



COLLEGE OF ARTS & SCIENCES

LAMAR UNIVERSITY™

JoAnne Gay Dishman Department of Nursing

**UNDERGRADUATE
RN-BSN STUDENT HANDBOOK**

SPRING 2016

Welcome

Dear Student and Future Colleague:

On behalf of the JoAnne Gay Dishman Department 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

Interim Department Chair



Iva Hall, PhD, RN

Director Undergraduate Nursing Studies

INTRODUCTION

This Handbook has been prepared by the JoAnne Gay Dishman Department of Nursing for use by students enrolled in the department's undergraduate nursing programs. Its objective is to readily provide information frequently needed by students about the JoAnne Gay Dishman Department of Nursing. This Student Handbook is not designed to be used in place of, but rather in conjunction with the Lamar University Comprehensive General Catalog and Lamar University Student Handbook.

DISCLAIMER

The guidelines and policies presented in this Handbook do not constitute a contract, expressed or implied, between any applicant, student and faculty member 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. Changes become effective when the proper authorities determine the application to both prospective students and to the students already enrolled.

Lamar University is an equal opportunity/affirmative action educational institution and employer. 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), 3343 Peachtree Road NE, Suite 500 Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020.

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Lamar University

JoAnne Gay Dishman Department of Nursing

Motto

A spirit of caring – A vision of excellence

Vision of the Nursing Programs

Excellence in nursing education, in partnership with the community

Mission of the Nursing Programs

The mission of the Lamar University JoAnne Gay Dishman Department of Nursing is to educate undergraduate and graduate students to become qualified, competent, professional nurses who are prepared for practice. The Department 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 DEPARTMENT OF NURSING PHILOSOPHY

The JoAnne Gay Dishman Department 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

DEPARTMENT HOURS AND CONTACT INFORMATION

This Student Handbook is designed to provide nursing students with information about the JoAnne Gay Dishman Department of Nursing which is not readily available from other sources on campus. Nursing students are encouraged to read the Lamar University Catalog and also the Lamar University Student Handbook (<http://students.lamar.edu/student-handbook.html>) for general information about the campus.

The JoAnne Gay Dishman Department of Nursing mailing address:

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

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

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Administrative Associate Sandra Oliva – 409-880-8831

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Administrative Associate 409-880-8868

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Simulation Specialist Kacie Calloway – 409-880-7935

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

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The Caring Place..... Bethany Steely – 409-880-8812

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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 Department	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.

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 Nursing department 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.
- To facilitate the arrangements necessary to make accommodations, students enrolled in nursing courses are encouraged to submit their accommodation letter from the Disability Resource Center to the course faculty by the 5th class day in order to have adequate time to provide the appropriate accommodations. Accommodations can be provided at any point during the semester but are not retroactive.

Kyle J. Mutz, Director

kyle.mutz@lamar.edu

Kristin Romero - Administrative
Associate Senior

kristin.Romero@lamar.edu

Communications Building

Room 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.

Chemical Dependency or Mental Health Problems: Local Resources

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.

PHONE NUMBERS

- Mental Health Counselor..... (409) 880-8466
- Alcoholics Anonymous (AA), 9th District Intergroup (409) 832-1107

- Jefferson County Council on Alcohol & Drug Abuse
(AA, Cocaine Anonymous, Narcotics Anonymous meeting information) (409) 835-4989
(409) 835-4979

- Jefferson County Mental Health Association (409) 833-9657

- Beaumont Mental Health Association (409) 833-9657

- Spindletop Mental Health/Mental Retardation
(Publicly funded, low-cost treatment for mental health & substance abuse)(409) 839-1032

TECHNOLOGY PREREQUISITES

Students are not required to have advanced technology training or skills in order to be successful in the class. They should, however, 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:

System Requirements - Computer/Technology Requirements

1. Students will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - Any current Flash-compliant browser (recent versions of Firefox or Safari)
 - **Please note: Blackboard may not support Internet Explorer or Chrome.**
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection, cable modem, DSL, or other high speed required (courses are heavily video intensive)
 - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
 - A sound card and speakers or headphones
 - 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.
 - Adobe Reader
 - Adobe Flash Player
 - Most home computers purchased within the last 3-4 years meet or surpass these requirements. (Note: Google Chromebook is not compatible with specific computer program required by nursing department)
2. At a minimum, students must have Microsoft Office 2003, XP, 2007 or OpenOffice, or Student Office for Mac. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission will also be required. If you do not have Microsoft Office or Student Office for Mac, you can check with the bookstore to see if they have any student copies.
3. **Your computer must be compatible with Blackboard.** Please see the [Blackboard Supported Browsers and Operating System](#) page to make sure your system will allow you to use all the tools and features available.

Technology Skills Requirements

You need to be able to:

- Navigate websites, including downloading and reading files from them.

- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.
- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- 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.

ON-LINE COURSE SUPPORT

This course is being offered on-line 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 <http://students.lamar.edu/it-services-and-Support/index.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>.

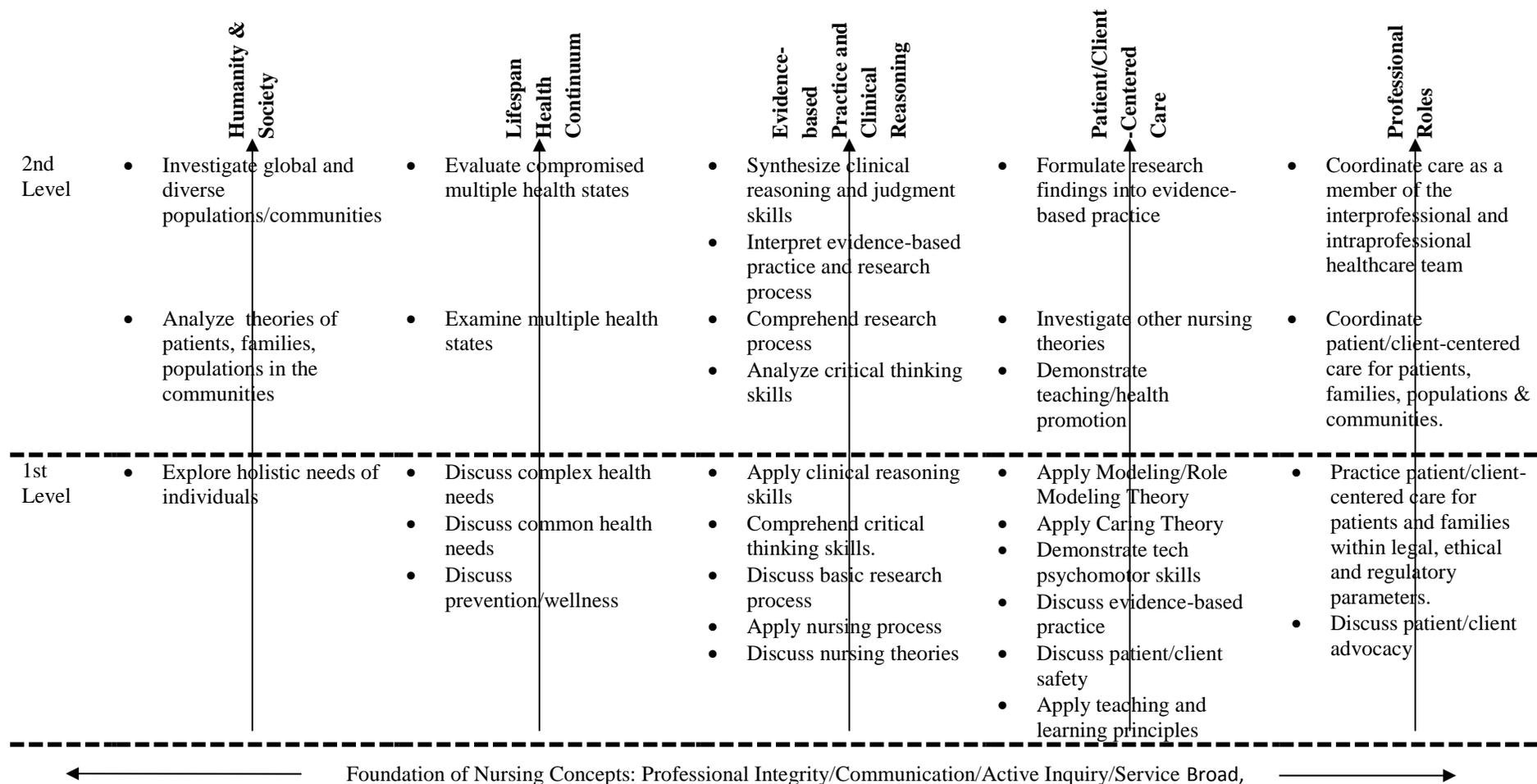
BACCALAUREATE PROGRAM INFORMATION

PROGRAM GOALS AND PROGRAM OUTCOMES

Program Goals	Outcome Area	BSN Program Outcomes
1. Provide excellent learning opportunities to prepare graduates to meet national standards for entry into practice as competent, professional registered nurses.	Performance on Licensure Exam	88% or more of the Bachelor of Science in Nursing (BSN) graduates will pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) on the first attempt.
2. Provide a relevant education and resources for students to graduate in a timely manner.	Program Completion	60% or more of the students entering the BSN program will earn the BSN degree within 150% of the time of the published program length.
3. Provide a high quality learning environment that results in a satisfactory learning experience.	Program Satisfaction	80% or more of graduates completing the Graduate Survey will report program satisfaction in relation to faculty competency, available resources, and preparation for the Registered Nurse role.
4. 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.

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

BACHELOR OF SCIENCE IN NURSING ORGANIZING FRAMEWORK



Approved UNS 2/17/12

Liberal Education in Related Disciplines (Nursing Pre-requisites)

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	1. 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	2. Supports patients/clients in preventing disease, maintaining wellness, promoting and restoring health and advocating for death with dignity. 3. Evaluates patient-centered care for patients/clients across the lifespan based on common and complex health needs, and compromised multiple health states when considering multiple determinants of health.
Evidence- based Practice and Clinical Reasoning	4. Synthesizes clinical reasoning and judgment in nursing practice utilizing critical thinking, nursing process, research and evidence-based practice.
Patient/Client-Centered Care	5. 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	6. 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. 7. 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

ACADEMIC HONESTY

The JoAnne Gay Dishman Department of Nursing complies with the University Academic Policy as published in the Lamar University Student Handbook.

Academic Policies & Procedures (Section VI)

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 Department of Nursing believes:
 - a. Unauthorized Multiple Submission - using any work previously submitted for credit without prior permission of instructor is a form of academic dishonesty.
 - b. Fabrication/Falsification/Alteration- Intentional misrepresentation, invention, exaggeration or alteration of information or data, whether written, verbalized or demonstrated is a form of academic dishonesty.

Plagiarism - the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

- "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 words) you need to credit the source in the text" (American Psychological Association [APA], 2010, p. 15).

- "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).
- Please refer to an APA Publication Manual (6th edition) for detailed guidance.
 - ISBN: 978-1-4338-0561-5

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

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

Academic work - 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.

Refer to Lamar University Student Handbook for further Information and JoAnne Gay Dishman Department of Nursing policy for Grievances.

Students are referred to the Texas State University System (TSUS) Rules and Regulations 5.36 Disciplinary Procedures for Academic Dishonesty and Lamar University Student Handbook.

Revised Faculty Association 4/14/2014, 12/11/2008, 6/1/2005

HONOR CODE PLEDGE

Expectations of Lamar University Dishman Department of Nursing

Lamar University JoAnne Gay Dishman Department of Nursing promises to create a professional environment that fosters excellence; where the entire department 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 Department 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)

PROMULGATION POLICY

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

1. New and modified DON 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 DON policies will be posted on the DON 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 DON policies.
5. New and modified DON policies will be added to the Undergraduate Nursing Studies Student Handbook when appropriate (the next time it is reproduced).

CONDITIONALLY ACCEPTED STUDENT POLICY

Students with a GPA of 2.4 – 2.49 may be admitted into the Dishman Department of Nursing RN-BSN program 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 program.
3. If the student is unsuccessful in achieving a “B” or better, he/she will be removed from the Dishman Department of Nursing RN-BSN program.
See Exception Policy if applicable

Approved by UNS 11/20/2015

RN TO BSN PROGRESSION POLICY

1. The APEG Committee monitors and enforces the progression of students.
2. A student who fails to perform satisfactorily in a course will receive a failing grade and will not progress.
3. Students will have only one opportunity to repeat a nursing course. Under no circumstances may a nursing course be repeated more than once.
4. 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.
5. Grade Scale:
A= 100 - 90
B= 89 - 80
C= 79 - 75
D= 74 - 60
F= 59 - 0

6. Students dropping or failing a nursing course need to be aware that future readmission is based on space availability as well as student performance.
7. Students who receive a failing grade may petition for re-admission to resume the course of study. The student must notify the RN to BSN Coordinator and complete a Petition to Resume Course of Study form. The form is then submitted to the APEG committee for review.
8. Students can only be readmitted to the program one time and readmission is based on space availability.
9. When a student is readmitted to the nursing program, he/she will be required to review and re-sign the Lamar University Department of Nursing RN to BSN Student Handbook and will fall under a new degree plan.
10. Failure of any two (2) nursing courses will result in program failure. The student will not be eligible for readmission.
11. Students who are program failures may apply for readmission to the program after 5 years from the exit time.

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 notice of the committee's recommendation will be promptly submitted to the Director of Undergraduate Nursing Studies.
3. The RN to BSN coordinator will notify the student in writing the decision regarding the requested exception.
4. If the student is dissatisfied with the committee's decision, he/she may appeal utilizing the formal grievance procedure for the Dishman Department of Nursing. (See Lamar University Student Handbook)

WITHDRAWAL/DISMISSALS

Students considering withdrawal from the program should talk to the RN to BSN coordinator 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.

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.

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 Department of Nursing will not accept credit for two statistics courses in the BSN degree plan. Statistics must be taken before NURS 4390 Nursing Inquiry and Evidence-based Practice.

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

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.

RETENTION POLICY

Purpose/Rationale/Background:

The faculty of the JoAnne Gay Dishman Department 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 Department 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.

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 Program Director/Coordinator.
 - 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 Program Director/Coordinator.

- 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

UNIVERSITY DROP /ADD

Students are responsible to be officially enrolled in the course. It is also the student’s responsibility to officially drop the course. 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: 12th class day; Summer: 4th class day). Students may drop or withdraw without consulting their Instructor, Department Chair or the Records Office. The Six Drop Rule does not apply to drop before 5:00p.m. on this date.

Last date to drop or withdraw without penalty. The Six Drop Rule applies. Student should consult with the Instructor and the Records Office to initiate a drop before the last day to drop with or without academic penalty date.

Last day to drop or withdraw with academic penalty. The Six Drop Rule applies. Student must be passing the course at the time of the requested drop in order to receive a Q. The drop form, including all required signatures, must arrive in the Records Office by no later than 5:00p.m. on the specified date.

Any student seeking to drop after the last day to drop or withdraw with academic penalty date, must submit a fairly thorough written explanation, including supporting documents if applicable, of the extenuating circumstances for which the action is being requested. The explanation must be shared with and approved by the Instructor, the Department Chair, and the Dean of the college before the drop form will be sent to the Senior Associate Provost for a final review and decision.

See the Academic Calendar for all relevant dates at <http://events.lamar.edu/academic-calendar-listing.html>.

Approved 4/26/2013 UNS

SIX-DROP RULE

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

Withdrawal for Academic Status Policy

Students who withdraw from the nursing program due to non-passing status in two or more nursing courses will not be allowed to apply for readmission for a period of 5 years.

Withdrawal for Illness/Injury/Non-Academic Reasons Policy

Students who withdraw from the nursing program due to illness, injury or personal non-academic reasons when passing will be readmitted to the program the next time the appropriate courses are offered and space is available. In the case of illness or injury a medical release will be required for readmission.

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 Department 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 program coordinator (undergraduate or graduate).
4. Issues not resolved at the program level may be referred to the Department Chair by the student, faculty or program director.
5. Informal resolution of the situation will be addressed by the Department Chair. If informal resolution is not attained, the student may seek a formal review.

Formal Department Process:

1. The student may request a formal review of the alleged issue/situation by submitting a written statement to the Department Chair requesting a formal review.
2. The Department Chair will review the issue/situation and make a determination. The Chair may choose to refer the issue/situation to the JoAnne Gay Dishman Department 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 Department Chair.

Adopted by Faculty Association 5/12/2004

DISCIPLINARY PROCESS

Students, who are observed to be in violation of any of the program requirements, will be disciplined as follows:

1. Oral counseling and written warning by the faculty with documentation signed by student and observing faculty to be placed in the student's permanent folder, utilizing the department situation/incident form.
2. Student will be provided a contract with the terms to be designated by a faculty committee with the approval of the appropriate Program Coordinator or Director and/or Department Chair. The contract is to be signed by the student and placed in the student's permanent record. The student is expected to comply with the contract for the designated time period.
3. May lead to further penalties, which may include suspension or expulsion from the university.

Depending on the severity of the violation, the decision may be made to proceed directly to Step 2 or 3. All students will read the situation/incident report and signify their intent to comply by signing the form on **the next page**, which is to be placed in the student's permanent record.

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

PROGRAM: _____ B.S.N. _____

SITUATION/INCIDENT*

STUDENT: _____ I.D.# _____

*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 appropriate
Program Director by 3:00 p.m. on _____.

5/96 Adopted by Faculty Association Revised 5/12/99

EXPECTATIONS OF STUDENTS

EXPECTATIONS OF STUDENTS

Students entering the JoAnne Gay Dishman Department of Nursing (DON) are making a commitment to a profession requiring maturity and sound judgment. Thus, mature adult behavior must be demonstrated by students. This behavior is demonstrated by the student's time and attendance patterns, appearance and conduct. It is expected that students 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 DON 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.

LINES OF COMMUNICATION

Background

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.

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 Department 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 Program Coordinator should be informed. If no resolution is reached, the Program Coordinator will refer the student to the Department Chair. Informal discussions can occur with the Department Chair or more formal processes may be used in situations like grievances, grade appeals and other issues. The Department 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 for more information.

STANDARDS FOR NURSING STUDENTS

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

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

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

Revised 12/1/2014

SMOKE-FREE WORK AND TOBACCO-FREE WORK PLACE

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

STUDENT BEHAVIORAL EXPECTATIONS

Compliance with the following behavioral expectations is required of all students who are enrolled in the JoAnne Gay Dishman Department 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 Department 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 Department 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, program coordinator, program director, and department 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 Department level.

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

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.

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 Department of Nursing. Students engaging in uncivil behavior will receive disciplinary action according to processes defined in the Dishman Department 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

MANDATORY COURSE EVALUATION POLICY

Lamar University and the Dishman Department 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

SOCIAL NETWORKING POLICY

Lamar University Dishman Department of Nursing (LU-DON) 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 DON “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. DON 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 DON, patients and/or clinical affiliates.
- Do not post derogatory remarks or threats about anyone associated with the DON (e.g. students, faculty, staff, university administrators, clinical affiliates and patients).
- Do not post photos of any person in a LU-DON 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 DON.
- Do not foster a personal relationship with a patient through social media.

Student organizations associated with the DON 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

**COMMUNITY BASED SERVICE LEARNING COMPONENT:
REGISTERED NURSE TO BACCALAUREATE DEGREE NURSING**

Background:

Nursing education has always utilized an experiential based learning model. Didactic activities and clinical lab produce both cognitive and psychomotor skills basic to nursing practice. Community based service learning (CBSL) at Lamar University's JoAnne Gay Dishman Department of Nursing is defined as

“a philosophy of education which emphasizes active, engaged learning with the goal of social responsibility...it is reciprocal learning, dynamic and interactive...which suggests mutuality in learning between the student and the community with whom he or she is actively engaged”

(J. C. Kendall, 1990, *Combining Service and Learning*, pp. 22-23).

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

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

Goal and Objectives:

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

(JoAnne Gay Dishman Department of Nursing, *Philosophy*)

RN to BSN Articulation students are required to complete 24 CBSL hours (Level 2 objectives) to achieve the objectives listed for the CBSL experience.

These hours will be accumulated in three upper division RN to 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 to BSN Community Based Service Learning objectives:

	DEC Clinical Behavior	OBJECTIVES	CBSL Hours	Clinical Course
1	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
2	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
3	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 Department of Nursing:

1. Service to the community at large
2. Service to the university
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 clinical objectives of the nursing curriculum at Lamar University. Students must have activities “pre-approved” by the faculty of the course where the CBSL assignment is presented.

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

A current list of approved agencies in the Beaumont area, services and programs 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 either CBSL requirements will receive an “I” in the course and be ineligible to progress in the nursing program. RN/BSN Articulation 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

Nursing Department faculty has approved the following dress code for RN to BSN nursing students engaging in CBSL activities:

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

RN-BSN Practicum Courses:

NURS 4540 Nursing Practice: Care of Communities

NURS 4620 Nursing Practice: Compromised Multiple Health States

NURS 4550 Nursing Practice: Leadership and Management

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 in the Lamar University JoAnne Gay Dishman RN-BSN Program.

All RN-BSN nursing students must have an unencumbered license as designated by the Texas Board of Nurse Examiners (BNE) to participate in RN-BSN practicum nursing courses. It is also imperative that any student whose license becomes encumbered must immediately notify the Coordinator of the RN-BSN Track.

Lamar University Dishman Department 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 practice courses.

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 clinical 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 clinical assignments.
6. Falsifies practicum hours.
7. Violates HIPPA 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 justified by the fact that all students in these courses have past practicum/ clinical experience 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.

**Violation of the Nursing Practice Act is a “reportable offense” to the Texas Board of Nurse Examiners.
Approved May 2015 by Faculty Association*

NURSING CURRICULA STANDARDS: DIFFERENTIATED ESSENTIAL COMPETENCIES (DECS)

Lamar University JoAnne Gay Dishman Department 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>.

APPENDICES

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 is 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 Department 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 4.0 scale. The candidate shall have demonstrated superior academic achievement, academic integrity, and professional leadership potential. A nurse leader, who is a registered nurse, legally recognized to practice in his/her country with a minimum of a baccalaureate degree or the equivalent in any field, and who has demonstrated achievement in nursing, shall be eligible for membership.

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

AMERICAN NURSES' ASSOCIATION

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

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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 (www.southbank.edu.au/site/tools/glossary.html. retrieved 12/12/08).

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 Department 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. (DELIC, 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 Department 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.

COLLEGE OF ARTS AND SCIENCE 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 Department 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://oakhalli.com/colleges/Lamaruniversity>)
 - 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)

**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 program. I agree to abide by the program requirements as stipulated.

Printed Name: _____

Signature: _____ Date: _____

Student Identification Number (L#): _____