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

UNDERGRADUATE
RN-BSN STUDENT HANDBOOK

Spring 2022

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

The RN-BSN Nursing Student Handbook is updated each Fall, Spring and Summer semester.

Welcome

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 nursing program. We are pleased that you have selected Lamar University to prepare you to "set sail" in a rewarding career in professional nursing. Our commitment is to provide you with exciting, challenging, and rewarding learning experiences.

The primary purpose of this handbook is to (1) provide you with information concerning policies which pertain to students 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 the region, in Texas and across the United States.

Our personal best wishes for success in your chosen profession.

Sincerely,

Cindy Stinson, PhD, APRN, CNS, RN-BC
Dishman School of Nursing Chair

Gina L. Hale, PhD, RN, CNE
Director Undergraduate Nursing Studies and Student Retention

Stacey L. Knight DNP, RN, CNE
Director of Articulation, RN-BSN & RN-MSN Tracks

INTRODUCTION

The Undergraduate RN-BSN Student Handbook has been prepared by the JoAnne Gay Dishman School of Nursing for use by students enrolled in the school's undergraduate RN-BSN Articulation Track. The objective of the RN-BSN Student 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 Lamar University Comprehensive Catalog and the Lamar University Student Handbook.

DISCLAIMER

The guidelines and policies presented in this Handbook do not constitute a contract, expressed or implied, between any student and faculty member in Lamar University. Lamar University reserves the right to withdraw courses at any time, change fees, calendars, curricula, graduation procedures and any other requirement affecting students.

Lamar University is an equal opportunity/affirmative action educational institution and employer. Students, faculty and staff members are selected without regard to their race, color, creed, sex, age, handicap or national origin, consistent with the Assurance of Compliance with Title VI 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 degrees, are fully accredited by the Texas Board of Nursing, (512) 305-7400, and the Accrediting Commission for Education in Nursing (ACEN, formerly the National League for Nursing Accrediting Commission), 3343Peachtree Road NE, Suite 500 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

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 School 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 patient/client-centered holistic/multi-dimensional care using evidenced-based practice (EBP), 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 information systems 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 in an interprofessional and intraprofessional healthcare environment.

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, effective communication including technology, inquiry, and service to the community. The goals of nursing are to provide safe patient/client centered holistic/multi-dimensional care to assist humanity in collaboration with other disciplines in disease prevention, health promotion, health maintenance and restoration, and the support of death with dignity. Nursing emphasizes a spirit of caring, interpersonal communication, critical thinking, clinical reasoning and patient-centered care to contribute to the health of the individual and society.

The responsibility of the nurse is to use the nursing process to assist people to meet health care needs, to attain health related goals within legal, ethical, and regulatory parameters to advocate for patients/clients. Nurses use information and technology to communicate, manage knowledge, and support decision making to provide competent patient/client-centered care. As members of the profession, nurses collaborate with other disciplines in achieving 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 choice of the patient/client.

Humanity

Humanity consists of unique 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. Humans are adaptive in nature and an integral part of society. Within society, the cornerstone of humanness is a spirit of caring.

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. A patient/client environment and professional nursing are conducive to growth and trust and the development of relationships through creative, flexible learning opportunities and communication.

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 and competent clinical practice in the four major roles (MOP, PCC, PSA, MOT), interprofessional and intraprofessional teamwork, quality improvement, management and clinical reasoning utilizing critical thinking, effective communication, informatics and technology. Constructs of the nursing curriculum include the study of humanity and society, lifespan, health continuum, critical thinking, therapeutic interventions, and professional roles. Foundational nursing concepts include professional integrity, communication, active inquiry, and service. The faculty support the preparation of registered nurses at the associate and baccalaureate levels.

Baccalaureate Degree
Baccalaureate Degree graduates use critical thinking, evidence-based practice, technology and interprofessional and intraprofessional healthcare teamwork to provide safe patient/client care and improve patient/client outcomes. Graduates are prepared with a broad perspective and understanding of society, the environment, and people as diverse individuals, families, communities and populations. Baccalaureate education incorporates a broad range of basic, behavioral, social sciences, communication and technology content to provide a strong foundation for coordinating safe and competent patient/client care using critical thinking and problem solving skills. 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, administrators, 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 advanced nursing practice roles in nursing administration and nursing education.
The faculty in the master's program recognizes an evolving metaparadigm in the nursing profession and monitors the individual paradigms for agreement with current innovations and the shift in world views of the nursing profession. The paradigms included in the graduate

Metaparadigm are: nursing, health, humanity, society, and environment.

Nursing
Advanced nursing practice synthesizes theoretical frameworks from nursing and other disciplines to expand its knowledge base. The masters prepared nurse functions as a clinical nurse educator, researcher, advocate, consultant, collaborator and a manager 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 masters prepared nurse administrator role delivers indirect care and the clinical nurse educator role delivers direct care; and each role is practiced from professional, organizational and personal perspectives within an ethical, legal, and regulatory framework.

Health
The advanced practice nurse contributes to the design and implementation of interprofessional and intraprofessional healthcare delivery which is based on collaborative education systems. 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 micro and macro healthcare system.

Humanity
The advanced practice nurse recognizes the person is more than the sum of their parts and honors the total human being. Advocacy is demonstrated for those in particular 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.

Society
The advanced practice nurse is cognizant of increasing global diversity and the health challenges it brings to the healthcare system. This diversity accelerates the need for cultural competence and impels 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
Knowledge is expanding exponentially with new technology and intricate informatics systems and thus has an impact on the healthcare environment. It is incumbent upon the advanced practice nurse to be an effective user of current educational technology and informatics to identify and communicate healthcare needs to improve the quality of patient/client centered outcomes. The advanced practice nurse has the expertise and therefore an obligation as a moral agent to influence, analyze and evaluate outcomes for the development of a culture of safety and healthcare policies that are relevant to dynamic health care systems.

Graduate Education
Learning at the graduate level stems from an open collegial relationship between faculty and students. Faculty in the graduate program encourage the learner to be the determinant in the heuristic exploration of current knowledge and the challenge of using theory guided evidence-

based practice. The graduate paradigm serves as a basis for students to incorporate and synthesize knowledge from middle range theoretical models and to hone their advanced nursing practice roles in administration and education. During this process they move from concrete perspectives toward abstract concepts with an expanded cultural awareness of healthcare issues that prepare them for life-long learning and doctoral study.

Faculty Association Reviewed and Approved 1/16/2013; Revised 5/7/2013

SOURCES OF INFORMATION

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 (http://students.lamar.edu/student-handbook.html) for general information about the campus.

The JoAnne Gay Dishman School of Nursing mailing address:
Lamar University
JoAnne Gay Dishman School of Nursing
P. O. Box 10081
Beaumont, TX 77710

Hours of Operations**:** Monday-Friday, 8:00 a.m. – 5:00 p.m.

SCHOOL OF NURSING ADMINISTRATION

School of Nursing Chair……..…..Dr. Cindy Stinson - 409-880-8817
Executive Assistant……..…..Stacie Granger - 409-880-8817

Director of Undergraduate Nursing Studies and Student Retention.Dr. Gina Hale - 409-880-8831
Administrative Associate…….…..…Sandra Oliva - 409-880-8831

Nursing Information Center……..…….Karen Botley - 409-880-8868

UNS Academic Advisor…….René Sheppard – 409-880-2307

Director of Graduate Nursing Studies…….Dr. Ruthie Robinson – 409-880-7720
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Director of Articulation, RN-BSN & RN-MSN Tracks……..Dr. Stacey Knight – 409-880-8821
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Director of Edna Horn Gay Learning Center……..….Dr. LeAnn Chisholm – 409-880-8862
Simulation Specialist…….…….Kacie Calloway – 409-880-7935

Director of Research…….……Dr. Eileen Deges Curl – 409-880-8818

The Caring Place…….……. – 409-880-8812

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Janice Mahan	409-880-8831	mahanja@aol.com

CAMPUS RESOURCES

Resources	Location/Address	Services
The Caring Place	MMW Building, Rm. 257B 409-880-8812	Individual and group facilitation for nursing courses. Center for resource and referral on campus.
Career and Testing Center	Galloway Building Suite 102 409-880-8878	Assist students and alumni in developing and implementing career selection and job search skills.
Counseling Services	Health Center 409-880-8466	Provides assessment and evaluation of mental health and psychological needs.
Financial Aid Office	Wimberly Building Rm. 216 409-880-7011	Assist students in obtaining financial resources to help in obtaining their educational goals.
International Student Services Office	PO Box 10078 Beaumont, TX 77710 409-880-8356	Assist international students in educational and financial needs.
Mary and John Gray Library	Middle of campus - tallest building on campus	References: books, journals, electronic indexes and databases. Internet access. Study rooms, copiers and interlibrary loans.
Scholarships	Nursing School	Nursing scholarships are announced and signs are posted in the building identifying time frame and due date for applications.
Disability Resource Center (DRC)	Communication Building Rm. 105 409-880-8347	Students with sensory disabilities may have accommodations made based on federal and state law.
Student Health Center	Health Center 409-880-8466	Exams, medications (some at reduced rates) laboratory work.

DIVISION OF DISTANCE LEARNING SUPPORT

Information Technology Help Line available during the hours of 7:30 am to 7:30 pm Monday thru Friday. You may call them at 409-880-2222 or e-mail them at helpdesk@lamar.edu Distance Education Center also maintains a HELP connection at distanceEd_Help@lamar.edu or phone the Blackboard helpdesk at 409-880-7849.

ONLINE COURSE SUPPORT

All RN-BSN courses are offered online via Blackboard to facilitate student access. The Distance Education Office will provide technical support for the course. There is 24 hour access for help through voice mail at the following Distance Education number 409-880-7849. There is also on-line help available at DistanceEd_Help@lamar.edu. The support website is https://www.lamar.edu/it-services-and-support/lu-learn-blackboard.html. Please use these resources to assist you with any technical problems that may develop.

STUDENT SUPPORT SERVICES

Student support services can be accessed at http://degree.lamar.edu/services.aspx. Academic support services can be accessed at http://students.lamar.edu/academic-support/index.html.

THE DISABILITY RESOURCE CENTER

(Formerly Services for Students with Disabilities)

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

- The DRC works closely with the School of Nursing on providing a great experience for all students. If you have a disability such as, but not limited to: learning disability, psychological, ADHD/ADD, physical, sensory, or chronic health, that may have an impact on your academic performance you are encouraged to contact the DRC at 409-880-8347 or by email, drc@lamar.edu, to arrange a confidential appointment with the Director/Associate Director to explore possible options regarding equitable access and reasonable accommodations. Accommodations are determined on a case by case individualized process.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Kyle J. Mutz, Director
kyle.mutz@lamar.edu

Kristin Romero – Administrative Associate Senior
kristin.Romero@lamar.edu

Communications Building Rm 105
Phone: 409-880-8347
Fax: (409) 880-2225
Email: DRC@lamar.edu

Disability Resource Center
Lamar University
P.O. Box 10087
Beaumont, TX 77710
Website: http://www.lamar.edu/disability-resource-center

STATEMENT OF SAFE ENVIRONMENT

Drug-Free Schools and Communities Act

Lamar University is committed to providing a healthy and safe learning environment for all students and employees. The institution has established procedures to advise members of the university community on the consequences of drug/alcohol use, possession and distribution. Additionally, Lamar University is committed to providing important information on available substance abuse counseling, treatment, rehabilitation or re-entry programs.

Student Health Center

The University maintains a Health Center that offers outpatient services for students of Lamar University. In addition to medical services, short-term psychological counseling is available to students presenting a current validated ID during regular hours when the University is in session.

Chemical Dependency or Mental Health Problems: Local Resources

Alcoholics Anonymous (AA), 9th District Intergroup Association 409-832-1107

Lamar University Student Health Center Counselor 409-880-8466

Mental Health Association of Beaumont 409-833-9657

Southeast Texas Council on Alcohol & Drug Abuse 409-842-2408/800-221-8328

Spindletop Center
(Publicly funded, low-cost treatment for mental health & substance abuse problems) 409-839-1000

LAMAR UNIVERSITY POLICIES

UNIVERSITY DROP/ADD POLICY

It is the responsibility of the student to officially enroll in their courses by contacting their advisor to register. It is also the student's responsibility to officially drop the course when necessary. Students can request to drop or withdraw from any course by emailing their advisor, instructor, RN-BSN Director and the Records Office. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

Census Date (Fall/Spring/Summer: 12th class day). All students who have not paid, or made arrangements to pay, their tuition by this date will be automatically dropped from the course and will not be allowed to re-enter the course until the next semester the course is offered. The Six Drop Rule does not apply. All request to drop or withdrawal must be received by the records office before 5:00p.m. on this date.

Last date to drop or withdraw without penalty. Students can request to drop or withdraw from any course by emailing their advisor, instructor, RN-BSN Director and the records office The Six Drop Rule applies. All request to drop or withdrawal must be received by the records office before 5:00p.m. on this date.

Last day to drop or withdraw with academic penalty. Students can request to drop or withdraw from any course by emailing their advisor, instructor, RN-BSN Director and the records office The Six Drop Rule applies. Student must be passing the course at the time of the requested drop in order to receive a "Q" All request to drop or withdrawal must be received by the records office before 5:00p.m. on this date.

Students must obtain permission from their instructor before requesting to drop or withdraw from any course after the last day to drop with academic penalty. Any student seeking to drop or withdraw at this time must submit a written explanation to their instructor as to why they are dropping the course and ask the instructor for permission. Once the student has received permission to drop the course they forward the email granting permission to their advisor and the RN-BSN Director. The RN-BSN Director will then send the request through the approval process (School of Nursing Chair, College of Arts and Science Dean, Senior Associate Provost). After which the request will be sent to the records office for finalization

See the Academic Calendar for all relevant dates at http://events.lamar.edu/academic-calendar-listing.html and click on Online Programs Calendar to the right.

SIX-DROP RULE

SB 2131, which was passed by the 80th Texas Legislature, limits to six (6) the number of classes a college student may drop as an undergraduate.

As per the Lamar University Comprehensive Catalog:

In accordance with Texas law (SB 1231, 80th Legislature), Lamar University does not permit an undergraduate student to drop more than a total of six courses if the student was a first-time college student as of fall 2007. The total of six includes any course a transfer student has dropped at another public institution of higher education in Texas. Students may request an exemption from this law based on appropriate documentation of good cause. Forms for requesting a good cause exception to the six-drop rule are available from academic advisors or the Office of the Registrar. "Good cause" includes, but is not limited to, the following reasons: a) a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course; b) the student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course; c) the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause; d) the active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause; e) the change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or f) other good cause as determined by the institution of higher education.

WITHDRAWAL/DISMISSALS

The JoAnne Gay Dishman School of Nursing adheres to the Lamar University Academic Policies and Procedures as outlined in the Lamar University Comprehensive Catalog

Students considering withdrawal from the Track should talk to the RN-BSN Director for withdrawal and re-entry information as well as an exit interview. Students should be counseled (with documentation) that future readmission will be based on space availability as well as student performance in the current and any previous nursing clinical nursing courses.

SMOKE-FREE WORK AND TOBACCO-FREE WORKPLACE

Lamar University, along with all member schools in The Texas State University System (TSUS), has become a smoke-free and tobacco-free campus. The TSUS system is committed to providing a safe, healthy and pleasant environment for its faculty, staff and students. Lamar University has developed a comprehensive institutional policy creating a smoke-free and tobacco-free environment on its premises. Lamar's policy applies to all faculty, staff, students, employees of contractors and visitors to the campus and addresses the use of tobacco products as well as smokeless tobacco, electronic cigarettes or similar devices on university owned or leased premises.

DEFINITIONS:

1. "Tobacco products" include cigarettes, cigars, blunts, bidis, hookahs, chewing tobacco, dip, smokeless tobacco, snuff, electronic cigarettes or any other items containing or classified as such.
2. "Tobacco uses" includes smoking, chewing, dipping, or any other ingesting, consumption, or bodily intake of tobacco products.
3. "Campus" includes property owned or leased by Lamar University, including all grounds, buildings, facilities, vehicles, parking lots, property used for official functions sponsored by the University, and property used for course related activities.

REGULATIONS:

1. Faculty, students, employees, volunteers, contractors or other persons performing services on behalf of the University, visitors or others on the campus for any reason, are prohibited from using any tobacco products at any time while on campus.
2. The sale or free distribution of tobacco products or merchandise on university property shall be prohibited.

COMPLIANCE:

1. Lamar University expects that all employees, students, volunteers, contractors, or other persons performing services on behalf of the university, visitors or others on the campus for any reason who use tobacco products to comply with this policy.
2. Students who violate this policy will be subject to the university student disciplinary processes.
3. Employees who violate this policy shall be subject to discipline or dismissal through appropriate university processes.
4. Visitors, volunteers, contractors or other service providers who violate this policy shall be asked to leave campus and/or may be prohibited from returning to campus.

EXCEPTIONS:

1. Artists or actors who participate in authorized performances which require smoking or the use of another tobacco product as part of artistic productions are exempt from this tobacco policy.
2. Participants in academic research projects involving tobacco products are exempt from this tobacco policy if approved by the Provost.

COMMUNICATION:

Signage and other forms of communication will be posted in a manner and location that adequately notify students, employees, visitors, contractors or other persons performing services on behalf of the university.

Policy Number: 2.10 – Smoke-Free, Tobacco-Free, and Electronic Cigarette-Free Work Place
Issued: 4/1/00 Revised: 8/25/14

BACCALAUREATE PROGRAM INFORMATION

PROGRAM GOALS AND PROGRAM OUTCOMES

Bachelor of Science in Nursing (RN-BSN)

Program Goals	Outcome Area	BSN Program Outcomes
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. (Pre-licensure only)
Provide a relevant education and resources for students to graduate in a timely manner.	Program Completion	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.
Prepare graduates to function in role-related nursing employment.	Job Placement	90% or more of BSN graduates who complete the Graduate Survey will report acceptance of employment in nursing one year post-graduation.

BACCALAUREATE DEGREE 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	Practices safe and effective holistic patient-centered care to a variety of patients/clients* in multiple settings from a global perspective by incorporating theories and evidence-based findings.
Lifespan Health Continuum	Supports patients/clients in preventing disease, maintaining wellness, promoting and restoring health and advocating for death with dignity. 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	Synthesizes clinical reasoning and judgment in nursing practice utilizing critical thinking, nursing process, research and evidence-based practice.
Patient/Client-Centered Care	Employs safe, effective, patient-centered care using theories and evidence-based findings in collaboration with patients/clients and members of the interprofessional and intraprofessional healthcare team.
Professional Roles	Differentiates multiple role dimensions and practices within ethical, legal and regulatory parameters when caring for patients/clients as a member of the interprofessional and intraprofessional healthcare team. Demonstrates professional integrity, effective communication, active inquiry and service to the community.

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

Approved UNS Faculty 9/23/2011

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

BACHELOR OF SCIENCE IN NURSING ORGANIZING FRAMEWORK

	Humanity & Society	**Lifespan Health Continuum**	**Evidence-based Practice and Clinical Reasoning**	**Patient/Client-Centered Care**	**Professional Roles**
2nd Level	Investigate global and diverse populations/communities Analyze theories of patients, families, populations in the communities	Evaluate compromised multiple health states Examine multiple health states	Synthesize clinical reasoning and judgment skills Interpret evidence-based practice and research process Comprehend research process Analyze critical thinking skills	Formulate research findings into evidence- based practice Investigate other nursing theories Demonstrate teaching/health promotion	Coordinate care as a member of the interprofessional and intraprofessional healthcare team Coordinate patient/client-centered care for patients, families, populations & communities.
1st Level	Explore holistic needs of individuals	Discuss complex health needs Discuss common health needs Discuss prevention/wellness	Apply clinical reasoning skills Comprehend critical thinking skills. Discuss basic research process Apply nursing process Discuss nursing theories	Apply Modeling/Role Modeling Theory Apply Caring Theory Demonstrate tech psychomotor skills Discuss evidence-based practice Discuss patient/client safety Apply teaching and learning principles	Practice patient/client-centered care for patients and families within legal, ethical and regulatory parameters. Discuss patient/client advocacy

Foundation of Nursing Concepts: Professional Integrity/Communication/Active Inquiry/Service Broad,

Liberal Education in Related Disciplines (Nursing Pre-requisites)

Approved UNS 2/17/12

College of Arts and Sciences
LAMAR UNIVERSITY
JoAnne Gay Dishman School of Nursing

Registered Nurse to Bachelor of Science in Nursing Degree Plan

(Minimum 120 semester hours)

GENERAL/ARTS & SCIENCES CORE (44 HRS)	
COURSE	***HRS.***
BIOL 2401 (A & P I)^	4
BIOL 2402 (A & P II)^	4
COMMUNICATION (one) COMM 1315, COMM 1321, DSDE 1371, FREN 1311, SPAN 1311	3
CREATIVE ARTS (one) ARTS 1301, COMM 1375, DANC 2304, MUSI 1306, PHIL 1330	3
ENGL 1301 Composition I	3
ENGL 1302 Composition II ◊	3
HIST 1301 (US Hist 1763-1877)	3
HIST 1302 (US Hist 1877-present)	3
LANG., PHIL., and Culture (one) ENGL 2322, ENGL 2326, PHIL 1370, PHIL 2306, ENGL 2331, ENGL 2371, ENGL 2376	3
MATH 1314 (College Algebra) or MATH 1332 (Contemporary Math)	3
MATH 1342 (Statistics) or PSYC 2317 Psychology Statistics◊#	3
POLS 2301 (US Govt I)	3
POLS 2302 (US Govt II)	3
SOC/BEH SCI (one) PSYC 2301, SOCI 1301, ECON 2301, ECON 2302, ECON 1301, BULW 1370, INEN 2373	3
Subtotal:	**44**

ADDITIONAL COURSES (16 HRS)	
COURSE	***HRS.***
BIOL 2420 (Microbiology)^	4
NUTR 1322 (Nutrition/Diet)	3
PSYC 2315 (Lifespan Development)	3
Elective (3 hours)	3
Elective (3 hours)	3
Subtotal:	**16**

RN to BSN CORE COURSES (30 HRS)	
COURSE	***HRS.***
NURS 4321 Nursing Theories & Online Ed	3
NURS 4316 Comp Holistic Health Assessment*	3
NURS 4391 EBP & Nursing Inquiry*	3
NURS 4620 Nsg Prac: Comp Mult Health States**	6
NURS 4540 Nsg Prac: Care of Communities**	5
NURS 4550 Nsg Prac: Leadership/Management**	5
NURS 4580 Synthesis Prof Nursing **(Capstone)****	5
Subtotal:	**30**

*Requires Pre-requisites
**Contains Practicum and Community-Based Service Learning hours

ESCROWED NURSING COURSES (30 HRS)	
ATTENTION: STUDENT WILL RECEIVE CREDIT FOR COURSES AFTER APPLYING FOR GRADUATION AND UPON SUCCESSFUL COMPLETION OF NURS 4580	
COURSE	***HRS.***
NURS 3440 Cncpts of Prof Nsg	4
NURS 3241 Prac: Cncpts of PN	2
NURS 3110 Nsg Sim Lab I	1
NURS 3330 Principles of Pharmacology	3
NURS 3520 Care of Adult	5
NURS 3221 Prac: Care of Adult	2
NURS 3320 Care of Behav. Hlth Clients	3
NURS 3231 Prac: Care of Behav. Hlth	2
NURS 3112 Nursing Sim Lab II	1
NURS 4560 Care of Parent-Child	5
NURS 4261 Prac: Care of Parent-Child	2
Subtotal:	**30**

REQUIRED HOURS	
General Core Courses	38
College of Arts & Science Courses ◊	6
Additional Courses	16
Escrowed Nursing Courses	30
RN to BSN Core Courses	30
Total	**120**

^Pre-Requisite for NURS 4316
 # Pre-Requisite for NURS 4391
▼CAPSTONE All nursing course must be completed before enrolling in NURS 4580. General education can be taken concurrently.
◊6 credit hours required by the College of Arts and Science
2 hours of approved Arts & Sciences Lab Hours included in General Core/Arts & Science Core; BIOL 2401 and BIOL 2402
Communication and Language, Philosophy, and Culture requirements can be fulfilled by a variety of courses that vary in availability per term. (see university course catalog)
NOTE: Must have a "C" or better in ENGL 1301, ENGL 1302, MATH 1314, MATH 1342, BIOL 2401, BIOL 2402, BIOL 2420, PSYC 2315, NUTR 1322, and all RN-BSN core courses to be accepted and progress in the program.

DISCLAIMER: This is an unofficial advising report which may contain errors. It does not represent an irrevocable contract between the student and the University. The University reserves the right to change at any time and without prior notice, any provision or requirement upon which this report is based. "T" denotes transfer credit and grade.

PETITION: Credit for any petitioned courses is determined by the department chair of that discipline. Student must submit course description or syllabus for course petitions. If not approved, the course(s) will need to be completed before graduation.

CONDITIONALLY ACCEPTED STUDENT POLICY

Students with a GPA of 2.0 – 2.49 may be admitted into the Dishman School of Nursing RN- BSN Track on a conditional basis.

1. Students will be allowed to enroll in the first six (6) credit hours of nursing courses.
2. Students must pass each course with a "B" or better to progress in the RN-BSN Track.
3. If the student is unsuccessful in achieving a "B" or better, he/she will be removed from the Dishman School of Nursing RN-BSN Track. (*See Exception Policy if applicable)*

Approved by UNS 11/20/2015, Revised 10/14/19

Students with a GPA of 2.85– 2.99 may be admitted into the Dishman School of Nursing RN-MSN Track on a conditional basis.

1. Students must take the Miller Analogies Test (MAT). A successful MAT score is calculated as follows:
   GPA x 200 + MAT > 950

   We do not make exceptions for international students.
2. Upon receiving a successful score the application will be re-evaluated for admission to the RN-MSN track.
3. If admitted, students will be allowed to enroll in the first nine (9) credit hours of nursing courses.
4. Students must pass each course with a "B" or better to progress in the RN-MSN Track. See the Lamar Graduate Catalog for more information regarding GPA status and academic probation.
5. If the student is unsuccessful in achieving a "B" or better, he/she will be removed from the Dishman School of Nursing RN-MSN Track. (*See Exception Policy if applicable)*

Approved by GNS 02/21/2019

RN-BSN PROGRESSION POLICY

1. The APEG Committee addresses admission, progressions, and exceptions when requested by the Director of Articulation.
2. An overall G. P. A. of 2.0 must be maintained in all course work. If the student does not earn a "C" or better grade in a course, that course must be repeated prior to graduation.
3. A student who fails to perform satisfactorily in a course will receive a failing grade and will need to repeat the course.
4. Students will have only one opportunity to repeat a nursing course. Under no circumstances may a nursing course be repeated more than once.
5. Students will be required to complete Practicum Readiness Documents (PRDs) by the end of NURS 4321 Theories and Online Education. Students who have already complete NURS 4321 Theories and Online Education or those admitted receiving credit for NURS 4321 Theories and Online Education must complete PRDs before entering any practicum course. *(see Practicum Readiness Documents Policy for*

Guidelines).

6. Grade Scale:
   A= 100 – 90
   B= 89 – 80
   C= 79 – 75
   D= 74 – 60
   F= 59 – 0
7. Students not enrolled in courses for two eight-week consecutive periods, must reapply for admission to the RN-BSN track. Students can only be readmitted to the RN-BSN track one time.
8. When a student is readmitted to the RN-BSN track, he/she will be required to review and re-sign the Lamar University School of Nursing RN-BSN Student Handbook and may fall under a new degree plan if applicable.
9. Failure of any two (2) nursing courses will result in track failure. The student will not be eligible for readmission unless an exception is granted.
10. Students who are program failures may apply for readmission to the program after 2 years from the exit time.

RN-MSN PROGRESSION POLICY

1. Earn a grade of B or above in each of the three MSN transition courses (MSNC 5310, MSNC 5311, MSNC 5319) available to eligible RN-MSN students. Earning a grade of C in any of the three MSN courses means the student is no longer in the RN-MSN track but may choose to remain in the RN-BSN track. If a grade of D or less is earned in any of the three MSN transition courses, the student must reapply to take the corresponding RN-BSN course.
2. Prior to taking MSNC 5311 Research in Nursing, students need to successfully complete a statistics course with a grade of C or above within the last five years.
3. Sequencing of the three transition courses follows.
   a. MSNC 5310 Theories of Nursing is the first required course.
   b. MSNC 5315 Advanced Issues is taken as the concluding BSN course. These students will be eligible for a BSN degree when all requirements are met.
   c. Progression in the RN-MSN track is dependent upon earning a grade of B or higher in all graduate courses.
   d. Students earning a C or lower are no longer eligible to continue in the RN-MSN track but will be eligible for a BSN degree when all requirements are met.
4. Students in the RN-MSN track must maintain a GPA of 3.0 or higher. RN-MSN track students with GPAs between 2.9 and 2.0 will no longer qualify for the RN-MSN track but may remain in the RN-BSN track if meeting RN-BSN progression policies.
5. After completing the three MSN transition courses, progression policies of the Graduate School apply.

2/17/2015 Approved at GNS meeting

EXCEPTIONS

Any student who wishes to request an exception to the admission and/or progression(s) criteria must proceed through the following steps:

1. Submit a written proposal to the APEG Committee identifying the problem requiring an exception and offering alternative solutions.
2. Written proposal must be received within 40 calendar days after the final grade is posted for the course requiring an exception.*
3. Written notice of the committee's recommendation will be promptly submitted to the Director of Articulation.
4. Director of Articulation will notify the student in writing the decision regarding the requested exception.
5. If the student is dissatisfied with the committee's decision, he/she may appeal and utilize the formal grievance procedure for the Dishman School of Nursing. (See RN-BSN Student Handbook)

**See Office of the Provost: Online Students Appealing Course Grade*
https://students.lamar.edu/academic-support/academic-policies.html

Approved by UNS 2/20/2017 Revised 4/9/18 Revised 10/14/19

GRADUATION

The following list is a compilation of criteria for graduation from the Nursing Program:

1. General requirements as stipulated in the Lamar University Handbook.
2. Compliance with all aspects of the written degree plan which includes all nursing courses, additional required courses, and general education courses.

Upon completion of the last course within the undergraduate program, MSNC 5315 Advanced Nursing Issues, students will apply for graduation and receive their Bachelor of Science in Nursing degree. Students will then continue their progression within the chosen track (Administration or Education) in the graduate studies program.

NOTE: Algebra and Statistics Requirement for RN-BSN Degree:
The Registered Nurse to Bachelor of Science in Nursing (RN-BSN) curriculum plan requires students to take a college algebra or higher level math course and a statistics course. The JoAnne Gay Dishman School of Nursing will not accept credit for two statistics courses in the BSN degree plan. Statistics must be taken before NURS 4391 Nursing Inquiry and Evidence-based Practice.

5/6/2003 approved by Faculty Association / Revised in 2005; 2012; 2015; 2018

PROMULGATION POLICY

Purpose: Inform nursing and pre-nursing students of applicable Dishman School of Nursing (SON) policy changes in an efficient, timely manner.

1. New and modified SON policies will be e-mailed to students affected by implementation of the policy change using Lamar official email system within thirty days of implementation.
2. New and modified SON policies will be posted on the SON website under the "News & Updates" link.
3. Once approved by the Faculty Association Committee, the committee Administrative Associate will furnish the policy to the Technical Support Analyst, Senior for posting.
4. Implementation of policies may vary depending upon subject matter; an implementation date should be noted on new or modified SON policies.
5. New and modified SON policies will be added to the Undergraduate Nursing Studies Student Handbook when appropriate (the next time it is reproduced).

ACADEMIC POLICIES

ACADEMIC HONESTY

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 from 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 part, the contents of an un-administered test.
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 an un-administered test or information about an un-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing 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

c. or alteration of information or data, whether written, verbalized or demonstrated.

d. *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 is using another person's work or idea(s) without documenting or citing the source.

1. "Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e. summarize a passage or rearrange the order of a sentence and change some of the words) you need to credit the source in the text" (American Psychological Association [APA], 2010, p. 15).

2. "Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source. To avoid charges of plagiarism, take careful notes as you research to keep track of your sources and cite those sources according to the guidelines presented in this chapter" (APA, 2010, p 170).

3. Please refer to the most current APA Publication Manual for detailed guidance.

   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 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.

These procedures are in accordance with the Texas State University System (TSUS) Rules and Regulations 5.36 Disciplinary Procedures for Academic Dishonesty and Lamar University Academic Honesty Policy.

Approved Faculty Association 6/1/2005, Revised Faculty Association 8/22/2018.

HONOR CODE PLEDGE

Expectations of Lamar University Dishman School of Nursing

Lamar University JoAnne Gay Dishman School of Nursing promises to create a professional environment that fosters excellence; where the entire school works together with integrity and cares for others.

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 commit myself to academic honesty and integrity in the classroom and clinical setting at all times.
- I will take responsibility for what I say and do.

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.

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 will strive to uphold the spirit and letter of this code during my time at Lamar University Dishman School of Nursing and throughout my professional career as a registered nurse.

Print Name_____Date _____

Signature _____

(Adapted from Lakeview College Honor Code, 200)

LAMAR UNIVERSITY
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

TESTIMONIAL / PHOTO RELEASE

The undersigned, being of full and legal age, does hereby agree and consent that Lamar University, its successors, legal representatives and assigns may use and reproduce my name, address, photograph and/or movie film, video tape recordings or audio tape recordings of myself, biographical and educational information and/or statements; and circulate, use, publish, broadcast and otherwise distribute the same for any and all purposes including advertising, publications and other purposes of trade without limitation and/or compensation to me. The agreement also includes authorization of same for my minor children, if applicable, and includes permission to quote all or part of my statement (with the privilege of editing or rearranging but not changing the original meaning). This release includes the recording of properties owned or managed by me.

The undersigned, by the signing of this testimonial, and named person or persons, firm or corporation of, hereby exempt Lamar University from any and all liability growing out of the use of my name and names of my minor children, if applicable, address and photograph or photographs, movie film, video tape recordings or audio tape recordings.

Name: _____

Address: _____

City:_____ State:_____ Zip: _____

Phone: (____)_____ Hometown: _____

Email: _____

Classification: [ ] Freshman [ ] Sophomore [ ] Junior [ ] Senior Other: _____

Student's Signature:_____ Date: _____

Parent's Signature (if under 18):_____ Date: _____

(Lamar University – Undergraduate)

GRIEVANCES

Resolution of students' issues should occur with the appropriate individual(s) on an informal basis whenever possible. If resolution is not reached informally, then formal university policies apply as specified in the LU Student Handbook and the LU Faculty Handbook.

Informal School of Nursing Process:

1. The student should discuss the issue directly with the individual(s) involved as soon as possible after the occurrence of the alleged incident/situation.
2. If the issue is not resolved, the student should consult with the course leader as applicable.
3. If the issue is not resolved, the student should consult with the appropriate Track Director (undergraduate or graduate).
4. Issues not resolved at the Track level may be referred to the School of Nursing Chair by the student, faculty or Track Director.
5. Informal resolution of the situation will be addressed by the School of Nursing Chair. If informal resolution is not attained, the student may seek a formal review.

Formal School of Nursing Process:

1. The student may request a formal review of the alleged issue/situation by submitting a written statement to the School of Nursing Chair requesting a formal review.
2. The School of Nursing Chair will review the issue/situation and make a determination. The Chair may choose to refer the issue/situation to the JoAnne Gay Dishman School of Nursing Student and Faculty Relations Committee for recommendation prior to making a final determination.
3. If the issue is not resolved, the student may submit a written statement to the Dean of the College of Arts and Sciences within one calendar week of the written response from the School of Nursing Chair.

Adopted by Faculty Association 5/12/2004

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 for the RN-BSN and RN-MSN Articulation Tracks.

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 students signature signifies his/her intent to comply with the actions delineated in the Situation / Incident Form. The Director of Articulation RN-BSN and RN-MSN Tracks will be notified by the course faculty for students requiring formal counseling for a disciplinary violation; a meeting with the Director of Articulation to discuss the incident may be required at the discretion of the Director of Articulation.

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 Director of Articulation and/or the School of Nursing Chair. The contract will be signed by the student, faculty (as applicable), Director of Articulation, and SON Chair and placed in the student's permanent record. The students 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 Director of Articulation. Repeated violation of Dishman SON policies may lead to program dismissal and/or suspension or expulsion from the university.

Adopted by Faculty Association 5/96, Revised UNS 9/30/2016, Revised Faculty Association 10/28/2016, Revised UNS 8/10/2020, Revised UNS 10/2/2020

RN-BSN ARTICULATION TRACK

SITUATION/INCIDENT*

STUDENT: _____ L# _____

_____

_____

_____

_____

_____

*If patient care error:

Appropriate Hospital personnel informed: Yes_____ No_____

Appropriate Hospital forms initiated: Yes_____ No_____

COURSE OF ACTION

_____

_____

_____

STUDENT RESPONSE: _____

_____

_____

_____

_____ _____

Date Student

Any appeal to this counseling must be submitted in writing to the Director of Articulation by 3:00 p.m. on_____ .

Adopted by Faculty Association5/96, Revised 5/12/99, Revised UNS 9/30/2016, Faculty Association 10/28/2016.

RETENTION POLICY

Purpose/Rationale/Background:

The faculty of the JoAnne Gay Dishman School of Nursing believes the at-risk students need additional support to successfully complete the program. Whenever possible, students whose test grades are at or below 76% are encouraged to participate in retention activities.

Policy:

Retention of students is enhanced by the JoAnne Gay Dishman School of Nursing in a variety of ways. Students are able to utilize resources in the Learning Center, The Caring Place, University resources, and/or meet with course faculty for guidance.

LATE ASSIGNMENT POLICY FOR ONLINE STUDENTS

Late work in online courses is discouraged. The structure of web-based courses provides due dates for assignments. Use of the assignment drop-box adequately informs students when course assignments are due.

Penalty for late work is at the discretion of the course instructor but must be between 5% - 10% of the assignment grade per day. Saturday and Sunday is included when considering late grading. If the online delivery system is not available for submission, notify the course instructor immediately. Faculty may make exceptions for individual circumstances.

INCOMPLETE GRADE POLICY

Incomplete grades can be granted only to students who have completed at least 75% of the required coursework and who currently have a passing grade. Incompletes may NOT be given as a substitute for a failing grade. Incompletes may only be granted due to extenuating circumstances and/or exceptional hardship and are awarded at the discretion of the course faculty leader.

- Students who meet the above criteria must contact the course faculty leader to request an incomplete as soon as possible.
- The course leader will consult with other faculty in the course (if applicable) and the Track Director.
    - If a decision is reached to APPROVE the incomplete grade, the “Incomplete Grade Form” will be generated and signed by the student, faculty leader, and the Track Director.
        - All remaining assignments must be completed within a time frame decided upon by the course faculty leader but may NOT extend beyond the next semester or summer session.
        - Students will NOT re-enroll in the course to finish incomplete assignments. Students will coordinate with the course faculty leader on which assignments are needed and how to submit them.
        - Failure to complete assignments within the specified time frame will result in the incomplete grade being automatically changed to an “F”.

        - Students who are granted an incomplete for the last nursing course required will not be able to graduate in that term as all course requirements will not have been accomplished.
        - If the course with an incomplete grade is a pre-requisite to other courses, the student will not be able to enroll in those courses until the pre-requisite course is completed.
        - Once the required assignments are submitted and graded, faculty will submit a grade change request using the proper procedures.
    - If a decision is reached to DENY the incomplete grade, the student must decide if they will proceed in the course or drop the course and receive an "F".

Please note that a grade of "Incomplete" may impact eligibility regarding academic standing, financial aid, athletics, etc. The student will need to contact the Financial Aid Office and/or applicable athletic programs to see if and incomplete grade will affect their personal situation

Approved by UNS 11/20/15

TECHNOLOGY PREREQUISITES

Students are required to have **place the skills needed** in order to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and their ability to use common word processing software in order to submit written assignments.

The minimum technical skills and the system requirements for this course:

LU LEARN / BLACKBOARD Learning Management System (LMS)

Students will utilize the Lamar University's Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (https://blackboardsupport.lamar.edu) for more information.

SYSTEM REQUIREMENTS

Computer/Technology Requirements:

- Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)

The minimum computer requirements are:

- Most current version of Firefox is recommended
    - *Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.*
- 8 GB or more preferred
- Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive
- 1024 x 768 or higher resolution
- Strongly recommended that you have a headset with microphone. You may also use webcam, and speakers
    - Example: Plantronics Audio 628 USB headset

- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
    - Firefox (http://www.mozilla.org)
    - Adobe Reader (https://get.adobe.com/reader/)
    - Adobe Flash Player (http://get.adobe.com/flashplayer)
    - Java (http://www.java.com)
    - QuickTime (https://www.apple.com/quicktime/download/)
    - Silverlight (https://www.microsoft.com/silverlight/)
- Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- At a minimum, students must have Microsoft Office 365 (https://my.wip.lamar.edu) click on MS Office 365). Microsoft Office 365 is available for all students.

REQUIRED SKILLS

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

COLLEGE OF ARTS AND SCIENCES COMMENCEMENT

- Graduations for the RN-BSN Articulation Track is held three (3) times per year in May, August, and December. (Times/dates to be determined).
- All students that have met Lamar University and the Dishman School of Nursing RN-BSN Articulation Track 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://lamaruniversity.shopoakhalli.com/
        - In addition, female students can purchase the optional "white collar" to wear with their required attire.
        - 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 Universities graduation ceremonies please visit the commencement web page http://students.lamar.edu/commencement/index.html.

*Students who have not received an email inviting them to apply for graduation by the third week of their last course need to contact an advisor. (409-880-7014 or 409-880-7295)

EXPECTATIONS OF STUDENTS

EXPECTATIONS OF STUDENTS

Purpose

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.

Policy

This behavior is demonstrated by the student's time and attendance patterns, appearance and conduct. It is expected that students will come to class and clinical 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 the policies of the SON and to follow them.

- Students are seen as having responsibility for their own learning, and must be active learners.
- Students are expected to fulfill all requirements for theory and clinical course requirements, and to meet course and program objectives.
- Students are to follow University guidelines as printed and available in the Lamar University Handbook. In addition to the University publications, this handbook can add to students' awareness of material pertinent to the nursing programs.

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

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.

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 practicums throughout the program to confirm adherence to the technical standards, with or without accommodation.

Intellectual Requirements: Critical thinking is an important part of practicum 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 practicum 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.

Approved by Faculty Association 12/1/2014 Revised 3/21/2017

STUDENT BEHAVIORAL EXPECTATIONS

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 course, program, and clinical affiliate requirements in a prompt and dependable manner:
    a. Course
        i. Demonstrate promptness and accountability in class attendance, submission of written assignments and
3. Avoid Plagiarism which is recognized as a form of cheating. Students are expected to use the American Psychological Association format for documentation. Paraphrasing is permitted but this must be accompanied with complete and appropriate documentation. See Academic Honesty Policy under the School of Nursing 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 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 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. Students are responsible for damaged or broken equipment caused by students due to negligence.
6. Comply with the university policies governing student conduct and discipline which can be found in the Lamar University Student Handbook.
7. Utilize appropriate avenues of communication in seeking resolution of problems: that is, course faculty members, course leader, Track Director, program director, and School of Nursing chair. Students failing to comply with this practice will be referred back to the appropriate level.
8. Nursing students are encouraged to resolve conflicts at the School of Nursing level.

Adopted by Faculty Association 5/7/96, Revised 6/01/05, Revised 11/20/13

CIVILITY POLICY STATEMENT

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 gain from time spent in classroom, clinical, and online environments, faculty reserve the right to dismiss students from class due to uncivil behavior. Incivility is described as disrespectful verbal, non-verbal, written, or online communication.

In order to prevent the appearance of incivility, follow these simple ground rules:

Classroom

- Do not interrupt the presenter when speaking; wait for a pause or a preset time for questions to be asked.
- Word questions without the use of sarcasm or a demanding nature.
- Be respectful of your peer's time to question, and his or her learning curve that may be different from yours.
- **Clinical Experience**
- Do not interrupt or act disinterested when other students are presenting their patient information.
- Come prepared to care for assigned patients; students are responsible for their learning.
- Be respectful of the healthcare team, patients, and families

On-line

- Make postings and replies relevant.
- Keep responses constructive.

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

Reference:
Suplee, P. D., Lachman, V. D., Siebert, B., & Anselmi, K. K. (2008). Managing nursing student incivility in the classroom, clinical setting, and on-line. *Journal of Nursing Law (12)*2, 68-77.

Approved Faculty Association 12/16/2011, Revised 1/17/12

NETIQUETTE

- Posts should reflect a specific assignment by your faculty.
- Make sure all language is appropriate. Show respect for your fellow students and your faculty.
- Check your grammar and spelling.
- Always make sure your posts are identified with your name.
- When sending messages to your faculty outside the course email, include the course number in the subject line. That helps them identify what class you're in.
- Try to keep your messages limited to one subject. Don't respond to several e-mails in one message. It makes it very hard to keep track of what you are responding to.
- Be careful when you use humor in a post. Since I can't see your facial expressions, I may not know when you're joking.
- Acronyms are widely used in messages, but people can get carried away with them and not everyone may know their meaning.
- It's ok to challenge ideas but not people. Don't be confrontational. Think before you react.
- Don't use all capital letters when writing messages. It is the equivalent of shouting on the Internet.
- Copyright laws apply everywhere. Don't copy something in an e-mail without citing your source.
- Keep your messages relevant to the course.

Communicating with Faculty

- Use professional language.
- Give your faculty time to respond. Remember that just because you are up late doesn't mean they will be.
- If you don't understand some of the material, ask for help.
- Take advantage of virtual office hours. This is your opportunity to get one-on-one assistance.
- Let your professor know if you will be unable to access the course for some reason. If you are unable to access your class, let your faculty person know so that they do not assume you don't care about the class.

SOCIAL NETWORKING POLICY

Lamar University Dishman School of Nursing (LU- SON) 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 clinical 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.

Professional conduct is required of students in cyberspace, as in all other settings. Professional behavior is to be maintained at all times when identified as a LU nursing student. This includes "virtual" sites, such as online social networking sites. Unprofessional online conduct is a violation of SON "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. SON students must adhere to the following guidelines:

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

Student organizations associated with the SON should use the orgsync.com website for class communication. This site is endorsed by Lamar University and is the recommended site to communicate with classmates and post photos (e.g. for pinning, etc.). Class officers register their class in orgsync.com through the Student Activities office in the Setzer Center (second floor) or http://lamar.orgsync.com/ContactInfo . Class members can log in at http://lamar.orgsync.com/ClubsOrgsLanding.

Revised/Approved by Faculty Association 5/7/2012

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 Dishman School of Nursing are described below.

Communication Lines for Issues

Students should initiate the discussion of an issue with the classroom teacher or clinical 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 Track Director should be informed. If no resolution is reached, the Track Director will refer the student to the School of Nursing Chair. Informal discussions can occur with the School of Nursing Chair or more formal processes may be used in situations like grievances, grade appeals and other issues. The School of Nursing Chair 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 RN-BSN Student Handbook and the Lamar University Student Handbook formore information*).

COURSE EVALUATION POLICY

Lamar University and the 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.

Approved 03/19/10 UNS: SCEM

STUDENT EMPLOYMENT RECOMMENDATIONS

Employment should be balanced with learning needs to allow students adequate time for study and rest. 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 are expected to maintain grades and satisfactory practicum performance; no allowances will be made for failure to maintain program criteria. Students who are employed, work under the auspices of the agency and are not representatives of Lamar University.

Revised UNS 11/18/2016

COMMUNITY BASED SERVICE LEARNING POLICIES

(CBSL)

RN-BSN COMMUNITY BASED SERVICE LEARNING (CBSL) POLICY

RN-BSN Articulation Track students are required to complete 24 CBSL hours to achieve the outcomes listed for the CBSL experience**.** These hours will be accumulated in three upper division RN-BSN courses in 8-hour increments, each of which will be linked to an assignment that counts for at least 10% of the course grade. The three courses are NURS 4540 Nursing Practice: Care of Communities, NURS 4620 Nursing Practice: Compromised Multiple Health States, NURS 4550 Nursing Practice: Leadership and Management in the Healthcare System.

RN-BSN Community Based Service Learning outcomes:

DEC Practicum Judgment Behaviors	**OUTCOMES**	**CBSL Hours**	**Practicum Course**
MOP B3a,b,c, PCC B5, 6, PSA C2a,b, MOT C1b,	Describes the unique worth of service learning activities as it applies to civic pride and respect for diversity (Poirrier, 2001, p. 6, 34).	**8 hours**	**NURS 4540**
MOP C 3a, PCC B7, 8, MOT C1b, 2a	Analyzes the value of reciprocity/mutuality between the service learner and the person (s) being served (p. 6, 34).	**8 hours**	**NURS 4620**
MOP B3 a,b,c, PCC B5, 6, 12, PSA C2a,b, MOT A1b, B2b	Formulates a 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 (p. 35).	**8 hours**	**NURS 4550**

Reference

Poirrier, G. (2001). *Service learning: Curricular applications in nursing.* Burlington, MA: Jones and Bartlett Learning. ISBN-13: 978-0763714291

CBSL Service Guidelines

Three types of service-learning activities are recognized by the JoAnne Gay Dishman School of Nursing: (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 learning experiences. Students should select areas of their own interest, but the activities must provide opportunities for students to strengthen their nursing practice and must also relate to the practicum outcomes of the nursing curriculum at Lamar University.

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. Remunerated service is not community service.

Students may complete 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.

RN-BSN students may accrue no more than 8 hours in the area of service to the profession. At least one-third of the required CBSL hours must be performed in the community setting.

CBSL Activity
Selection
For students residing near Lamar University, a current list of approved agencies is located in the Learning Center and listed below:

- Family Services of Beaumont: Women's Shelter and/or Family Violence Prevention programs
- Rape and Suicide Crisis Center
- CATCH Clinic (children's health services)
- Salvation Army
- Some Other Place
- Triangle Aids Network

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.

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 clinical 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.
- Activities, which are to be approved by the faculty member for the applicable course.
- 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.

Students may be allowed to complete CBSL hours locally where they reside.

Failure to Meet Requirements

A student failing to meet all CBSL requirements will receive an "I" in the course and be ineligible to progress in the nursing program. RN-BSN Articulation Track students will not be able to graduate without the required number of CBSL hours.

CBSL Activities Restrictions

CBSL hours will not be awarded for service that is:

- performed at for-profit agencies or businesses
- provided at the student's specific work area at their place of employment
- provided at agencies that are family owned, operated, or managed
- provided for family members
- fund raising in nature
- clerical or office work in nature

Dress Code

School of Nursing faculty has approved the following dress code for RN-BSN nursing students engaging in CBSL activities:

- Wear professional attire appropriate to the activity along with a white lab coat.
- Professional shoes (one color) with closed toes and heels - no sandals or flip-flops.
- Official name badge identifying the student by name, and as a Registered Nurse.

Approved UNS 2/28/17

PRACTICUM POLICIES

RN-BSN PRACTICUM POLICY

RN-BSN Track Practicum Courses: NURS 4540 Nursing Practice: Care of Communities, NURS 4620 Nursing Practice: Compromised Multiple Health States, NURS 4550 Nursing Practice: Leadership and Management, and NURS 4580 Nursing Practice: Synthesis of Professional Nursing.

Purpose: The purpose of this policy is to delineate practicum requirements for NURS 4540 Nursing Practice: Care of Communities, NURS 4620 Nursing Practice: Compromised Multiple Health States, and NURS 4550 Nursing Practice: Leadership and Management, and NURS 4580 Nursing Practice: Synthesis of Professional Nursing in the Lamar University JoAnne Gay Dishman RN-BSN Track.

All RN-BSN nursing students must have an unencumbered license in their state of residence to participate in RN-BSN practicum nursing courses. It is also imperative that any student whose license becomes encumbered must immediately notify the Director of the RN-BSN Track.

Lamar University Dishman School of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the practicum setting. Faculty have final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in practicum courses.

Course	Practicum Hours
NURS 4620 Nursing Practice: Care of Patients with Compromised Health States	**32 hours**
NURS 4540 Nursing Practice: Care of Communities	**32 hours**
NURS 4550 Nursing Practice: Leadership and Management	**32 hours**
NURS 4580 Nursing Practice: Synthesis of Professional Nursing	**32 Hours**

Practicum Behaviors: Students deemed unsafe or incompetent will fail the course and receive a didactic course grade of "F". **Any of the following behaviors constitute a practicum failure**:

1. Fails to follow standards of professional practice as mandated by the Texas Nursing Practice Act*
2. Unable to accept and/or act on constructive feedback.
3. Needs continuous, specific, and detailed supervision for the expected course performance.
4. Unable to implement safe, expected clinical behaviors required by the course.
5. Fails to complete required practicum assignments.
6. Falsifies practicum hours.
7. Violates HIPAA regulations.
8. Supported reports of unsafe and /or unprofessional behavior by agency personnel.

Requirements: Each course will have a designated/separate practicum with an expected practicum outcome/or outcomes. Students will receive either an (S) satisfactory, (U) unsatisfactory or (I) incomplete for the practicum component of each course. The practicum performances outcomes will be evaluated by the faculty teaching the course. Students must satisfactorily (S) pass the practicum component of the course to receive a passing grade in the didactic portion of the course. The number of hours for each course will be a 2 sch x 1 ratio x 16 weeks =32 hours (4 hours a week for an 8 week course or 2 hours a week for a 16 week course). This ratio is augment past practicum/clinical experiences and an unencumbered license to practice nursing. Students must provide documentation of practicum time to faculty in the designated required time. Faculty have the discretion of determining how hours are acquired and if students meet the intent of the practicum. The value of the completed practicum outcome can be calculated as part of the overall grade for the didactic portion of the course or they may not count towards the overall didactic grade of the course towards the overall grade of the didactic class. Preceptors are not required for practicums. Affiliation agreements may need to be obtained based on the practicum requirement.

Failure to Meet Requirements

A student failing to meet practicum requirements will receive an "I" in the course and be ineligible to progress in the nursing program see Incomplete Policy in the RN-BSN Student Handbook). RN-BSN Articulation Students will not be able to graduate without the required number of practicum hours.

Dress Code

Nursing School faculty has approved the following dress code for RN-BSN nursing students engaging in practicum activities:

- Wear professional attire appropriate to the activity along with a white lab coat.
- Professional shoes (one color) with closed toes and heels - no sandals or flip-flops.
- Official name badge identifying the student by name, and as a Registered Nurse.

**Violation of the Nursing Practice Act is a "reportable offense" to the Texas Board of Nurse Examiners.*

Approved UNS 2/28/17

PRACTICUM READINESS DOCUMENTS

All Practicum Readiness Documents (PRDs) must be completed before the end of your first nursing course (NURS 4321 Nursing Theories and Online Education). Readmits must have all PRDs completed before entering any practicum course. It is solely the student's responsibility to maintain updated PRDs. Sentry MD will review and track student's PRDs and communicate with the student regarding compliance of the policy. Lack of communication and/or distribution of notification forms will not relieve the student from the requirement to maintain updated PRDs (*see RN-BSN Acceptance Packet for more information).*

All PRDs must be valid through the entire RN-BSN Track. Lack of submission of any PRDs will result in the following:

1. Following the first review, if PRDs are incomplete, the student will receive a Notification from Sentry MD of missing documents and will continue to receive reminder emails every 2 weeks until PRDs are complete

2. Upon second review (at the end of NURS 4321), if PRDs are incomplete, the student will receive a notification from the School of Nursing and the student will not be allowed to enroll in any nursing courses until the student is compliant with all PRD requirements.

Note: Per Lamar University policies, if a student is not actively enrolled and participating in a course for one long semester (Spring I & Spring II or Fall I & Fall II) the student must reapply to the university.

*Students are responsible for keeping copies of all documentation submitted to Sentry MD.

Approved by Faculty Association 10/20/2014
Revised 10/17/2017

IMMUNIZATION POLICY

Purpose/Rationale

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 below*). Documentation of required immunizations or evidence of immunity must be provided along with copies of ***actual*** immunization records.

Policy

1. Students are required to provide a current Health Statement Form, proof of immunizations in compliance with the Immunization Guidelines, and immunity confirmed by serologic testing, or a waiver (*see item 4 below*) to *Sentry MD* before completion of NURS 4321, readmits before entering any practicum course.
2. Students are responsible for the cost of the immunizations, as well as the serology (blood test) immunity.
3. If additional immunizations are needed to be compliant with the Immunization Guidelines they must be completed before the end of NURS 4321, readmits before entering any practicum course.
4. 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.

Revised by Faculty Association 10/20/2014, 12/4/2015
Revised 3/21/2017

IMMUNIZATION REQUIREMENTS

The following immunizations are REQUIRED by the JoAnne Gay Dishman School of Nursing Student Health Policy and must be completed before the last class day of NURS 4321, readmits must be PRD compliant before entering any practicum course.

Consult your health care provider to answer questions about your immunization status.

1. TUBERCULIN SCREEN (UPON ACCEPTANCE TO THE TRACK):
   a. Upon acceptance to the RN-BSN Track, students may submit the TB skin test or Interferon Gamma Release Assay (GRA) required upon initial employment in their current position. If student is not employed or an initial test was not completed, then an initial TB skin test or Interferon Gamma Release Assay (IGRA) will be required.
   b. Results*

   ***Note**: If TB screen is positive, your Primary Care Provider must submit a statement concerning your current health status. If chest x-ray is done, attach a copy of the report.
2. POLIO: Not required if older than 18 years of age.
   a. Date of last oral dose

   OR
   b. Exempt by age

3. TETANUS/DIPTHERIA/PERTUSSIS: An initial series of DTaP required with a Tdap booster documented after the age of 11 or 12 years, then a Td booster every 10 years.
   a. Proof of initial series

      AND
   b. Date of Tdap booster
   c. Date of last Td
4. MEASLES:
   a. Dates of 2 immunizations
   b. All individuals born on or after January 1, 1957, must show 2 doses of measles vaccine administration on or after their 1st birthday and at least 30 days apart.

      OR
   c. Confirmed immunity by serologic testing OR
   d. Confirmation of the disease from healthcare provider or official school records OR
   e. Written waiver or letter from primary care provider stating medical reason for exemption
5. MUMPS:
   a. Dates of 2 immunizations*
      *All individuals born on or after January 1, 1957, must show 2 doses of measles vaccine administration on or after their 1st birthday and at least 30 days apart.

      OR
   b. Confirmed immunity by serologic testing OR
   c. Confirmation of the disease from healthcare provider or official school records OR
   d. Written waiver or letter from primary care provider stating medical reason for exemption
6. RUBELLA:
   a. Date of last immunization

      OR
   b. Confirmed immunity by serologic testing

      OR
   c. Confirmation of the disease from healthcare provider or official school records OR
   d. Written waiver or letter from primary care provider stating medical reason for exemption
7. VARICELLA:
   a. Dates of 2 immunizations

      OR
   b. Confirmed immunity by serologic testing
      OR
   c. Confirmation of the disease from healthcare provider or official school records

      OR
   d. Written waiver or letter from primary care provider stating medical reason for exemption
8. HEPATITIS B:
   a. Dates of 3 immunizations (primary series)

      AND
   b. Laboratory confirmed immunity by serologic testing

      If the serologic testing (blood test) is **negative immunity**, then the student must:
      - Take one booster dose *or* Repeat a 2nd series (3 immunizations)
      - after repeating the Hep B series or Booster immunity is not attained, the requirement has been met

OR

c. Confirmed immunity by serologic test*

OR

d. Written waiver or letter from primary care provider stating medical reason for exemption

9. INFLUENZA VACCINE (ANNUALLY):

a. Due administered (Additional vaccine will be required if in Track longer than 1 year)

OR

b. Written waiver or letter from primary care provider stating medical reason for exemption.

Original adopted by Faculty Association 1996; Revised & Adopted by Faculty Association 5/12/1999; 6/1/2005; 9/14/2013; 10/20/2014; 12/4/2015; Revised by Undergraduate Nursing Studies 11/20/2015 Revised 3/21/2017

PLEASE NOTE

1. Regarding immunizations:
    a. Your health care provider should assess your immunization status and initiate any necessary immunizations that are missing right away. This allows appropriate time to develop immunity to the specific diseases before entering the practicum setting.
    b. If you are unable to locate your immunization records, it may be appropriate to take an adult series of the listed immunizations. Begin the immunizations series immediately; it takes time to coordinate the administration of different vaccines.
2. Health Statement Form:
    a. Schedule a physical exam with your primary care provider. Exams may be performed by the following:
        i. a physician
        ii. an advanced nurse practitioner
        iii. a physician's assistant
    b. The primary care provider who administers your health assessment must use the Lamar University Health Statement Form. This form is available in your **Sentry MD** account.

You are **required** to submit copies of the original documents of your immunizations from childhood through the present and the completed Health Statement Form to your **Sentry MD** account before the last class day of NURS 4321, readmits before entering any practicum course.

INFLUENZA VACCINATION POLICY

All students enrolled in the LU undergraduate nursing programs are required to submit documentation of having received the influenza immunization. The documentation must be submitted to Sentry MD before the last class day of NURS 4321, readmits before entering any practicum course.

Students who remain in the RN-BSN Track longer than one (1) year will be required receive an additional influenza immunization and submit documentation to Sentry MD. Students will be required to repeat this annually until they have completed the RN-BSN Track.

Students requiring an exemption due to medical (such as allergy) or religious reasons must present documentation to that effect. Students must present requests for exemption to the Director of Undergraduate Nursing Studies.

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 clinical facility. Some facilities will not permit students, including students with an exemption, to complete practicum assignments without an influenza immunization. If another practicum site cannot be secured, students with an influenza exemption will need to contact their practicum instructor **immediately**.

Current students, who fail to submit documentation before the last class day of NURS 4321, readmits before entering any practicum course, will not be allowed to progress in the RN-BSN Track.

Approved Faculty Association 9/14/2012, Revised 10/20/2014; 12/4/2015
Revised 3/21/2017

LU TUBERCULOSIS (TB) TESTING POLICY

Since the Fall 2013 semester, Lamar University has implemented Tuberculosis (TB) testing for all Non-US Citizen/Non-Permanent Residents, Texas Intensive English Program students, and any student, faculty, or staff meeting high risk criteria.

High-Risk Criteria

Any person - student, faculty, or staff - traveling to a country designated as a "high TB burden incidence area" by the World Health Organization, Global Tuberculosis Report 2015, 20th edition; upon returning to campus, should immediately contact the LU Student Health Center for TB testing. All subsequent testing guidelines shall apply. All charges incurred will be applied to the appropriate cashier accounts.

Enrollment

Students must meet the following criteria to be eligible for enrollment. Students are not eligible to register for classes unless they have provided evidence of having had one of the following no greater than 6 months prior to their arrival to the University:

- Negative TB skin test
- Negative TB blood test
- Positive TB skin test with a negative TB blood test
- Acceptable TB blood tests (interferon-gamma release assays or IGRA's) include: QuantiFeron®-TB Gold in-Tube Test (QRF-GIT) or T-SPOT®. TB TEST (T-Spot). It is not required that the testing be done in the United States.
- Sputum or negative x-rays are not acceptable.

Documentation must be submitted through the Student Health Center Patient Portal. If you do not meet one of these criteria, please contact the Student Health Center at 409-880-8466 for an appointment.

Documentation
All documentation for testing done outside the Student Health Center must meet the following criteria:

- Date the TB skin test was administered or TB blood test was drawn.
- Date the TB skin test was read or date the TB blood test was resulted.
- Results reported in millimeters and/or "negative" or "positive" for TB skin testing.
- Results reported as "negative" or "positive" for TB blood testing.
- Documentation must be in English.
- Documentation signed by a qualified health care provider licensed to read TB skin tests and/or TB blood test.
- Name of the medical facility where testing was done.

If any of the above information is missing from the documentation, the student will not be eligible for enrollment until all deficiencies are corrected and turned in to the Student Health Center. All documentation will be turned in to the Student Health Center Patient Portal. Instructions for registering for the portal are available here.

Updated 8/5/2016 bd
Revised 3/21/2017

HEALTH STATEMENT FORM

Students will be required to submit a Health Statement form completed by their physician to Sentry MD before the end of NURS 4321, readmits before entering any practicum course. Students must use the required Health Statement form that will be provided to them in their Sentry MD account. The School of Nursing will not accept any other health form. (*See RN-BSN Acceptance Packet for more information)*

UNENCUMBERED NURSING LICENSE

All RN-BSN nursing students must have an unencumbered license as designated by the Board of Nurse Examiners (BNE) to participate in RN-BSN practicum nursing courses. If a student's license becomes encumbered for any reason, they must **immediately** notify the Director of the RN-BSN Track.

Students will be required to submit proof of their unencumbered nursing license by taking a picture or screen shot of it and uploading it to Sentry MD. Your full name, license, number, and state issued in must be clearly visible.

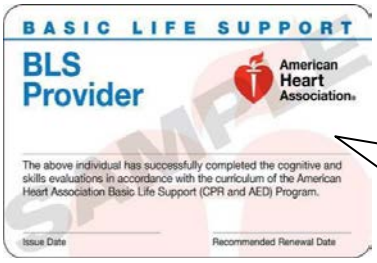
PROFESSIONAL LIABILITY INSURANCE INFORMATION

All students must purchase professional liability insurance ($15.00/year) through The LU Market Place. Insurance must be renewed on a yearly basis. If the student remains in the RN-BSN Track longer than one (1) year they will be required to purchase additional insurance coverage. This insurance will not cover students at work or at times other than under supervised practicum practice. (*See RN-BSN Acceptance Packet for more information)*

CPR

As a registered nurse and RN-BSN Track students are required to maintain a current cardiopulmonary resuscitation (CPR) card. This card certifies that the student is up to date on all of the current standards being used in the health care industry.

The School of Nursing **does not** accept American Red Cross certification cards. If the students card is not from the American Heart Association (AHA) and does not look like the card shown below then the student must take an AHA course before the end of their first nursing course.



Note: The card says **American Heart Association** and **BLS Provider**.

First Aid, Heart Saver, or Pediatric is **NOT** accepted.

If the student has had a course that is specific for health care providers (HCP) and the card has expired, then the student can just take a recertification course for HCP.

If the student has never taken a CPR course, they will need to sign up for an initial Basic Life Support (BSL) certification course. AHA-HCP courses are offered on the Lamar University campus prior to the start of the semester. Students should contact the School of Nursing for available certification training. If the student is not in proximity of Lamar University, they can find a location near them by going to the americanheart.org website.

http://ahainstructornetwork.americanheart.org/AHAECC/classConnector.jsp?pid=ahaecc.classconnector.home

PRACTICUM AND CBSL ID BADGE

All students are required to obtain a Lamar University Student ID Badge that must be worn while completing all Practicum and CBSL hours. (*See RN-BSN Acceptance Packet for more information)*

CRIMINAL BACKGROUND SCREENING POLICY

Purpose

This Criminal Background requirement is the same as that required of employees of public and private practicum agencies. The rationale for this requirement of practicum students is based on the concept of due diligence and competency assessment of all individuals whose assignments bring them in contact with patients and employees. Competency assessment extends beyond technical skills to include an individual's past behavior as indicated by their criminal history. This approach ensures uniform compliance with Joint Commission standards pertaining to human resource management. Moreover, the public is demanding greater diligence in light of the national reports of deaths resulting from medical errors. Successful completion of a background check does not guarantee employment after graduation. Progression in the RN-BSN Track is contingent upon satisfactory background check results.

Policy Timing

All background checks will be conducted as a condition of progression in the RN-BSN Track. Verification must be received from Sentry MD before the end of the student's first nursing course. The results of the background check will stand for the duration of the student's enrollment in the RN-BSN Track, if the student has not had a break in the nursing track nor had any qualifying illegal incidents or convictions while enrolled. A break in enrollment is defined as nonattendance of one full semester or more. Attendance must be verifiable through the university.

Process

The School of Nursing has designated Sentry MD as the external vendor who will perform all background checks on students enrolled in the RN-BSN Track. The School of Nursing will not accept a background screening from any other company. The screening will include the student's complete criminal history, including the cities and counties of all known residences for seven years prior to the acceptance date. The student is responsible for all non-refundable costs associated with the criminal background screening.

The following histories will disqualify an individual from progression in the RN-BSN Track:

1. Misdemeanor convictions/deferred adjudication or felony convictions/deferred adjudications involving crimes against persons;
2. Misdemeanor convictions/deferred adjudication related to moral turpitude;
3. Misdemeanor/felony convictions/deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances;
4. Registered sex offenders.

Individuals with any of the above histories will not be eligible to progress in the RN-BSN Track. If a disqualifying history is discovered or a conviction occurs after the student's first nursing course, the student, will be required to withdraw from the RN-BSN Track. A student who is convicted of a criminal offense while enrolled in the program must report the conviction to the School of Nursing Chair within three days of the conviction. The term "conviction" for these purposes includes probated sentences and deferred adjudications.

A student may be considered for progression to the track if the **Board of Nursing** issues a Declaratory Order stating the individual is eligible for initial licensure or license renewal.

Note

1. The student should be aware that the disqualifications listed above are used for employment eligibility by most hospitals in Texas.

Compliance and Record Keeping

1. Sentry MD will notify the School of Nursing Chair of all individuals who fail a criminal background check.
2. Verification sent by Sentry MD to the SON will include only the student's name and social security number.

Note:
Verification information will be filed in a secured area to ensure confidentiality. In the event that 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 Sentry MD for a verification check. The student is responsible for any cost that may be associated with an additional check. Other than error relative to identify, there will be no appeal of this policy.

Revised by UNS 1/24/2014, 11/18/2016
Revised 3/21/2017

PROFESSIONAL ORGANIZATIONS

TNA – TEXAS NURSES ASSOCIATION

The Texas Nurses Association is the professional organization for registered nurses in Texas.

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

The local chapter of the Texas Nursing Student Association.

The purposes of the organization are to:

A. Assume the responsibility for contributing to nursing education in order to provide the highest quality of health care.
B. Provide programs representative of fundamental and current professional interest and concerns.
C. 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.

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 4.1 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.

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 http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses

AMERICAN HOSPITAL ASSOCIATION

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 straight forward, 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 regards 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 http://www.aha.org/content/00-10/pcp_english_030730.pdf

Approved 12/4/2015

APPENDICIES

NURSING CURRICULA STANDARDS:
DIFFERENTIATED ESSENTIAL COMPETENCIES (DECS)

Lamar University JoAnne Gay Dishman School of Nursing has two undergraduate programs. The curriculum design of each program 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 http://www.bne.state.tx.us/about/pdfs/delc-2010.pdf.

GLOSSARY

Accountability - the state of being able to answer for one's actions. The professional nurse answers to the self, the client, the profession, the employing institution and society for the effectiveness of nursing care performed.

Active Inquiry - takes place when student 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.

Advocate - one who pleads the cause for client rights or the rights of other persons, provides them with the information needed to make an informed decision, supports them in their decision and accepts and respects the client's right to decide.

Articulation - a planned process providing opportunities for multiple-entry and exit points, expecting graduates to demonstrate all the competencies (inherent in critical thinking, knowledge, judgment, and skills) of the proceeding levels of education.

Assessment - the process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective. The goal of assessment is to collect objective evidence that represents the truth about student performance.

Associate degree graduate - beginning practitioners who provide direct nursing care and coordinate care for limited number of clients (individual or individual as member of the family) with predictable and unpredictable health care needs in structured settings for a specified work period (e.g. shift).

Baccalaureate degree graduate - in addition to AD graduate skills, this beginning practitioner functions across time from preadmission to post-discharge, synthesizing information from various disciplines, thinking logically and critically, and utilizing technology and research findings. The baccalaureate graduate provides nursing care to individuals, families, aggregates, communities, and/or societies in structured, unstructured, or evolving health care settings.

Basic primary care skills - skills which facilitate health promoting and health protecting behaviors. Health promoting behaviors increase the level of well-being and actualize health potentials of individuals, families, communities, and society. Health protecting behaviors are directed towards decreasing the probability of specific illnesses or dysfunctions in individuals, families, communities and society. Basic primary care skills are grounded in the recognition and valuing of the individual's role in the health care enterprise. The ultimate goals are empowerment of the client for self-determination and self-management to attain health promotion and health protection.

Care management skills - emphasizes quality outcomes and cost effectiveness in a variety of health care settings and time frames. Includes serving as a client advocate within an interdisciplinary team utilizing teaching, practice, and research techniques.

Caring - 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 one's self 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 scientific problem-solving process. Caring promotes than transpersonal teaching-learning, 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*, pg. 410).

Client - individual recipient of care. For the associate degree graduate, may include the individual and the family. For the baccalaureate graduate, may include the individual and the family, and groups. (DELC, 2002).

Clinical Preceptor - A registered nurse or other licensed health professional who meets the minimum requirements in § 215.10(f) (5) of this chapter (relating to Management of Clinical Learning Experiences and Resources), not paid as a faculty member by the governing institution, and who directly supervises a student's clinical learning experience. A clinical preceptor facilitates student learning in a manner prescribed by a signed written agreement between the educational institution, preceptor, and affiliate agency as applicable (Texas Board of Nursing, 2003, p.47).

Clinical Preceptorship - A clinical experience when students work under the guidance of a nurse employed by a clinical agency. For senior level nursing students, this final clinical experience focuses on role socialization and the integration of nursing knowledge, clinical skill competence, clinical judgment, interdisciplinary/therapeutic communication skills, standards of care, evidence-based practice and socio-cultural factors all within legal and ethical parameters of the nursing profession.

Cohort Attrition Rates - Number and percent of nursing students that do not progress to next level of the nursing curriculum with their cohort.

Cohort Retention Rates - Number and percent of nursing students that successfully progress through the nursing curriculum with their cohort.

Communication - a relationship skill which involves verbal and nonverbal exchange of information and ideas. A complex process refers to not only content but also feelings and emotions, which may be conveyed in a relationship.

Communities of interest - "persons, groups, agencies, and organizations that influence the mission, services, and graduates of the nursing education unit" (NLNAC, 2008, p. 99). This includes public/consumers, students, faculty, clinical agencies, nursing programs in Southeast Texas, regulatory agencies, and professional organizations.

Community - includes the physical topographical characteristics of the setting, the view of community held by its inhabitants, the nature of community groups and their characteristic interaction patterns, and the dynamic interplay of dominant community forces. (DELC, 2002)

Community Based Service Learning (CBSL) - "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).

Community focus skills - a combination of both psychomotor and relationship skills used to facilitate partnering and collaboration in the community. These skills include: awareness of populations, knowledge of epidemiological determinants of health, knowledge of traditional practices, shifting demographics, and economic factors that impact the health of groups.

Application of these knowledge based skills allows the nurse to deliver culturally competent, effective care to entire populations.

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.

Co-Requisite Course - A course that is 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.

Competency - effective demonstration by the time of graduation of the knowledge, judgment, skills, and professional values derived from nursing and general education content. (DELC, 2002).

Complaint - "an expression of dissatisfaction about something or someone that is the cause or subject of protest. A formal allegation against a party or program" (NLNAC, 2008, p. 99), which is expressed in a written, signed statement to the Dishman School of Nursing Chairperson.

Complex adaptive systems - dynamical systems, building on positive feedback, which are highly sensitive to small changes, are self-organizing, and can be controlled with chaos. These systems change, but changes in outcomes appear to have no relationship to the changes in system input.

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

Coordinator of care (COC) - one who organizes and facilitates the delivery of comprehensive services to clients using other provider's services, human and material resources, and collaboration with clients, their support services, and a variety of providers, (DELC, 2002).

Companion Course - Courses in the curriculum that are best completed in the same semester.

Critical pathway - a trajectory of the client's clinical course detailing interventions, referral patterns, and outcomes on a daily basis from pre-admission into the health care system through post-discharge follow-up.

Critical thinking - refers to an intellectual process that involves developing a rational, justifiable response to questions for situations where there are no definitive answers and for which all the relevant information may not be available. It involves the ability to analyze arguments, construct meaning, use knowledge as context, and critically reflect on one's thoughts and actions. Critical thinking requires knowledge, but it is more than the acquisition and regurgitation of known facts, concepts, and theories. It is the ability to use that knowledge in situations of ambiguity and risk.

Culturally competent care - uses a framework of the client's world-view, values, norms, and beliefs about health and illness in care delivery. To the greatest extent possible, the process will reflect sensitivity to the client's cultural perspective, and where appropriate, the nurse and client will negotiate and facilitate a change in behaviors.

Distance education - an educational process in which the majority of the instruction occurs when a student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, and / or computer technologies. (Adapted: NLNAC, 2008). p. 100.

Evaluation - a value judgment that attaches meaning to the data obtained by measurement and gathered through assessment. Evaluation compares student performance with a standard and makes a decision based on that comparison (McDonald, 2007).

Evidence-based practice - A process of finding, appraising, and applying scientific evidence in the management of health for individuals, families, groups, aggregates and/or communities. Evidence-based practice includes the conscientious application of current evidence as a foundation for decisions about patient care. This problem-solving approach integrates a systematic search for and critical appraisal, and application of the most relevant evidence, along with patient preferences and values, and the clinical expertise and experience of the nurse.

Evolving health care setting - a geographical and/or situational environment (could be structured or unstructured health care delivery setting) which is undergoing significant changes in response to internal and/or external pressures. There are not sufficient resources to assist and support the full scope of nursing expertise, therefore requiring independent nursing decisions.

Excused absence - Absences from clinical, 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 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 clinical, practicum, or a lab will be deemed unexcused 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 Director of Undergraduate Nursing Studies. Unexcused absences must be made up, but will be documented as a problem with professionalism and therefore will be treated as other discipline problems-verbal warning, critical incident, and contract.

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.

Family - two or more people who may share a residence, who possess common emotional bond and perform/engage in interrelated social positions, roles and tasks. (DELC, 2002).

Grievance - a perceived injustice that gives reason for a formal expression of a compliant.

Health - 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. (Adapted: Smeltzer & Bare, 1996).

Health care delivery system - the totality of services offered by all health disciplines that contribute to safe, quality, cost effective health care that is divided into three subsystems:

1. Preventative and primary care help clients acquire healthier life styles and achieve a decent standard of living. The focus of health promotion is to keep people healthy through personal hygiene, good nutrition, clean living environments, regular exercise, rest, and the adoption of positive health attitudes.
2. Secondary and tertiary care includes the diagnosis and treatment of illnesses. Planning and coordination of the highest quality of care possible so clients can be

discharged early but safely to the home or extended care facility that can adequately manage remaining health care needs is a central tenet of secondary and tertiary care.

3. Restorative care assists clients who are recovering from acute illnesses, chronic illnesses, or disabilities to regain maximal functional status, thereby enhancing the individual's quality of life. The intent is to promote client independence and self-care. (Potter, P. A. and Perry, A. G. (2003). *Basic Nursing Essentials for Practice,* pg. 19-22).

Health care outcomes - the end product of any health care process, indicating to what extent the purposes of the process are being achieved. The output or results of the process (i.e., change resolution, improvement, or deterioration).

Holistic - emphasizing 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. (DELC, 2002).

Holistic health needs - are an ongoing state of wellness that involves taking care of the physical self, expressing emotions appropriately and effectively, using the mind constructively, being creatively involved with others, and becoming aware of higher levels of consciousness. The client is aware of the physical and emotional dimensions of the wellness-illness continuum and the client actively participates in their own state of wellness. (Adapted: Potter, 1997).

Informatics - Nursing Informatics is a specialty that integrates nursing science, computer science, and information science to manage and communicate data, information, and knowledge in nursing practice. Nursing informatics facilitates the integration of data, information and knowledge to support patients, nurses and other providers in their decision-making in all roles and settings. This support is accomplished through the use of information structures, information processes, and information technology. (ANA Scope and Standards of Nursing Informatics Practice, 2001, p. vii)

Initial Demonstration of Skills Procedures - verifying students can demonstrate skill procedures according to guidelines.

Interdisciplinary - collaborative and overlapping efforts of two or more health care professions that transcend discipline boundaries in the provision of client care.

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

Learning Outcomes - "Statements of expectation written in measurable terms that express what a student will know, do, or think at the end of a learning experience; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice." (NLNAC 2008, p. 102)

Life span - from conception to death.

Managed care - a health delivery system that integrates financing, insurance and care delivery by means of (a) contracts with selected health care providers that furnish a comprehensive set of services to enrolled members, (b) utilization and quality controls, (c) financial incentives for members to use contracted providers, and (d) financial risk-sharing between the system and the providers. Includes PPOs, HMOs, and point of service HMOs. (Adapted: Iglehart, 1992).

Member of Profession (MOP) - someone who accepts responsibility for the quality of nursing care for clients; applies research findings, and identification of further research; is aware of legislative, regulatory, ethical, and professional standards; aspires to improve the discipline

of nursing and its contribution to society; and values the need for lifelong learning. (DELC, 2002).

Modeling - "is 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 Modeling Theory in J. B. George, 2002, *Nursing Theories, the Base for Professional Nursing Practice*, pg. 466).

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 process - a clinical decision-making method that involves assessing, planning, implementing, and evaluating client care. Assessment of client problems results in formulating a nursing diagnosis. (Adapted: Stanhope, 1996).

Partnership - "An agreement (formal relationship) between a nursing education unit / governing organization and an outside agent / agency to accomplish specific objectives and goals over a period of time" (NLNAC, 2008, p. 102).

Persistence Rates (undergraduate): Graduation of any student admitted to the nursing program (not time limited). According to THECB (2008), "The rate at which students persist in high education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year" (p. 52).

Persistence Rates (Graduate, full-time) - Percentage of admitted students on a full-time MSN curriculum plan, who enroll full-time for two semesters during the academic year if admitted in the Fall semester, and one semester if admitted in the Spring semester.

Persistence Rates (Graduate, part-time) - Percentage of admitted students on a part-time MSN curriculum plan, who enroll in at least one semester during an academic year.

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

Population-focused practice - care provided to individuals, families and community based populations in order to enhance the health of the aggregate, community, or society. The scope of practice extends from a one to one nursing intervention to a global perspective of world health. Emphasis is placed on health promotion and disease prevention. (Adapted: Stanhope and Clark, 1996).

Professional Integrity - is demonstrated by the acceptance of accountability and responsibility for one's actions; is the management of all situations in a truthful and honest manner that demonstrates respect and dignity for self and others; and is the presentation of oneself in a professional manner through proper dress, communication, and demeanor. It is the integration of professional behaviors and the socialization process that prepares graduates for entry into the practice of professional nursing.

Professional practice skills - includes continuing development of leadership abilities, adhering to professional standards, assuming responsibility and accountability for own actions as well as delegated tasks.

Program Completion Rates - Graduate – Percentage of full time students who complete the master's degree within 3 years or part time students who complete the master's degree within 6 or less years.

Program Completion Rates - Undergraduate – "Number of students who complete the program within 150% of the time of the stated program length" (NLNAC, p 5, 2008). Dishman School of Nursing programs: ADN = 3 years; BSN = 3.75 years; RN-BSN = 1.5 years.

Program Outcomes - "Performance indicators that reflect the extent to which the purposes of the nursing education unit are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Examples include but are not limited to: program completion rates, job placement rates, licensure/certification pass rates, and program satisfaction." (NLNAC 2008, p. 102)

Provider of care (POC) - one who provides nursing care to clients using a systematic process of assessment, analysis, planning, intervention and evaluation. (DELC, 2002).

Relationship skills - skills that enhance the connection between the nurse and hierarchies of interactions with other persons: 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 problem and goals toward therapeutic progress, facilitating wellness and implementing care with unconditional positive regard for the client's progress.

Required Text(s) - Any textbook(s) required for readings and/or at least one assignment from these on the course map and/or required for the course.

Recommended Text(s) - Textbooks that may have been required during a previous semester and are still considered to be a valid resource for the current course, OR may have been identified by the course faculty as a valuable resource for the current course.

Scientific problem solving - a vital ability for nursing practice which involves both problem solving and decision making. A dynamic process which utilizes the nursing process, decision making strategies, critical thinking skills, critical pathways, and independent/collaborative problem-solving as methods employed to solve problems related to care delivery. Involves problem identification, gathering and analyzing data, developing solutions, implementing the best, most cost-effective solution(s), and evaluating client outcomes. The nurses' ability to recognize and identify the problem is considered the most vital step. (Adapted: Yoder-Wise, 1995).

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,* pg. 22-23). Participation in meaningful activities within the community which allow the individual to grow personally and professionally outside the classroom experience.

Simulation, high fidelity - Creating a realistic client care environment and situation in which students participate in care, utilize problem-solving and clinical judgment skills. Integrates student cognitive, affective, and psychomotor domains in creating a client care situation as close to reality as possible, oftentimes utilizing high-tech mannequins which breathe, talk, and have realistic pulmonary, cardiac and gastric sounds**.** This teaching/learning strategy promotes synthesis of knowledge and the integration of multiple concepts into care of clients across the lifespan within a safe nonthreatening learning environment.

Simulation, low fidelity - Frequently utilizes static mannequins and task trainers to create a realistic situation in which students practice problem solving and psychomotor skills. This teaching/learning strategy allows for peer review, self-assessment, and student demonstration of skill acquisition as well as faculty evaluation of students performance within a safe nonthreatening learning environment.

Skill - 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.

Structured setting - geographical and/or situational environment where the policies, procedures, and protocols for provision of health care are established and in which there is recourse to assistance and support from the full scope of nursing expertise. (DELC, 2002).

Teaching-Learning - a collaborative problem solving relationship between learner and teacher emphasizing self-direction and self-determination of goals leading to increased independence on the part of the learner.

Technology/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.

Therapeutic intervention - actions designed to assist a client in moving from 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.

Unstructured setting - geographical and/or situational environment which may not have established policies, procedures, and protocols and have the potential for variations requiring independent nursing decisions. (DELC, 2002).

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

VERIFICATION OF REVIEW
OF
RN-BSN NURSING STUDENT HANDBOOK

I have received a copy of the Undergraduate Nursing Studies Handbook and recognize that it contains pertinent information regarding my retention and progress in the Track. I agree to abide by the Track requirements as stipulated.

Once signed, please upload this page to your Sentry MD account for verification.

Printed Name:_____ Lamar ID (L#): _____

Signature:_____ Date: _____