaces, is considered a form of distance education by the ACEN (ACEN, 2023).

**Mentored** – A formal or informal process through which a more experienced individual advises, guides, and/or coaches another individual who is less experienced or is transitioning to a new position or employment setting (ACEN, 2023).

**Mission, Goals and /or Values** – Description of the beliefs, philosophy, and underpinnings that describes the unique characteristics and/or purpose of a nursing program, nursing education unit, and/or governing organization (ACEN, 2023).

**Modeling** - “the process used by the nurse to develop an empathetic understanding of the client's present situation based on the world as the client perceives it. The model of a person's world is the representation of the unique aggregation of the way the individual perceives life and all its aspects and components; feels, believes, and behaves; and the underlying motivation and rationale for beliefs and behaviors.” (Erickson, H. C., Tomlin, E. M., and Swain, M. A. (2002). *The Modeling and Role Nursing Theories, the Base for Professional Nursing Practice*, p. 466).

**Moral Agency** – is an individual's ability to make moral judgments based on a belief of right and wrong and to be held accountable for these actions. A moral agent is a person who is capable of acting with reference to right and wrong.

**Non-Discriminatory** – Policies, processes, and practices that are fair and equitable for students regardless of personal or social identifiers, including but not limited to gender, race, ethnicity, and/or religion (ACEN, 2023).

**Nurse Administrator** – The nurse with responsibility and authority for the administrative and teaching/instructional activities of a nursing education unit and nursing programs within the governing organization (e.g., dean, chairperson, director, etc.) (ACEN, 2023).

**Nursing Education** - the process learners use to acquire and apply knowledge from varied experiences to identify and solve problems with clients with creativity and flexibility in the real world.

**Nursing Informatics** - the integration of nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. This data approach to patient care enhances the clinical experience for health care providers and patients (ANA, 2023).

**Nursing process** - Defined as a systematic approach to care using the fundamental principles of critical thinking, client-centered approaches to treatment, goal-oriented tasks, evidence-based practice (EBP) recommendations, and nursing intuition. Holistic and scientific postulates are integrated to provide the basis for compassionate, quality-based care. The nursing process functions as a systematic guide to client-centered care with five sequential steps. These are assessment, diagnosis, planning, implementation, and evaluation (Butler & Thayer, 2023)

**Nursing Program Option** – program of study designed for a subset of students within a nursing program type. Examples include, but are not limited to, prelicensure/traditional program option, LPN-to-RN program option, RN-to-BSN program option, evening/weekend program option, full- and part-time program options, face-to-face and online program options (ACEN, 2023).

**Nursing Program Type** – The educational level (clinical doctorate, DNP specialist certificate, master's, post-master's certificate, baccalaureate, associate, diploma, and practical curriculum) offered by a governing organization that leads to the awarding of a certificate, diploma, or degree (ACEN, 2023)

## **Pass Rates, Examinations**

**Certification Examination Pass Rates** – The number of graduates, shown as a percent, who were successful on a particular certification examination when required for practice.

**Licensure Examination Pass Rates** – The number of graduates, shown as a percent, who were successful on a licensure examination required for practice in a particular nation/territory and at the level for which the program prepared the graduates (ACEN, 2023).

**Patient/client** - The recipient of a healthcare service or intervention at the individual, family, community, or aggregate level. Patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care (AACN, 2006; AACN, 2021).

**Patient/Client centered care** - includes actions to identify, respect and care about patients'/clients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients/clients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health (IOM, 2003).

**Patient Safety Advocate** - an Individual who uses a multifaceted approach to assist patients in safely navigating the healthcare system while working to improve system-level problems that lead to patient safety concerns (DECs, 2021).

**Person** – a unique individual with biological, psychological, socio-cultural, and spiritual dimensions that are constantly interacting with a changing environment.

**Policies, Graduation** – Nursing program, and/or governing organization policies that describe non-discriminatory requirements for graduation from a nursing program. Graduation requirements may include, but are not limited to, course completion requirements (major and general education) and high-stakes testing (ACEN, 2023)

**Policies, Technology Requirement** – Nursing program and/or governing organization policies that describe non-discriminatory requirements for student access to technology while enrolled in a nursing program. Technology requirements may include, but are not limited to, internet access, hardware, software or applications, browsers, virus protection, student identification verification technology, and/or fees, and memory or storage capacity (ACEN, 2023)

**Policies, Transfer of Credit** - Nursing program and/or governing organization policies that describe non-discriminatory specifications under which the governing organization/nursing program will accept courses/credits earned at another governing organization/nursing program. The credit(s) from the courses at the former governing organization/nursing program may or may not be accepted by the new governing organization/nursing program. Each governing organization/nursing program makes its own decisions about accepting transfer credit (ACEN, 2023).

**Post-Master's Certificate (PMC)** – A selected series of courses that are a subset of courses within a master's program specific to one area of practice (e.g., certificates in nursing administration, certificates in nursing education, certificate as a family nurse practitioner) that are taken after an individual is already credentialed with a master's degree in nursing in a different specialty (ACEN, 2023)

**Practice Measurable Student Learning Outcome** - statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the practicum in the online learning environment. Practice student learning outcomes/practice outcomes must be consistent with the standards of contemporary nursing practice.

Practice student learning outcomes/course outcomes

- must be aligned and linked to the end-of-program student learning outcomes;
- support students' achievement of the end-of-program student learning outcomes and program outcomes;
- typically progress from "simple" to "complex" as students advance through the nursing program of study; and
- organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc.

**Practicum Evaluation Tool (PET)** – an evaluation document used to track attainment of Practicum Measurable Student Learning Outcomes at each level within the Bachelor of Science Nursing (BSN) Program practicums. Each Practicum Measurable Student Learning Outcome has assigned areas to be evaluated and Critical Behaviors that must be met to meet the designated Practicum Measurable Student Learning Outcomes.

**Practicum Measurable Student Learning Outcome** - are statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of practicum. Practicum student learning outcomes/practicum outcomes must be consistent with standards of contemporary nursing practice. Practicum student learning outcomes/course outcomes

- must be aligned and linked to the end-of-program student learning outcomes;
- support students' achievement of the end-of-program student learning outcomes and program outcomes;

- typically progress from “simple” to “complex” as students advance through the nursing program of study; and
- organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, selection of practice learning environments, etc.

**Practicum/ Clinical Preceptor** - is a licensed Registered Nurse (RN) who meets the minimum requirements in Rule 215.10(j) Texas Board of Nursing 3.8.3.a. Education Guideline Preceptor Clinical/Practicum Learning Experiences. This registered nurse is not employed as a faculty member by the nursing program and directly supervises practicum learning experiences for no more than two students. The preceptor contributes to the evaluation of the student during the experiences and assists in adapting the student to the nurse’s role. The clinical/practicum preceptor facilitates student learning as prescribed by a signed written agreement between the educational institution, preceptor, and affiliating agency (Texas Board of Nursing, 2013). An educationally and experientially qualified person who has received orientation to function as a resource and role model for nursing students. While a student can have input into identifying preceptors, it is the responsibility of the nursing program faculty/leaders to identify and arrange for preceptors and to ensure all students have preceptors (ACEN, 2023).

**Practicum Readiness Documents (PRDs)** – Documents that are required for a student to complete and have on file before they are allowed to attend practicum. These include, but are not limited to, the following: tuberculosis screening results, required immunization documentation, and cardiopulmonary resuscitation certification.

**Pre-briefing** - An information or orientation session immediately prior to the start of a simulation-based experience in which instructions or preparatory information are given to the participants. The purpose of the pre-briefing is to set the stage for a scenario and assist participants in achieving scenario objectives (AHRQ, 2024).

**Preceptor** – An educationally and experientially qualified person who has received orientation to function as a resource and role model for nursing students. While a student can have input into identifying preceptors, it is the responsibility of the nursing program faculty/leaders to identify and arrange for preceptors and to ensure all students have preceptors (ACEN, 2023).

**Prerequisite course** – A course required prior to enrolling in another course (ACEN, 2023).

**Professional identity** – A sense of oneself, and in relationship with others, that’s influenced by the characteristics, norms, and values of the nursing discipline, resulting in an individual thinking, acting, and feeling like a nurse (ACEN, 2023).

**Professional integrity** - the ethical behaviors and conduct expected of all involved throughout simulation-based experiences. Professional integrity is a person’s internal system of principles encompassing a number of additional interrelated attributes such as confidentiality, compassion, honesty, commitment, collaboration, mutual respect, and engagement in the learning process. Professional integrity is doing what is right in the face of strong countervailing temptation or pressure, regardless of who is or is not watching (INACSL, 2016)

**Professional roles** - provider of patient/client-centered care, member of the profession, patient safety advocate, and member of the health care team (DECs, 2021).

**Program Completion Rate** – Program completion rate calculation begins with a student’s enrollment in the first nursing course and at the time when a student can no longer receive a 100% tuition refund for the first nursing course, regardless of the source of funds used to pay the student’s tuition. The moment in time may be referred to as the census date or something different. The calculation ends with students’ completion of all requirements for conferral of a certificate, diploma, or degree (ACEN, 2023).

**Program of Study** – Total number of credit/quarter/clock hours required to complete the defined certificate, diploma, or degree allocated over a specific number of academic terms (semester/trimester/quarter); the program of study is inclusive of all prerequisite courses, general education/core courses, and nursing courses required to complete the certificate, diploma, or degree (ACEN, 2023).

**Program Outcomes** – Measurable indicators that reflect the extent to which the purposes of the nursing program are achieved and by which nursing program effectiveness is documented. The ACEN specifies and requires the assessment of the following nursing program outcomes:

- Undergraduate programs:
  - licensure examination pass rate;
  - program completion rate; and
  - job placement rate.
- Graduate programs:
  - licensure examination pass rate and/or certification examination pass rate;
  - program completion rate; and
  - job placement rate.
- Graduate programs with APRN options are also expected to adhere to any outcomes monitoring, such as graduate and employer satisfaction, required by the current National Task Force Guidelines for Evaluation of Nurse Practitioner programs and other specialty organizations, as applicable.
- The assessment of additional program outcomes is the choice of the governing organization and nursing education unit (ACEN, 2023)

**Provider of Patient-Centered Care** - is an individual who exhibits skills of listening to, informing, and involving patients in their care. Uses clinical reasoning and judgment at the RN level, follows evidence-based practice, provides comprehensive patient care, makes comprehensive assessments, considers cultural care, designs nursing plans of care, develops, implements, evaluates teaching plans, considers at-risk populations, and utilizes research findings.

**Public** - Any individual or group with an interest in, but no direct responsibility for, the development or delivery of a nursing program (e.g., patients/clients, non-nursing students, non-nursing faculty, healthcare providers, and citizens) (ACEN, 2023).

**Public Information** – Information available to the public as required by ACEN policy or applicable regulatory agency. May include, but is not limited to, admission criteria, graduation criteria, program of study, and program outcomes data (ACEN, 2023).

**Published** – All forms of information made available by a nursing program and/or governing organization, including paper and electronic sources, intended to inform the public (ACEN, 2023).

**Qualified, Educationally** – The required academic degree(s) that prepare individuals for their assigned roles and responsibilities (ACEN, 2023).

**Qualified, Experientially** – Documented current or recent direct engagement in a significant manner in nursing experiences for those whose roles and responsibilities include teaching, administrating, and/or precepting students. The experience-based activities and experiences that enhance one's knowledge, skills, and/or abilities to perform assigned roles and responsibilities. (ACEN, 2023).

**Qualified, to Teach** – The maintenance of current knowledge and expertise in the teaching modality (e.g., face-to-face, or alternative methods of delivery) and the assigned classroom, laboratory, and/or clinical teaching responsibilities. Maintaining currency may include, but is not limited to, focused continuing education, clinical practice (paid or unpaid), and applicable professional development.

**Regulatory Agencies** – Appropriate government agency or agencies that has/have jurisdictional authority over a governing organization and/or nursing program. Examples include, but are not limited to, a regulatory agency for nursing, an education department or ministry, or a higher education system (ACEN, 2023).

**Relationship-Building Skills** - enhance the connection between the nurse and hierarchies of interactions with other persons, such as clients, families, communities, members of the health care team, and the environment in which these interactions occur. Involves accountability, primacy of duties directed at beneficence, scientific and technical competence, and leadership. Aimed at maintaining the therapeutic benefit of the interaction, evaluation of problems and goals toward therapeutic progress, facilitating wellness, and implementing care with unconditional positive regard for the client's progress.

**Resources, Fiscal** – The financial support required for securing and maintaining the human and physical resources (e.g., personnel, supplies, materials, equipment) and student support services necessary to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Fiscal resources include, but are not limited to, tuition, fees, grants, governmental appropriations, donations, and investment earnings (ACEN, 2023).

**Resources, Physical** – The physical spaces needed to facilitate student learning and support student achievement of end-of-program student learning outcomes and program outcomes (ACEN, 2023).

**Resources, Learning and Technology** – The equipment and/or materials needed to facilitate student learning and development of the necessary knowledge, skills, and behaviors to support achievement of the end-of-program student learning outcomes and program outcomes; additionally, the equipment needed by faculty and staff to fulfill their job responsibilities. Learning resources may include, but are not limited to, laboratory equipment and supplies, electronic or physical journals, databases, books, and physical or electronic media (e.g., videos). Technology resources include, but are not limited to, hardware (e.g., computers), general software or applications (e.g., word processing, presentation software), healthcare specific technology, software, or applications (e.g., vSim, medication management, electronic health records), learning management systems, internet access, browsers, virus protection, and memory or electronic storage capacity (ACEN, 2023).

**Risepoint (formerly Academic Partnerships)** - an education technology company partnering with universities to develop, launch, and grow their high-quality, affordable, workforce-relevant online programs so that more students can access education, advance their careers, and meet employer and community needs.

**Role Modeling** - “is the facilitation of the client in attaining, maintaining, or promoting health through purposeful individualized interventions based on the client's perceptions of the world as well as the theoretical base for the practice of nursing.” (Erickson, H. C., Tomlin, E. M., and Swain, M. A. (2002). The Modeling and Role Modeling Theory in J. B. George, 2002, *Nursing Theories, the Base for Professional Nursing Practice*, pg. 466).

**Role-Specific Nursing Competencies (Graduate Programs Only)** – Expected, measurable levels of graduate-level nursing performance that integrate knowledge, skills, and behaviors in the specialty area. Competencies may include, but are not limited to, specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice of the master's- or doctoral-prepared nurse (ACEN, 2023).

**Self-care** - the ability of individuals, families, and communities to promote health, prevent disease, maintain health, and to cope with illness and disability with or without the support of a healthcare provider (AACN 2021).



**Service learning** - “is a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged.” (J. C. Kendall, 1990, *Combining Service and Learning*, pp. 22-23). Participation in meaningful activities within the community allows the individual to grow personally and professionally outside the classroom experience.

**Shadow Health**- A teaching strategy that utilizes educational software, web-based Digital Clinical Experiences™, designed to augment nursing students' health courses.

**Simulation, high fidelity** - A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions. Experiences are extremely realistic and provide a high level of interactivity and realism for the learner (AHRQ, 2024).

**Simulation, low fidelity** - does not need to be controlled or programmed externally for the learner to participate, such as with the use of case studies, role playing, or task trainers. Used to support students or professionals in learning a clinical situation or practice (AHRQ, 2024).

**Simulated/Standardized Patient** - A person trained to portray a patient scenario or actual patient(s) for healthcare education. Utilized for the purpose of practice, learning, assessment, or to gain an understanding of systems or human actions in which standardized (or simulated) patients play a central role (AHRQ, 2024).

**Skill** - the proficiency, competency, and /or mastery of set(s) of tasks, abilities, and/or behavior(s) that are hierarchically acquired over time as a consequence of learning, practice, and experience.

**Society** - the scope of humanity: individuals, cultures, families, and communities forming complex adaptive systems.

**Social Determinants of Health** - conditions in the places where people live, learn, work, and play that affect a wide range of health risks and outcomes. Retrieved from: <https://www.cdc.gov/socialdeterminants/index.htm> (DECs, 2021).

**Spirituality** - the quality of being concerned with the human spirit or soul as opposed to material or physical things.

**Staff** – non-faculty personnel who assist, support, and/or coordinate in nursing programs. Staff include, but are not limited to, clerical, laboratory, and administrative personnel (regardless of the individual's title or classification by the governing organization) who are part of the nursing program (ACEN, 2023)

**Standard** – Agreed-upon expectations to measure quantity, extent, value, and educational quality (ACEN, 2023).

**Student Records** – Electronic or physical student records maintained by the governing organization, nursing program, or third-party vendor on behalf of the nursing program. Student records may include, but are not limited to, admission application materials (including gap analysis for post-master's certificate or DNP APRN students), financial aid materials, grades, assessment of student performance (e.g., clinical evaluation tools), health records (e.g., vaccinations), BLS certification, license verifications, and counseling documents. Any information alone or in combination that is linked or linkable to a specific student may be subject to state or federal privacy laws, and, as applicable, measures must be taken to protect the student's privacy. Access to student records, electronic or physical, must be limited to authorized personnel to ensure the protection and confidentiality of students' records (ACEN, 2023)

**Student Support Services** – Services available to nursing students are designed to facilitate and support student success in the nursing program. May include, but is not limited to, advising, counseling, tutoring, library services, technology, and health services (mental and/or physical) (ACEN, 2023)

**Sufficient** – Enough or adequate for the purpose of achieving the end-of-program student learning outcomes and program outcomes (ACEN, 2023).

**Sufficient Faculty** – Adequate number of full- and/or part-time faculty to support the nursing program's values, mission, goals, and/or philosophy. Evidence of adequacy typically includes, but is not limited to:

- The ratio of faculty to the total number of nursing students enrolled in all the nursing courses required for a nursing program or programs;
- The faculty-to-student ratios for didactic, skills/simulation laboratories, and clinical/practicum experiences;
- The required workload for faculty includes, but is not limited to, teaching, advisement, administration, committee activity, service, practice, research, and other scholarly activities.
- Required and voluntary non-teaching responsibilities required by the governing organization and/or nursing education unit;
- Adequate faculty time to implement a variety of teaching/learning strategies, develop and review the curriculum, and assess the end-of-program student learning outcomes and program outcomes;
- The number of faculty on required or voluntary overload and the amount of required and voluntary overload for each faculty member; and
- Achievement of end-of-program student learning outcomes and program outcomes (ACEN, 2023)

**Sustainable Resources** – The capacity of the governing organization to continuously replenish fiscal, physical, and/or human resources to meet current needs and the capacity of the governing organization to increase fiscal, physical, and/or human resources to meet future needs (ACEN, 2023)

**Systematic Plan for Evaluation (SPE)** – A written document emphasizing the plan for ongoing, comprehensive assessment of the end-of-program student learning outcomes and program outcomes. The plan must include assessment methods, frequency of data collection, and frequency of evaluation for each end-of-program student learning outcome and program outcome. May also include documentation of the plan's implementation (data, analysis, and actions) or indicate where that information is located (ACEN, 2023).

**Technical/Psychomotor skills** - the use of knowledge and dexterity to manipulate the ever changing and advanced technical, computerized equipment to provide client care; e.g., using diagnostic equipment to gather assessment data, computerized client information to plan outcomes, mechanical pumps and respirators to maintain life, computer software to document, evaluate and conduct research on client outcomes, and information superhighway for communication and information gathering.

**Telehealth systems** - use of technology-based virtual platforms to deliver various aspects of health information, prevention, monitoring, and medical care (AACN, 2021).

**Therapeutic interventions** - actions designed to assist a client in moving from the present level of health to that described in the expected outcome. These actions may be direct and indirect, which include nurse-initiated, physician-initiated, and collaborative interventions.

**Title IV Gatekeeper** – An accrediting agency recognized by the United States Department of Education as meeting the criteria established by law for that agency to fulfill one requirement for institutions and programs to participate in federal student aid programs (e.g., Direct Subsidized/Unsubsidized Loan, Direct Graduate PLUS Loan, Direct PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, and TEACH grants) (ACEN, 2023).

**Vulnerable Patients/Populations** - those at greater risk for poor health status and healthcare access, experience significant disparities in life expectancy, access to and use of healthcare services, morbidity, and mortality. Their health needs are complex, intersecting with the social and economic conditions they experience. This population is also likely to have one or more physical and/or mental health conditions. (The American Journal of Managed Care, 2006). Retrieved from: <https://www.ajmc.com/view/nov06-2390ps348-s352> (DECs, 2021).

**Web-Enhanced** - refers to the inclusion of a World Wide Web-based resource for course delivery to improve teaching/learning. Specifically, web-enhanced courses are delivered on campus and have an online component. The use of a vehicle such as Blackboard to provide a framework for course materials, discussion, real-time chat, email, assignment drop boxes, and computer-based testing and grade book features is common.

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