



OUR LADY
OF THE LAKE
COLLEGE

*Franciscan Missionaries of
Our Lady Health System*

***School of Nursing –
Undergraduate Studies***

***Student Handbook
2007-2008***

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FACULTY

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Beck, Jennifer (PhDc, RN)	1750
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Thomas, Francine (PhDc, CCRN).....	1698
Baton Rouge Accelerated ASN Program Director and Assistant Professor Chair, Department of Outreach Programs, Office # 106	
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RN-BSN Program Director and Associate Professor, Office # 114	
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LPN-RN Transition Program Director and Assistant Professor, Office # 111	
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Instructor, Office # 109	
Bond, Scelitta (MN, RN).....	1790
Associate Professor, Office # 113	
Carpenter, Suzanne (MSN, RN).....	1796
Associate Professor, Office # 220	
DeWitt, Joseann (MSN, RN, BC, CLNC).....	1781
Assistant Professor, Office # 207	
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Instructor, Office # 110	
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Instructor, Office # 203	
Gautreaux, Jana (MN, RN, CNAA).....	1955
Assistant Professor, Office # 108	
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Instructor, Office # 216	
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Martin, Denise (MSN, RN)	1985
Instructor, Office # 218	
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Assistant Professor, Office # 204	
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Instructor, Office # 217	
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Assistant Professor, Office # 104	
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Associate Professor, New Orleans Campus	

ACADEMIC CALENDAR

Fall 2007

Non-Clinical Applications Deadline.....	July 1
Registration Deadline	August 10
No Registration Activity (Advising Only)	August 13-15
Late Registration.....	August 16
New Student Orientation	TBA
First Day of Fall Classes.....	August 20
Add/Drop Period Begins.....	August 20
("I") Removal/Change of Grade Deadline	August 20
Last Day to Add Classes for the fall 2007 Semester	August 27
Labor Day Holiday – No Classes – Class Resumes September 4	September 3
Last Day to Withdraw from Classes without a “WS” or “WU” Grade	September 4
Intent to Graduate Forms Deadline.....	September 4
Mid-term for 1 st 7 Week Session	September 14
Last Day to Withdraw 1 st 7 Week Session	September 28
Academic Advising Begins – Call (225) 768-1721 for an Appointment	October 8
Pre-Registration for spring 2008 semester begins	October 8
Last Day to Report Mid-Semester Statuses	October 15
Last Day to Withdraw from a class or the College.....	November 2
Last Day to Drop without a W 2 nd 7 Week Session	October 29

Mid-term 2 nd 7 Week Session.....	November 9
Fee Bills/Schedules Mailed	TBA
Thanksgiving Holiday – begins 6pm on 11/21 – Class Resumes November 26.....	November 21-24
Last Day to Withdraw 2 nd 7 Week Session	November 26
Last Day of Classes	December 1
Final Exams	December 3-8
Graduation Fee Deadline	December 8
Final Grades Due (Graduates).....	December 10
Final Grades Due (Non-Graduates).....	December 12
Fall Commencement.....	December 18
Grade Appeals Deadline.....	December 31
("I") Removal/Change of Grade Deadline	January 14
<u>Spring 2008</u>	
Non-Clinical Applications Deadline.....	December 1
Registration Deadline	December 21
Grade Appeal Letters Deadline	December 31
Late Registration.....	January 10
New Student Orientation	January 11
First Day of spring 2008 Classes.....	January 14
Add/Drop Period Begins.....	January 14
("I") Removal/Change of Grade Deadline	January 14
Dr. Martin Luther King Holiday – No Classes – Class Resumes January 16	January 21
Last Day to Add Classes for the spring 2008 Semester.....	January 22
Last Day to Withdraw from Classes without a “WS” or “WU” Grade.....	January 22
Intent to Graduate Forms Deadline.....	February 11
Mid-term 1 st 7 Week Session.....	February 8
Last Day to Withdraw 1 st 7 Week Session	February 18
Mardi Gras Holiday – No Classes – Class Resumes February 6.....	February 4-5
Financial Aid Applications Deadline.....	March 1
Last Day to Report Mid-Semester Statuses.....	March 14
Spring Break – No Classes – Class Resumes March 23.....	March 17-22
Academic Advising Begins – Call (225) 768-1721 for an Appointment	March 24

Pre-Registration for summer and fall Begins	March 24
Last Day to Withdraw from a Class or the College.....	March 24
Last Day to Drop without a W 2 nd 7 Week Session	March 31
Financial Aid Deadline	March 1
Mid-term 2 nd 7 Week Session.....	April 11
Fee Bills/Schedules Mailed	TBA
Last Day to Withdraw 2 nd 7 Week Session	April 21
Last Day of Classes	May 3
Final Exams	May 5-10
Graduation Fee Deadline	May 10
Final Grades Due (Graduates)	May 13
Final Grades Due (Non-Graduates).....	May 14
Spring Commencement	May 20

College Toll Free Number.....877-242-3509

Nursing students should refer to individual course calendars for more information.



August, 2007

Dear Student Nurse:

It is my pleasure to welcome you to the School of Nursing. This Nursing Student Handbook is provided to inform you of the policies and procedures followed in the School of Nursing as well as your rights and responsibilities as a student nurse. Please read this Handbook carefully and keep it for reference throughout the academic year.

Though nursing school is challenging, it is also very rewarding. You will have opportunities to make a difference in the lives of others through caring for the sick and injured, providing comfort to the dying, and performing health teaching to a variety of clients. Our Lady of the Lake College has a rich history of educating health care professionals and we look forward to your contributions to our learning community.

If you have any questions concerning any of the policies outlined in this Handbook, the faculty and staff are more than willing to answer your questions and provide you with assistance or advice. Our goal is to educate nurses who provide quality nursing care in a Christ-like manner. Again, I welcome you to the School of Nursing and the profession and wish you a rewarding learning experience.

Sincerely,

Melanie H. Green

Melanie H. Green
Dean

**OUR LADY OF THE LAKE COLLEGE
MISSION STATEMENT**

Inspired by the vision of St. Francis of Assisi and in the tradition of the Roman Catholic Church, we extend the healing ministry of Jesus Christ to God's people, especially those most in need.

We call forth all who serve in this healthcare ministry, to share their gifts and talents to create a spirit of healing – with reverence and love for all of life, with joyfulness of spirit, and with humility and justice for all those entrusted to our care.

We are, with God's help, a healing and spiritual presence for each other and for the communities we are privileged to serve.

Seeking to be faithful to the ideals of its heritage and its sponsors, Our Lady of the Lake College is committed to meeting the educational needs of the people of God.

INTRODUCTION

Students are to comply with the policies and procedures set forth in this handbook, the College Student Handbook, and the College catalog. Failure to read these publications does not excuse the student from any of the policies described in these publications.

Information contained herein, and any other information conveyed to the student, is subject to change at any time by authority of Our Lady of the Lake College. The policies in this handbook are subject to revision at any time during the effective period of this handbook as determined by the School of Nursing.

Student Rights and Responsibilities

Our Lady of the Lake College students as free citizens and members of a learning community enjoy certain rights. Along with these rights is the responsibility to conduct oneself in a manner that advances student learning and in accordance with the standards of the College. Although it is not possible to enumerate all of these rights, it is important to note the most fundamental ones.

A. FREEDOM OF INQUIRY AND EXPRESSION

1. Students shall be free to take exception with information or views presented in any course without penalty.
2. Students are responsible for learning the course material even if they disagree with the content of this material.
3. Disagreement with course content may not be disruptive to the learning community.
4. Students should conduct themselves in a manner that honors the learning process and the College as an educational community. Willful disruption of the educational process, destruction of property, interference with the orderly process of the College, and/or with the rights of other members of the College community will not be tolerated. The faculty and administration have the authority to exclude students who are disruptive of the educational process, including those whose behavior would present a threat to the health and safety of others. (See the College Student Handbook).

B. FREEDOM FROM HARASSMENT

1. Students have the right to an educational environment that supports learning. To that end, they are encouraged to report harassing and/or offensive behavior that would cause a reasonable person to fear for his/her safety, or would interfere with his/her learning and academic performance whether from another student, college staff, or faculty.
2. Students who believe they have been subjected to harassment or offensive conduct should report this to the course coordinator. If the student does not feel comfortable reporting to the course coordinator, he/she should report the behavior to the Program Director. If the student does not feel comfortable reporting to the program director, he/she should report the behavior to the Chair of the department. If the student does not feel comfortable reporting to the Chair, he/she should report the behavior to the Dean.

C. FREEDOM FROM SEXUAL HARASSMENT/SEXUAL ASSAULT

1. Students are protected from sexual harassment/sexual assault by federal and state statutes. Key elements in sexual harassment are that the actions, words, conduct involved are unwelcome to the recipient and are pervasive.
2. Students who believe they have been subjected to sexual harassment or assault should report this to the director of their program of study. If the student does not feel comfortable reporting to the course coordinator, he/she should report the behavior to the Program Director. If the student does not feel comfortable reporting to the program director, he/she should report the behavior to the Chair of the department. If the student does not feel comfortable reporting to the Chair, he/she should report the behavior to the Dean.

D. FREEDOM FROM UNLAWFUL DISCRIMINATION

1. The College believes that to maximize the learning experience, students should be exposed to diverse individuals. To this end, the College prohibits discrimination based on race, sex, sexual orientation, marital or parental status, religion, national origin, age, mental/physical disability, or any other status protected under applicable federal, state, or local law.
2. Students who believe they have been subjected to discrimination should report this to the director of their program of study. If the student does not feel comfortable reporting to the course coordinator, he/she should report the behavior to the Program Director. If the student does not feel comfortable reporting to the program director, he/she should report the behavior to the Chair of the department. If the student does not feel comfortable reporting to the Chair, he/she should report the behavior to the Dean.

E. FREEDOM FROM AN ENVIRONMENT THAT IMPEDES LEARNING

1. To maximize the learning experience, the student has a right to faculty who are educationally and experientially qualified to teach their course.
2. Students have a right to attend class at the regularly scheduled time for the scheduled amount of time.
3. Students have a right to evaluate their learning experience including faculty.

Our Lady of the Lake College
Undergraduate School of Nursing Philosophy

The Undergraduate School of Nursing facilitates the educational preparation of individuals as registered nurses. The School offers an Associate Degree Nursing Program, RN to BSN Nursing Program, LPN to RN Articulation Program, as well as an Accelerated Nursing (BS to RN) Program.

The Undergraduate School of Nursing is supportive of Roman Catholic values and the belief that all individuals are created by God and should be treated with dignity and respect. We further believe that nursing embraces the holistic nature of the individual. The Nursing Programs are dedicated to the promotion of learning as a continual process, academic excellence in teaching, and are supportive of the standards of nursing practice. The Philosophy of the Undergraduate School of Nursing is based on the following beliefs:

Every **individual** is unique, made in the image and likeness of God. He/she is a holistic being that encompasses body, mind, and spirit. He/she is endowed with dignity, intellect, worth, self-direction, and free will.

Health is a dynamic state of being that contributes to the fulfillment of an individual's potential. Health exists on a continuum and is perceived differently by each individual. Wellness is an individual's highest degree of functioning in a given set of circumstances. An individual's health is determined by his/her needs, abilities, and disabilities, and is influenced by internal and external factors. Each individual is capable of adapting within his/her family, community, and environment.

The **Environment** is an ever-changing aggregate of all conditions that affect the individual. This includes family, community, socio-cultural, religious, political, and economic factors. A reciprocal relationship exists between an individual and his/her environment. The environment can either promote or interfere with an individual's health and well-being.

Nursing is both an art and a science. As a practice discipline, nursing at Our Lady of the Lake College is built on the foundations of extending the healing ministry of Jesus Christ to God's people. Nursing is theory and practice based. Nurses assist individuals to maintain or restore wellness, to prevent illness, and to achieve a peaceful death. Nursing care is provided within an interdisciplinary framework and in

a variety of settings across the healthcare continuum. Through the nursing process, registered nurses provide services to others in a compassionate, knowledgeable, cost-effective, culturally sensitive, and professional manner. Nursing effects change to promote health, learning, and growth from conception to death.

The Associate of Science Degree in Nursing prepares the beginning practitioner to function in a variety of health care settings and serves as the basis for entry into the profession of nursing. Through the complimentary roles of provider of care, manager of care, and a member of discipline, the nurse functions independently and interdependently. The competencies of the Associate degree graduate include comprehensive assessment, communication, clinical decision-making, teaching-learning, collaboration, caring interventions, managing care, and professional behaviors.

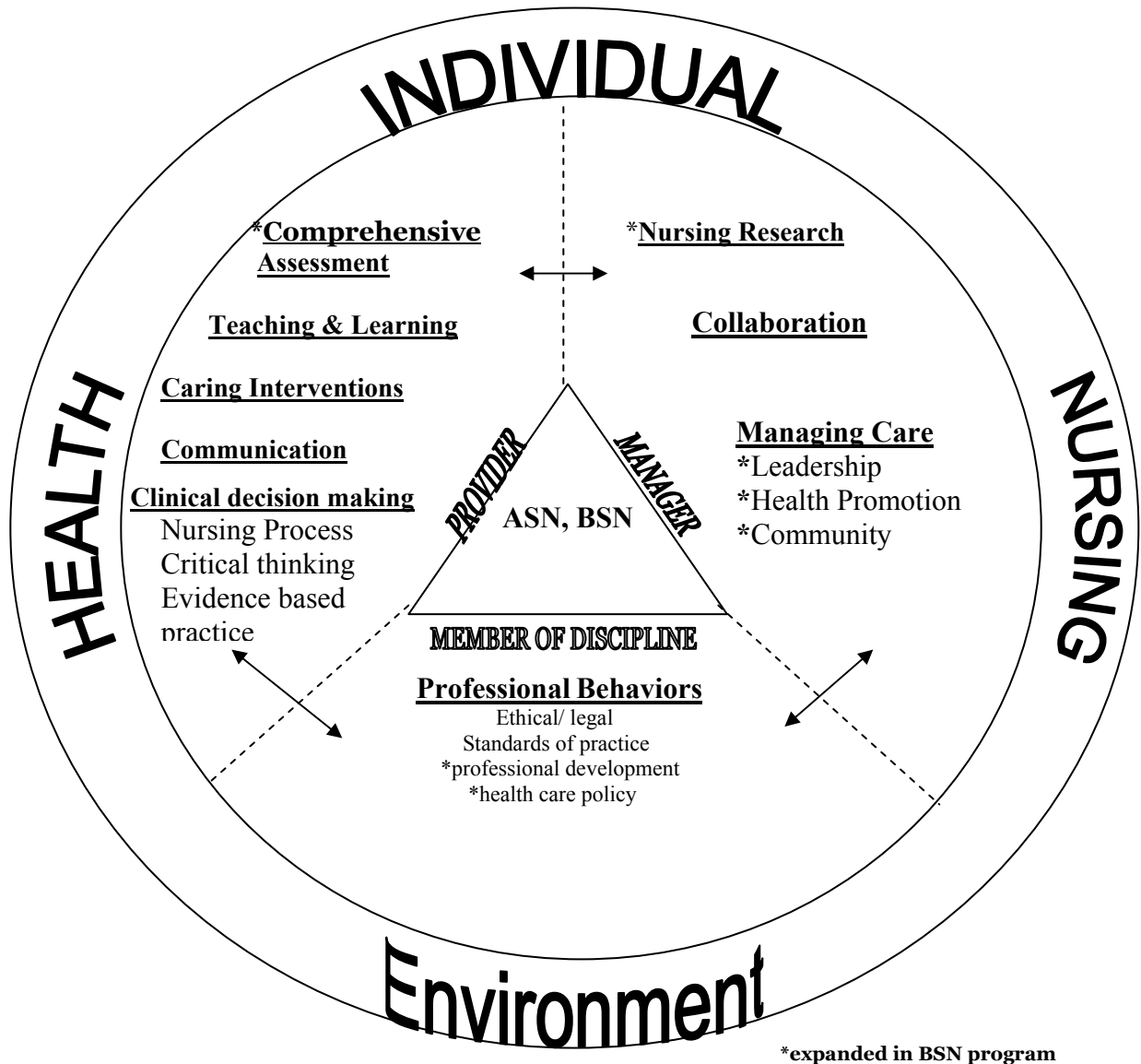
The Baccalaureate of Science Degree in Nursing (RN-BSN) builds upon the diploma and Associate degree level, and prepares registered nurses to begin development towards leadership roles, career enhancement, and graduate study in nursing. The concepts of health promotion, disease management, comprehensive assessment, leadership, community-based health care, health policy, and nursing research are built upon the knowledge and professional experience of the registered nurse student. The purpose of the RN-BSN Program at Our Lady of the Lake College is to provide a broad based academic background to enhance the holistic development of students as members of the discipline of nursing.

Nursing Education requires a planned program of learning experiences relevant to the practice of nursing. Nursing curricula combines formal and informal educational experiences that result in the necessary knowledge base, attitudes, skills and competencies relevant to safe, collaborative, compassionate and culturally sensitive nursing care. It is a continuing process that is influenced by individuality, motivation, needs, and initiative of both the learner and the teacher.

Learning is a life-long process that involves interaction between the learner, other individuals, and the environment. Learning occurs both through formal education and informally through life experiences. It includes acquisition of cognitive, affective, and psychomotor competencies that will enhance critical thinking and promote personal growth. Learning provides for individuals differences and is enhanced by a supportive environment that builds on a pervious knowledge base, and provides opportunities for the development of each individual to his/her greatest potential.

Teaching facilitates learning by providing guidance and assistance that considers the worth, individuality, and needs of the learner. The teacher provides an environment that fosters collaboration in the teaching/learning process.

**Our Lady of the Lake College
Undergraduate School of Nursing
Conceptual Framework Model**



Approved by Nursing Faculty Assembly 12/13/01
Proposed Revision 05/17/06
Revised 8/7/06

UNDERGRADUATE SCHOOL OF NURSING DEFINITIONS

Adaptation – a process of interaction with the environment that promotes a dynamic equilibrium and growth. Adaptation occurs as the individual encounters inner or environmental stressors and attempts to achieve a dynamic equilibrium (balance) between self and the environment.

Caring – is a culturally congruent response to others in a manner that expresses awareness and respect for a person as an individual, with knowledge and consideration for holistic needs. Caring encompasses more than compassion. It includes deliberate actions to foster the individual's growth and transformation.

Clinical Decision-Making – encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Evaluation is a continuous element intrinsic to each step of the process. Evidenced-based practice and the use of critical thinking provide the foundation for appropriate clinical decision-making.

Communication – an interactive process through which there is an exchange of information verbally, non-verbally, in writing, and/or through information technology. Effective communication demonstrates caring, compassion, and cultural awareness. Communication is directed to the promotion of positive outcomes and establishing a trusting relationship.

Community-Based Health Care – provision of health services to individuals within the context of a community. Community-based health care requires the nurse to use epidemiological, social, and environmental data to draw inferences about the health status of individuals, aggregates, and communities and to allocate available resources to maximize the health of the community.

Comprehensive Assessment – provides holistic view of the client which includes dimensions of physical development, emotional, psychosocial, cultural, spiritual, and functional status.

Conceptual Framework Model – a set of concepts and their inter-relatedness which serves as a guide for the development and implementation of a curriculum.

Collaboration – the shared planning, decision-making, problem-solving, goal setting, and assumption of responsibilities by those who work together cooperatively.

Critical-Thinking – an investigation whose purpose is to explore a situation or problem and to propose an action or judgment that integrates all available information. Critical-thinking is intrinsically dynamic and open to reassessment and redirection of the actions and/or judgments accordingly.

Ethical-Legal – those concepts related to the belief of right and wrong as well as lawful actions of the nurse in the provision of client care.

Evidenced-Based Practice – implementation of nursing interventions based on research evidence of their appropriateness rather than on accustomed practice or deduction.

External Learning Experience – a competency-based learning experience that enhances didactic and laboratory instruction and is provided at work sites appropriate to the discipline and the course content. The external learning experience allows the student to have practical, hands-on training and to apply learning concepts and theories in a workplace setting.

Healthcare Continuum – healthcare designed to meet the needs of the individual as they move between and among healthcare settings. Collaboration and communication are holistic essential elements of coordination and integration across a seamless continuum of care. Includes:

1. *Health Promotion* – strategies that relate to environmental or regulatory measure that confer protection on large population groups (occupational safety, unintentional injuries, environmental health).
2. *Health Promotion* – strategies that relate to individual lifestyles which influence one's health (immunizations, client education).
3. *Disease Management* – includes the identification of an individual's risk for a particular illness, facilitation of early diagnosis, treatment interventions should illness occur, and measurement of clinical outcomes (health fairs, screening tests, BP monitoring, ambulatory care, acute inpatient care).
4. *Palliative care* – symptom management that is intended to relieve suffering but not cure a terminally ill client and includes end of life issues, hospice, and post-mortem care.

Health Policy – public policies that are related to or influence health and illness of the environment and society.

Holistic – refers to the sum of an individual's being. Human beings incorporate biological, psychological, social, cultural, and spiritual variables which are dependent upon each other and coordinated in a systematic fashion.

Human Needs – basic or complex requirements which must be met to maintain a holistic and dynamic equilibrium between the individual and the environment.

Interdisciplinary – development and provision of client care through the interaction of two or more branches of healthcare.

Leadership – process of influencing people to accomplish goals oriented towards the growth and transformation of individuals, communities, and society in general.

Manager of Care – the nursing role that provides efficient, effective use of human, physical, financial, and technological resources to meet the client's needs and support organizational outcomes. Effective management is accomplished through the process of planning, organizing, directing, controlling, and evaluations. The nurse, in collaboration with the healthcare team, uses the process to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.

Member of Discipline – the nursing role that provides the authority (right), responsibility, and personal commitment to be part of a professional group (nursing). The right and responsibility to "belong" is determined by educational and performance criteria.

Nursing Intervention – nursing actions to accomplish the desired clinical outcomes.

1. *Dependent nursing interventions* – those nursing actions that require a practitioner’s prescription.
2. *Independent nursing interventions* – nursing actions that are considered to be within the scope of nursing practice. These actions do not require a practitioner’s prescription.
3. *Interdependent nursing interventions* – nursing actions performed by the nurse in collaboration with other members of the healthcare team.
4. *Therapeutic nursing interventions* – nursing actions guided by nursing process and critical-thinking that assist the individual, family, and community to achieve optimal health or a peaceful death.

Nursing Process – the purposeful five phase systematic problem-solving approach, which directs nursing care. The five-step approach includes: assessment, diagnoses, planning, implementation, and evaluation. The nursing process utilizes theoretical knowledge and clinical experience to assess and identify strengths and needs of the client, to promote holistic functioning, and to evaluate progress toward identified and mutually established healthcare goals.

Client Teaching-Learning – client teaching encompasses the provision of health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Client learning involves the assimilation of information to expand knowledge and to change health behavior. Integral components of the client teaching-learning process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Teaching-learning promotes and maintains health and reduces risk, and is implemented in collaboration with the client, significant support person(s), and other members of the healthcare team.

Professional Behaviors-characterized by a commitment to the discipline of nursing. The nursing student as well as the graduate adhere to standards of professional practice, are accountable for their own actions and behaviors, and practices nursing within legal, ethical, and regulatory healthcare frameworks. Professional behavior includes a concern for others as demonstrated by caring. The nursing student as well as the graduate value the profession of nursing, its commitment to quality client care, and participate in ongoing professional development.

Provider of Care – the nursing role that involves the provision of ongoing personal, physical, and psychological nursing management and support to a client within the legal boundaries of the nurse’s role and in collaboration with other members of the healthcare team.

Roman Catholic Values – those principles that support the mission of the Franciscan Missionaries of Our Lady which include: *Service* – the privilege of reaching out to meet the needs of other, *Reverence and love for all of life* – acknowledges that all life is a gift from God, *Joyfulness of spirit* – an awareness of being blessed by God in all things, *Humility* – being authentic in serving as an instrument of God, and *Justice* – striving for equity and fairness in all relationships with special concern for those in need.

Sociocultural – the inter-relatedness of social factors such as sex, marriage, parenting, education, work, and housing with factors such as age, ethnicity, race, religious preference, and social class which can affect health status.

Socioeconomic – the inter-relatedness of social factors such as sex, marriage, parenting, education, work, and housing with economic factors such as occupation, social class, and income which can affect health status.

Spiritual – the component of an individual's being which integrates and transcends one's biological and psychosocial nature and gives meaning and purpose to life.

Standards of Practice – authoritative statements that describe common or acceptable level of client care or performance for nursing practice.

Variety of Settings – sampling of common health care facilities in the community. Examples include but are not limited to: inpatient and outpatient surgical and medical facilities, home care, nursing homes, assisted living facilities, inpatient and outpatient hospitalization, clinics, schools, support groups, industry, homeless shelters, funeral homes, prisons, and public health departments.

Wellness – the highest degree of function by an individual in a given set of circumstances.

**UNDERGRADUATE SCHOOL OF NURSING
PROGRAM COMPETENCIES**

1. Communication

The ability to use interactive processes through which there is an exchange of information verbally, non-verbally, in writing, and/or through information technology. The nurse uses therapeutic (goal-directed) interactions to assist the client to cope with change and to integrate new knowledge.

2. Comprehensive Assessment

The ability to collect, analyze, and synthesize relevant data for the purpose of obtaining a holistic appraisal of the client's physical, developmental, emotional, psychosocial, cultural, spiritual, and functional health status.

For the BSN prepared nurse, the client may include a family or other aggregates within the community.

3. Teaching and Learning

The ability to provide health education to facilitate informed decision making, achieve positive outcomes, and support self-care activities. The nurse, in collaboration with the client, support person(s), and other members of the healthcare team, uses teaching and learning processes to promote, maintain, and restore health.

4. Collaboration

The ability to participate cooperatively in the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities with clients, families, peers, other members of the healthcare team, and community agencies.

5. Clinical Decision-Making

The ability to perform accurate assessments, use multiple methods to access information, and to analyze information to formulate clinical judgments. The nursing process, critical thinking, and evidence-based practice provide the foundation for appropriate clinical decision making.

Nursing Process – the purposeful five phase systematic problem solving approach which directs nursing care (assessment, diagnosis, planning, implementation, and evaluation).

Critical-Thinking – an investigation whose purpose is to explore a situation or problem and to propose an action or judgment that integrates all available information and can be convincingly justified.

Evidence-Based Practice – the implementation of nursing interventions based on evidence of their appropriateness. Evidence may be drawn from empirical research, best practices, standards of practice, protocols, and pathways.

6. Caring Intervention

Caring interventions are those nurse behaviors and actions that assist the client in meeting needs. These interventions are based on knowledge of the natural sciences, behavioral sciences, and nursing research. Caring interventions include psychomotor skills, caring, and cultural sensitivity.

Psychomotor Skills – the use of cognitive-motor skills to assist the client.

Caring – a response that expresses an awareness and respect for the person as an individual with consideration for holistic needs.

Cultural Sensitivity – a response that demonstrates an awareness and respect for the ethnic/cultural beliefs and practices of others.

7. **Professional Behaviors**

Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. These include: practicing within legal and ethical frameworks, adhering to standards of professional practice, and participation in ongoing professional development.

Legal/ethical – those concepts related to the belief of right and wrong, as well as lawful actions of the nurse in the provision of care.

Standards of Practice – authoritative statements that describe common or acceptable levels of client care or performance for nursing practice (i.e. ANA Standards of Nursing Practice, Nurse Practice Acts).

Professional Development – maintaining accountability for own actions and behaviors, a personal commitment to quality patient care and the nursing profession, and participation in ongoing professional development.

8. **Managing Care**

Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. It involves:

- The ability to plan, prioritize, and delegate the delivery of nursing care in order to use time and resources effectively and efficiently.
- The ability to assist the client to move toward positive outcomes in a cost effective manner, to transition within and across healthcare settings, and to access community resources.

ASSOCIATE OF SCIENCE IN NURSING PROGRAM OBJECTIVES

Upon completion of the Associate of Sciences Degree in Nursing, the graduate will be able to:

1. Collect, analyze, and prioritize relevant physical, developmental, psychosocial, cultural, spiritual, and functional assessment data to provide individualized patient care.
2. Utilize the nursing process, critical thinking, evidence-based information, and knowledge from the arts and sciences to support sound clinical decisions.
3. Plan and implement nursing care in a safe, compassionate, and culturally sensitive manner that preserves human dignity and promotes growth of individuals and families.
4. Communicate effectively through verbal, nonverbal, written, and technological means with individuals, families, and healthcare providers.
5. Utilize teaching and learning processes to promote, maintain, and restore health for individuals and families across the healthcare continuum.
6. Manage the efficient, effective use of human, physical, financial, and technological resources in providing continuity of care within and across healthcare settings.
7. Collaborate with individuals, families, and healthcare team members in providing comprehensive, individualized patient care.
8. Demonstrate accountability in adhering to standards of professional practice within legal and ethical frameworks.
9. Participate in activities that promote professional development and personal growth.

ASSOCIATE OF SCIENCE IN NURSING PROGRAM OUTCOMES

1. Eighty-five percent of graduates will pass NCLEX-RN exam on the first attempt.
2. Eighty-five percent of graduates will be employed at the time of graduation.
3. Eighty percent of students admitted to the ASN program will graduate within two years.
4. At the time of graduation, 60% of graduates will report that the ASN program provided them with the clinical competencies necessary to function as beginning practitioners.
5. Within a year after graduation, a majority of responding employers will report that the graduates provide safe, caring, and culturally sensitive nursing care.
6. At the time of graduation, 85% of the graduates will report satisfaction with their nursing education.
7. At the time of program completion, 50% of graduates will report intent to formally continue their education.

RN-BSN PROGRAM OBJECTIVES

1. Integrate spiritual, cultural, and developmental concepts and values in providing and managing care for clients.
2. Synthesize knowledge from the humanities, biopsychosocial and nursing sciences in providing and managing care.
3. Use management/leadership skills and knowledge of the socio-political system in providing comprehensive, therapeutic nursing care.
4. Use the nursing process to provide nursing care to clients, groups, and communities.
5. Collaborate with clients, groups, communities, and other health care providers in the delivery of health care.
6. Incorporate findings from nursing and health-related research in promoting health and in the delivery of nursing care.
7. Participate in the delivery of health services by functioning in nursing roles necessary to meet the needs of a changing society.
8. Practice within the profession's legal and ethical boundaries to meet the health care needs of clients, groups, and communities.
9. Assume responsibility for continuing personal, professional, and educational development necessary to function in a rapidly changing health care environment.

RN-BSN PROGRAM OUTCOMES

1. Eighty percent of the students admitted to the RN-BSN Program will graduate within 5 years.
2. At the time of program completion, 50% of RN-BSN students will report intent to continue to pursue graduate education.
3. At the time of program completion, 65% of RN-BSN students will report intent to continue/initiate membership in at least one professional organization.
4. At the time of program completion, 50% of students will report utilizing research findings and evidenced-based practice in their practice setting.
5. At the time of program completion, 100% of graduates will report the acquisition of enhanced computer and presentation skills.
6. Eighty-five percent of graduates will report enhanced employment benefits and/or career opportunities within a year of graduation.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

The practice of nursing requires specific skills, attributes, and qualities. The Core Performance Standards of the School of Nursing identify the behavioral criteria which allow the student to safely perform nursing care and successfully progress in the nursing program. Below are listed the performance standards of the School of Nursing:

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
CRITICAL THINKING	Critical thinking ability for clinical judgment to provide quality, safe patient care; intellectual ability to acquire, assimilate, integrate, apply information, and problem solve.	Identify cause-effect relationships in clinical situations, develop and implement nursing care plans according to priorities of care, respond appropriately to emergency situations in the clinical settings.
INTERPERSONAL	Interpersonal skills to interact with individuals, families, and groups, in different settings and from a variety of social, cultural, and intellectual backgrounds.	Establish therapeutic relationships with patients and professionals; establish rapport with other individuals in the classroom and clinical setting.
COMMUNICATION	Ability to interact with others in standard English in verbal and written form.	Explain treatment and procedures, initiate health teaching, establish therapeutic relationships, document and interpret nursing actions and patient responses. Communicate information effectively with health care professionals, faculty, and students. Evaluate care plans and treatment orders.
MOBILITY	Physical ability to provide for patient safety, to move around the physical plant, to maneuver in small places, and the physical health stamina to carry out nursing care.	Coordinated mobility around in patient's rooms, work spaces, and treatment areas; administer CPR procedures. Lift, move, position, and transport patients without causing harm, undue pain, or discomfort to self or patient. Transport and reach mobile equipment in a timely and cautious manner.
MOTOR SKILLS	Gross and fine motor abilities to provide safe and effective nursing care.	Calibrate, use, and manipulate equipment and instruments in a safe and effective manner. Position patients in a safe and appropriate manner.
SENSORY	Use of the senses of vision, hearing, touch, and smell to observe, assess, and evaluate effectively (both close at hand and from a distance).	Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help. Smell noxious fumes and body fluids. Observe patient's physical and emotional responses. Assess changes in color, texture, temperature. Perform motor skills for physical examination and/or those related therapeutic interventions.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
BEHAVIORAL	Possess and exhibit emotional and mental stability, motivation, and flexibility to function in new and/or stressful environments.	Recognize possible changes in patient's behavior/response or health status. Ability to demonstrate caring/empathetic behavior in the classroom and clinical setting. Manage assignments and schedule changes in classroom, laboratory, and clinical setting. Compliance with College and School of Nursing policies. Ability to respond appropriately to constructive criticism and direction from faculty, clinical staff, and peers during the learning experience. Ability to manage a progressive increase in classroom and clinical academic load. Ability to prioritize tasks in order to utilize time effectively. Ability to organize personal life in order to meet curricular requirements.
COGNITIVE	Utilize previous theory content/skills to enhance learning. Comprehension of written and verbal information. Application of previous content/skills in new situations. Ability to organize and synthesize facts and concepts.	Ability to effectively participate in classroom discussion and clinical conferences with faculty, other students, health professionals, patients, and/or family members. Ability to transfer classroom knowledge to the clinical setting. Ability to successfully complete written assignments, research and evaluate literature sources. Ability to successfully complete written, computer based assignments, and maintain appropriate recorders. Ability to complete written/oral examinations.
ETHICAL	Uphold honesty and personal integrity in all campus/clinical activities. Function as a patient advocate when planning and implementing nursing care.	Acting as a patient advocate at all times and speaking on behalf of the patient's well being when he/she is unable to do so. Reporting unethical or dangerous behavior that could affect patients or the campus community in general. Plagiarism, test cheating, withholding required information, falsifying documents, providing false information, reconstructing tests are some examples of unethical behavior.

ETHICAL BEHAVIOR

The American Nurses' Association (ANA) developed a professional code of ethics to inform both nurses and society of the primary values of the nursing profession. The ANA Code of Ethics for Nurses provides guidelines for the professional behavior of nurses. Students are expected to learn and practice these behaviors in all academic activities. These behaviors are inherent in the Core Performance Standards for the School of Nursing and in all nursing course objectives. The demonstration of professional behaviors is included in the evaluation process required for progression in the nursing program.

Code of Ethics for Nurses (July 2001)

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.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
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.
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.
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.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
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.

**HIPAA SYLLABI STATEMENT
SCHOOL OF NURSING**

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if one must administer a medication, you will have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans and case studies. Information to be removed includes, the individual's name, initials, address, phone number, fax number and social security number. Student papers may not be copied for careless circulation and handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extends to oral communications which extends beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

HIPAA is a Federal Law. Penalties for wrongful disclosure range from fines and/or imprisonment.

I have read and understand the HIPAA Regulations as it applies to patient/client privacy issues.

Print Name

Classification/Level

Signature

Date

TESTING AND GRADING POLICY

Testing

Specific guidelines for testing are outlined in the nursing course plans. Tests will be timed.

The faculty believes that the opportunity to review tests contributes to successful learning. The guidelines for test review are included in nursing course syllabi. The course faculty retains all copies of tests. Students will not be given a copy of the tests.

Grading

A	=	94 – 100	=	4 quality points
B+	=	91 – 93	=	3.5 quality points
B	=	87 – 90	=	3 quality points
C+	=	84 – 86	=	2.5 quality points
C	=	80 – 83	=	2 quality points
D+	=	78 – 79	=	1.5 quality points
D	=	75 – 77	=	1 quality points
F	=	0 – 75	=	0 quality points

Course Grade Determination

The requirements for satisfactory completion of the nursing courses are clearly stated in each course syllabus along with the process of grade determination. The final course grade for clinical nursing courses consists of a theory grade and a clinical grade. In order to progress in the curriculum, the student must achieve a minimum of a “C” in the theoretical component and a “PASS” in the clinical component.

The theory grade is determined by specific criteria outlined in the course syllabus. Nursing courses utilize a variety of methods for evaluating student achievement of course objectives such as written examinations, papers, class presentations, and group assignments. Because the practice of nursing is dependent upon integrating knowledge throughout the course of study, the written evaluations will include previously learned material related to the course content.

The clinical grade (Pass/Fail) is determined by the student’s achievement of clinical competencies as identified in the Clinical Evaluation Tool. The final course grade is reported as the theory grade, provided the clinical grade is pass. If the grade in the clinical component is fail, the final course grade is reported as “F”.

A student who fails a nursing course (as indicated by a grade of “D” or “F”) must repeat both the theory and clinical components of that course. When a student fails two nursing courses, or withdraws with a “WU” from two nursing courses, or fails one nursing course and withdraws with a “WU” from a second nursing course; he/she will be dismissed from the undergraduate nursing program and will be ineligible to progress within the nursing curriculum. An

accelerated student who fails or withdraws from one nursing course will be dismissed from the program. Refer to the pages 38-40 in this handbook for information related to appeal rights, academic dismissal, or denial of progression.

PROGRESSION

A student is allowed to progress in the School of Nursing provided competence is demonstrated in required nursing theory and clinical skills at the end of each course. Courses within the School of Nursing are designed to build upon previous nursing courses and support courses as identified in the curriculum plan.

In order to achieve progression status and be in good academic standing, the student must:

1. Maintain continuous enrollment in the nursing curriculum sequence;
2. Complete the support courses with a grade of “C” or better as outlined in the curriculum plan.
3. Achieve a minimum grade of “C” in all courses in the nursing curriculum plan;
4. Meet the Core Performance Standards of the School of Nursing;
5. Maintain hospitalization insurance;
6. Meet the college health requirements related to the hepatitis vaccine series, the annual tuberculin skin test, and random urine drug screening;*
7. Maintain current certification in CPR for Health Professionals.*

*Students are required to submit evidence of compliance with all health and CPR requirements to the Health and Safety Office. **Students will not be allowed to progress in the nursing curriculum until evidence of compliance is submitted to the Health and Safety Office.**

BSN STUDENTS: This may apply to enrollment in Nursing 400 and 440.

Student Nurse’s Professional Liability Insurance is included in the student fees each semester. The coverage is limited to activities in the clinical area while functioning as a student.

NON-PROGRESSION

Failure to Obtain Permission from the LSBN to Progress

A student will not be allowed to progress in the nursing program if the Louisiana State Board of Nursing fails to give the student permission to enroll or progress in a clinical course.

Failure to Meet Academic Requirements

A student will not be allowed to progress in the nursing curriculum under the following situations:

1. A student who does not achieve a “C” or better in a nursing course may not continue in the program sequence.
2. A student who does not achieve a “C” or better in a required arts and sciences course in the nursing curriculum plan may not progress in the degree program until a grade of “C” has been achieved. Non-progression status will be in effect at the point where this course is required in the nursing curriculum.

In order to achieve progression status, the student must repeat those courses in which the student did not achieve a “C” or better. Upon successful completion of those courses, the student will return to progression status in the nursing program. A student may repeat only one course in the School of Nursing Curriculum. The student must achieve a grade of “C” or better in all courses throughout the remaining curriculum in order to continue progression.

Accelerated nursing students who fail or withdraw from one nursing course will be in non-progression. They may petition the Admissions, Progression, and Graduation (APG) Committee to return to the accelerated program the following year or to transfer to the [generic] ASN program.

Failure to Maintain Current Health Requirements

A student will not be allowed to progress in the nursing program if his/her health requirements are not kept current. Proof of current health requirements must be maintained in the Office of Health and Safety.

Failure to Achieve/Maintain Satisfactory Clinical Performance

The Core Performance Standards for the School of Nursing identifies specific behavioral criteria which require the student to safely perform nursing care and successfully progress in the nursing program. In order to achieve satisfactory performance in the patient care setting, each student is expected to meet the Core Performance Standards and conduct himself/herself in a manner consistent with course requirements and objectives, school policies and values of OLOL College. Any behavior that is not consistent with the Core Performance Standards, course requirements and objectives, and school policies and values of OLOL College will result in a clinical unsatisfactory.

Unsatisfactory clinical practice is evidenced by behavior in any patient care setting which may jeopardize a patient’s physical and/or psychological safety. Unsatisfactory clinical practice also includes unprofessional and uncaring behaviors.

Documentation of three unsatisfactory clinical behaviors during a semester is grounds for immediate removal of the student from the clinical component of the course. This will result in a grade of “F” and a non-progression status. The student may appeal per college policy as listed in the student handbook.

Expectations Relating to Student Behavior in the Clinical Setting:

1. Students are expected to meet the Core Performance Standards of the School of Nursing.
2. Students are expected to retain the level of competency gained in previous clinical courses. Students are accountable for any real/potential violation of critical elements on every skill taught in preceding semesters. If the instructor prevents an error, the student remains accountable and is still in error.
3. Students are held accountable for violation of patients’ rights.
4. **Students may not access their student Cerner, Pyxis, or Accu-check accounts outside of student clinical hours or in a manner inconsistent with OLOLRMC hospital policy as outlined in the *System Access and Confidentiality Agreement* and the *Confidentiality Policy*. Violations may result in the student being immediately dismissal from the OLOLC School of Nursing.**

Examples of Unsatisfactory Behaviors Include but are not Limited to:

1. Inability to meet or maintain the behaviors identified in the Core Performance Standards:
 - a. Failure to incorporate caring behaviors in patient care, i.e. meeting basic needs in a timely manner, demonstrating compassion.
 - b. Inappropriate behavior such as abusive language, threats, assault and battery, theft, disruptive talking, chemical impairment, and insubordination.
2. Failure to maintain the required level of competency:
 - a. Not following the five rights of medication administration.
 - b. Inadequate preparation for clinical assignment.
 - c. Demonstrating incompetence on the clinical unit.
 - d. Failure to maintain patient confidentiality.
3. Failure to meet course requirements and objectives, school policies and values:
 - a. Visiting the patient for whom the student has provided care during non-clinical hours.
 - b. Witnessing legal documents.
 - c. Falsifying patient data records.
 - d. Loitering in the medical center/clinical service areas.

Procedural Guidelines for Unsatisfactory Clinical Behavior

When an unsatisfactory behavior in the clinical setting is identified, the faculty and student will adhere to the following procedures.

1. The student will be counseled by the clinical instructor regarding the unsatisfactory clinical behavior. The instructor will document the behavior on the appropriate area of the weekly evaluation tool. The student will be notified in writing of the decision concerning the clinical behavior warranting a *Clinical Unsatisfactory Behavior Form*.
2. A student/clinical instructor conference will be held to review the *Clinical Unsatisfactory Behavior Form*.
3. Within one week of the written documentation, the student has the right to appeal the clinical unsatisfactory to course faculty to discuss the clinical behavior.
4. In the event of an appeal, a student/course faculty conference will be held to review the *Clinical Unsatisfactory Behavior Form*. The student will be notified in writing of the faculty decision within one week.
5. When 3 unsatisfactory behaviors have been documented or the student commits a behavior in the clinical area which negatively impacts the patient's status, the student will be counseled by the clinical instructor, and the ASN Program Director regarding unsafe clinical practice. At this time, the student will be informed in writing that his/her course grade is "F" and further clinical practice in the course is suspended. The student may continue class attendance, pending results of the appeal process (if utilized). **The student may not withdraw from the course after a clinical failure.**
6. The student has the right to appeal the decision and must follow the procedure for Final Grade Appeal as outlined in on page 37 in this handbook.

Readmission/Re-entry Following Withdrawal from Nursing Course(s)

When a student withdraws from a nursing course or courses, the student is not guaranteed readmission. The student must appeal to the Admissions, Progression, and Graduation (APG) Committee requesting readmission. Readmission will be granted based on the availability of space and resources.

Readmission/Re-entry Following Failure in One Nursing Course

When a student in the [generic] ASN program has failed one nursing course (grade of "D", "F", or a "WU"), the student must petition the APG committee for re-entry. The student must also obtain and complete a program "Progression/Non-Progression Status Form" from the Web site, School of Nursing office, or the registrar's office. Once this form has been completed and returned to the School of Nursing office and the APG committee has granted permission, the student will be eligible to re-enroll in the failed course. Readmission is not guaranteed and will be granted based on availability of space and resources.

Nursing Degree Program Dismissal for Academic Reasons

A student, who fails two nursing courses, withdraws with a “WU” from two nursing courses, or fails one nursing course and withdraws with a “WU” from a second nursing course in the nursing program, will be dismissed from the program and will be ineligible to progress within the nursing curriculum. Please refer to pages 38-40 in this handbook for information related to appeal rights, academic dismissal, or denial of progression.

Accelerated Nursing Students

An accelerated nursing student who fails or withdraws from one nursing course will be in non-progression and will be ineligible to progress within the accelerated nursing curriculum. The student may petition the APG Committee to return to the accelerated program the following year or to transfer to the [generic] ASN program. **Admission is not guaranteed.**

Nursing Degree Program Dismissal for Clinical Reasons

A student who commits a behavior in the clinical area which negatively impacts the patient’s status may be dismissed from the nursing program. The student may not re-enroll in the nursing degree program.

Nursing Program Dismissal for Non-academic Reasons

Students who commit any of the following acts may be dismissed from the program according to the procedure for disciplinary dismissal:

- Plagiarism
- Falsification of information given on official school documents
- Falsification of records regarding patient care
- Unauthorized possession of an examination
- Illegal possession, use, sale or distribution of drugs
- Illegal possession of weapons
- Theft
- Conviction of felony
- Participation in cheating or lying in reference to clinical or classroom assignments including the use of the clinical information systems at agencies utilized for clinical experiences.
- Chemical impairment in the school/clinical setting
- Conduct which is inappropriate for either clinical or classroom (e.g., abusive language, threats, assault and battery, disruptive talking and improper use of clinical information systems).
- Failure to meet expectations relating to student behavior as defined in the *College Student Handbook*.

This list is not meant to be all-inclusive, but serves to identify examples of behavior which warrant disciplinary dismissal. The student may not re-enroll in the nursing degree program. The policy on Due Process for Misconduct is outlined in the *College Student Handbook*.

GRADE APPEAL POLICY

Academic Appeal

A student who feels that s/he has an *academic* grievance (i.e., course content-related concerns) associated with a final course grade should first discuss the issue with the course instructor(s). Examples of academic grievances include, but are not limited to, transcription of exam answers from the test booklet to a Scantron form, validity of test items, issues related to math rounding errors, and determination of an assignment grade.

If, following discussion with the course faculty, a student is not satisfied with the course faculty's decision, the student may appeal her/his concerns to the appropriate Program Director. This appeal should be submitted in writing using the Final Course Grade Appeal form. The completed appeal form should be submitted to the Program Director no later than two (2) weeks following the posting of the final course grade.

Once the written appeal is submitted, the Program Director will consider the information presented by the student and the course faculty. The Program Director will discuss the appeal with the Dean of Nursing. A written decision will be mailed to the student and postmarked no later than two (2) weeks from receipt of the written appeal. The decision by the Program Director will be final and there will be no further avenue for appeal.

Due Process Appeal

Every student has the right to due process in the determination of course grades. Due process rights are defined as:

- Publication of grading criteria within the course syllabus
- Publication of assigned dates for exams and other graded course requirements
- Provision of instructions and/or a grading rubric on exams and other assignments
- Timely notification of course grades via Blackboard and/or return of assignments ("timely" is defined as posting of exam grades within one week of completion or in the case of other graded assignments, posting of grades within the time frame specified by the instructor in the assignment instructions)

If a student believes that her/his due process rights have been usurped, s/he may appeal in writing using the Final Course Grade Appeal form as outlined in the process below. The appeal form can be accessed from Blackboard or the college website.

Procedure:

1. After meeting with the course faculty, if a student wishes to file a grievance related to violation of her/his due process rights, the student must submit a completed Final Course Grade Appeal form to the appropriate Program Director no later than two (2) weeks following the posting of the final course grades.
2. When completing the appeal form, the student should provide information regarding the nature of the due process violation. Due process rights are defined above.
3. A due process appeal is NOT one related to matters of an academic nature. Examples of academic grievances include, but are not limited to, transcription of exam answers from the test

booklet to a Scantron form, validity of test items, issues related to math rounding errors, and determination of an assignment grade.

4. Upon receipt of the grade appeal form, the Program Director will notify the course faculty of the appeal. Course faculty will provide the Program Director with a file containing appropriate course materials (i.e., syllabus, student exams, learning assignments with grades, etc.). A written decision will be mailed to the student and postmarked no later than two (2) weeks from receipt of the written appeal.
5. If the Program Director denies the appeal, the student may submit the appeal to the Dean. The Dean will take all written material provided by the student and by the faculty under advisement in rendering a decision. The decision of the Dean will be final.

PROGRAM DISMISSAL APPEAL POLICY

A student who wishes to appeal program dismissal from the School of Nursing may appeal in writing using the Program Dismissal Appeal form as outlined in the process below. The appeal form can be obtained from the School of Nursing administrative office.

Procedure:

6. **Petition:** If a student wishes to appeal program dismissal, the student must submit a completed Program Dismissal Appeal form to the appropriate Program Director no later than two (2) weeks following the posting of the final course grades.
7. **Process:** Upon receipt of the dismissal appeal form, the Program Director will notify the Chair of the Nursing Admissions, Progression, and Graduation (APG) Committee. The Chair of the APG Committee will assemble the committee to hear dismissal appeals prior to the beginning of the next academic semester. The student making the appeal and all previous faculty members who have taught that student will be notified in writing of the appeals hearing date.
8. **Hearing:** The Chair of the APG Committee shall conduct the hearing process. The student may bring one advisor to the hearing; however, the advisor shall not act as an advocate for the student or otherwise address the APG Committee or its members. The student, the advisor (if requested), and the pertinent faculty shall be present during all phases of the hearing except during the committee's deliberations. The hearing shall be conducted as follows:
 - The chairperson shall read the written information pertaining to the program dismissal and any documentation presented by the student.
 - The chairperson shall inform the student of her/his rights.
 - The student's specific appeal will be reviewed.
 - Only those individuals who have knowledge relevant to the program dismissal (i.e., previous faculty members and the student) shall be called to serve as witnesses and testify at the hearing. If the student brings an advisor, that person may not address the committee at any time.
 - The members of the committee shall ask all questions.
 - The members of the committee may inquire of the student and any other party present such additional information pertinent to the grade in question.
 - The members of the committee reserve the right to call or question any person. The chairperson has the discretion to exclude duplicative evidence or testimony and otherwise control the proceedings.
9. **Decision:** The APG Committee shall weigh the evidence presented during the hearing. The hearing and all information obtained by the committee shall be strictly confidential. Each

voting member of the committee as defined in the Nursing Assembly Bylaws is entitled to one vote. The chairperson is non-voting, except in the event of a tie vote. All decisions shall be by simple majority vote. The committee shall deliberate in private and reports its decision in writing to the Dean of Nursing within two days of the hearing.

10. **Notification of student:** The Dean shall notify the student and relevant faculty in writing of the committee's decision within two days of receipt of the committee's decision. The decision of the committee is final and there is no further avenue of appeal. The student will not be granted any further audience with any member of the School of Nursing staff for discussion of the appeal decision.
11. Any faculty or student discussions with members of the committee regarding the appeal are strongly discouraged and will be considered inappropriate and unprofessional.

CREDIT FOR REPEATED COURSES

Students will be permitted to repeat only one nursing course in the School of Nursing. In the event a course is repeated, both grades will be recorded on the transcript. Both grades will be computed in the GPA and hours earned.

STUDENT EMPLOYMENT

Students are permitted to engage in employment if scheduled working hours do not interfere with school responsibilities such as attendance at class, clinical experience, scheduled conferences, and/or official school meetings.

According to Louisiana Law, the practice of nursing by nursing students is allowed only as a part of their prescribed curriculum; therefore, nursing students without a valid nursing license are not permitted to accept employment as nurses in any institution, clinic or office.

Those students who are employed as nurse technicians must adhere to the scope of activity described in the position description and are accountable for their actions.

ATTENDANCE

Learning is an interactive process whereby the student and teacher work together to achieve the desired results. Therefore, attendance in all lecture, laboratory, and clinical sessions is expected. Attendance will be monitored. Specific attendance requirements are defined in nursing course syllabi.

Clinical Attendance

The faculty considers clinical attendance essential for the purpose of providing opportunities for application of theory content to patient care situations. In the event that circumstances prevent the student from attending clinical, the following policy is adhered to:

- The student must notify the assigned clinical unit and school office within thirty minutes of the scheduled clinical time.
- If the student arrives late on the clinical unit, the student must report to the instructor who determines whether the student is able to give patient care or receive an absence for the day.

- If the student is dismissed from the unit for any reason and is unable to give patient care, he/she will receive an absence for the day.
- A student who is hospitalized must present a return to work certificate from their physician to the course faculty before returning to the classroom/clinical areas. Other circumstances that may affect a student's or patient's safety may also require a return to work certificate, such as pregnancy, communicable disease, or accidents. Any circumstances such as these must also be communicated by the student to the Director, Campus Health and Safety.
- Any student missing more than 15% of the clinical hours is in jeopardy of failing the course.

INCIDENT REPORTS

All students must complete the *College Incident Report Form* for any injury or unusual occurrence involving a student on the college campus or in the clinical area. Incident forms may be obtained from the nursing faculty or the college Health Office.

If the incident occurs at OLOLRMC the student/instructor completes two (2) incident report forms: the *College Incident Report Form* and the *OLOLRMC Patient/Visitor Incident Report Form* (ADM-04). The *OLOLRMC Patient/Visitor Incident Report Form* is to accompany the student to the Emergency Care Unit. The *College Incident Report Form* is to be returned to the Director of Health and Safety.

If the incident occurs at a clinical facility other than OLOLRMC, the student and instructor should complete the college incident report form as well as any incident report form required by the assigned clinical rotation institution. The student may choose to be examined at OLOLRMC Emergency Care Unit, at the clinical facility where the incident occurred, or by a private physician.

The college provides a clinical accident insurance policy for each student enrolled in a degree/certificate clinical program and wet laboratory course. This insurance *only* covers injuries resulting from an accident occurring while participating in assigned clinical or laboratory activities. Expenses incurred from injuries resulting from such an accident that requires medical care or treatment provided at an emergency room, hospital outpatient department, clinic, or doctor's office, will be payable at 100% of the Reasonable and Customary charges up to a maximum of \$1,000 per accident. The student must present the Insurance card to the medical facility providing treatment. Before the bill will be paid, the student must send a claims form to the Claims Administration Office. The claim form can be obtained from the College Health and Safety office.

ILLNESS/INJURY POLICY

Any student in a clinical course with an adverse health condition necessitating an extended absence may return to clinical studies upon receipt of written approval of his/her physician. This approval must be filed with the Office of Health and Safety.

An illness requiring an extended absence that prevents the completion of course work may necessitate the need for "I" grade, withdrawal, or resignation. The student must initiate the appropriate process following the guidelines provided according to the college policy.

OUR LADY OF THE LAKE REGIONAL MEDICAL CENTER

STANDARD PRECAUTIONS

Wash Hands (Plain Soap)

Wash after touching **blood, body fluids, secretions, excretions, and contaminated items**. Wash immediately **after gloves are removed** and **between patient contacts**. Avoid transfer of microorganisms to other patients or environments.

Wear Gloves

Wear when touching **blood, body fluids, secretions, excretions, and contaminated items**. Put on **clean** gloves just **before touching mucous membranes** and **non-intact skin**. Change gloves between tasks and procedures on the same patient after contact with material that may contain high concentrations of microorganisms. Remove gloves-promptly after use,-before touching non-contaminated items and environmental surfaces, and before going to another patient, and wash hands immediately to avoid transfer of microorganisms to other patients or environments.

Wear Mask and Eye Protection or Face Shield

Protect mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate **splashes** or **sprays of blood, body fluids, secretions, or excretions**.

Wear Gown

Protect skin and prevent soiling of clothing during procedures that are likely to generate **splashes** or **sprays of blood, body fluids, secretions, or excretions**. Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other patients or environments.

Patient-Care Equipment

Handle used patient-care equipment soiled with **blood, body fluids, secretions, or excretions** in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other patients and environments. Ensure that reusable equipment is not used for the care of another patient until it has been appropriately cleaned and reprocessed and single use items are properly discarded.

Environmental Control

Follow hospital procedures for routine care, cleaning, and disinfection of environmental surfaces, beds, bedrails, bedside equipment and other frequently touched surfaces.

Linen

Handle, transport, and process used linen soiled with **blood, body fluids, secretions, or excretions** in a manner that prevents exposures and contamination of clothing, and avoids transfer of microorganisms to other patients and environments.

Occupational Health and Bloodborne Pathogens

Prevent injuries when using needles, scalpels, and other sharp instruments or devices; when handling sharp instruments after procedures; when cleaning used instruments; and when disposing of used needles.

Never recap used needles using both hands or technique that involves directing the point of a needle toward any part of the body; rather, use either a one-handed “scoop” technique or a mechanical devise designed for holding the needle sheath.

Do not remove used needles from disposable syringes by hand, and do not bend, break, or otherwise manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in puncture-resistant sharps containers located as close as practical to the are in which the items were used, and place reusable syringes and needles in a puncture-resistant container for transport to the reprocessing area.

Use **resuscitation devices** as an alternative to mouth-to-mouth resuscitation.

Patient Placement

Use a **private room** for a patient who contaminates the environment or who does not (or cannot be expected to) assist in maintaining appropriate hygiene or environmental control. Consult Infection Control if a private room is not available.

OUR LADY OF THE LAKE REGIONAL MEDICAL CENTER

ISOLATION PRECAUTIONS

<p>Standard Precautions Applies to ALL PATIENTS Applies to blood; intact skin; mucous membranes; and all body fluids, secretions, and substances except sweat, regardless of whether or not they contain visible blood. Place a Standard Precautions sign on door of patients with known Bloodborne Pathogens</p>
<p>Illnesses Requiring Airborne Precautions In addition to Standard Precautions – requires Negative Air Isolation room, wear <u>N-95 respirator</u>. Examples of such illnesses include: Measles Chickenpox (Varicella) (including disseminated zoster)-requires Airborne plus Contact Precautions See Appendix A</p>
<p>Illnesses Requiring Droplet Precautions In addition to Standard Precautions –Negative Air <u>not</u> required. Wear regulator isolation mask. Examples of such illnesses include: Invasive <i>Haemophilus influenzae</i> type b disease, including meningitis, pneumonia, epiglottitis, and sepsis Other <i>Neisseria meningitidis</i> disease, including meningitis, pneumonia, and sepsis Other serious bacterial respiratory infections spread by droplet transmission, including: Diphtheria (pharyngeal) Mycoplasma pneumonia Pertussis Pneumonic plague Streptococcal pharyngitis, pneumonia, or scarlet fever in infants and young children Serious viral infections spread by droplet transmission, including: Adenovirus-requires Droplet plus Contact Precautions Influenza Mumps Parvovirus B 19 Rubella See Appendix A.</p>
<p>Illnesses Requiring Contact Precautions In addition to Standard Precautions-Wear gloves when entering the room. Wear gowns if you have contact with the patient. Examples of such illness include: Gastrointestinal, respiratory, skin, or wound infection or colonization with multi drug-resistant bacteria judged by the Infection Control program, based on current state, regional, or national recommendations, to be of special clinical and epidemiologic significance (e.g., <i>Methicillin Resistant Staph aureus (MRSA)</i>, <i>Vanoc. Resistant Enterococcus, (VRE)</i>, etc.) Enteric infections with a low infectious dose or prolonged environmental survival, including: <i>Clostridium difficile</i> For diapered or incontinent patients; enterohemorrhagic <i>Eschericia coli</i> 0157:H7, <i>Shigella</i>, hepatitis A, or rotavirus Respiratory syncytial virus, parainfluenza virus, or enteroviral infections in infants and young children. Skin infections that are highly contagious or that may occur on dry skin, including: Diphtheria (cutaneous) Herpes simplex virus (neonatal or mucocutaneous) Impetigo Major (noncontained) abscesses, cellulites, or decubiti Pediculosis Scabies Staphylococcal furunculosis in infants and young children Zoster (disseminated or in the immunocompromised host) – requires Contact plus Airborne Viral/hemorrhagi conjunctivitis Viral/hemorrhagic infections (Ebola, Lassa, or Marbug)</p>

See Appendix A in Isolation Precautions policy for complete list of infections and conditions requiring Precautions.

CLINICAL ASSIGNMENTS TO PERSONS WITH INFECTIOUS PROCESSES

The following guidelines will be used for clinical assignments to persons with infectious processes:

1. Students in the clinical area have the responsibility to care for all patients regardless of diagnosis.
2. Students will rigorously comply with the Centers for Disease Control and Prevention (CDC) guidelines for preventing the transmission of HIV, Hepatitis B, and other blood-borne pathogens in health care settings. (*See Standard Precautions in the above section*) **All patients should be considered as potentially infected.** Current information concerning Standard Precautions is reviewed and updated at the beginning of each nursing course. This is the responsibility of the course faculty.
3. The student's lack of knowledge/skills or the student's health status may preclude caring for infectious patients. Instructors should exercise caution when assigning patients for student experiences.
4. Students exposed to HIV have an ethical duty to inform the Director, Campus Health and Safety.

SCHOOL OF NURSING DRESS CODE – UNDERGRADUATE STUDIES

Campus Dress

The guiding norms for campus dress are neatness, cleanliness, and good taste. Students are to be attired in appropriate street clothes at all times in the classrooms, college offices, and the clinical laboratory setting. Dresses, walking shorts, slacks, and neat jeans are acceptable. Shorts, tank shirts, and midriff tops are not to be worn by male and female students.

Uniform Dress Code

The official Our Lady of the Lake College student nurse uniform consists of:

- Galaxy blue pants and matching tunic top with OLOL logo on the left front area.
- An optional matching or white tee shirt may be worn under the uniform top.
- White hose or white or galaxy blue socks.
- White leather nursing shoes
- Name badge
- Optional: Galaxy blue or white lab jacket with OLOL logo on the left front area.

Uniforms should be worn only on campus, in the clinical area, and for faculty approved activities in the community. Each student is expected to keep the uniform clean, pressed, and in good condition. Shoes must be impermeable to fluids, polished, clean, and in good repair.

When reporting to the clinical area, each student must have: a watch with a second hand, bandage scissors, stethoscope, black ink pen, and goggles/face shields. Hair should be neat, clean, and well-groomed. Extremes in hairstyles or hair coloring are not acceptable. Hair must be confined without ornamentation in a manner which reflects a professional image and does not interfere with patient care. The clinical instructor may use discretion to determine if the hair arrangement/confinement is appropriate for the clinical setting. Beards, sideburns, and mustaches must be short and well-groomed.

Students must practice good personal hygiene. Cosmetics may be used in moderation. Perfumes and nail polish (except natural or clear) may not be worn by students in uniform. Fingernails must be clean and of reasonable length (natural nail tips less than ¼ inch long). Artificial fingernail enhancements are not permitted in any clinical setting.

Acceptable jewelry is limited to a watch, engagement or wedding rings, and small gold, silver, or pearl stud earrings. Earrings are limited to one per ear worn at the bottom of the earlobe. Body piercing in areas other than the ear lobes that are exposed and visible to other individuals are not permitted (i.e., tongue or facial piercing). Tattoos must be kept covered at all times.

OUR LADY OF THE LAKE COLLEGE
SCHOOL OF NURSING – UNDERGRADUATE STUDIES
NURSING SKILLS LAB GUIDELINES

COMMUNICATION:

- STUDENTS MUST **SIGN IN** WHEN COMING FOR INDIVIDUAL PRACTICE WITHOUT AN INSTRUCTOR.
- SKILLS LAB HOURS ARE TYPICALLY **MONDAY – FRIDAY, 8 A.M. – 4 P.M.**, *BUT WILL VARY.*
- APPOINTMENTS FOR SKILLS LAB PRACTICE SHOULD BE MADE WITH SKILLS LAB COORDINATOR
 - **BRONWYN PERRY, BSN, RN**
 - **OFFICE PHONE: 768-1777, EMAIL: BRONWYN.PERRY@OLOLCOLLEGE.EDU**

HOSPITAL ENVIRONMENT:

- STUDENTS MUST WEAR APPROVED CLINICAL UNIFORM AND FOOTWEAR WHEN USING THE SKILLS LAB.
- FOOD, CANDY, AND/OR DRINKS WILL NOT BE PERMITTED IN THE SKILLS LAB.
- CELL PHONES MUST BE TURNED OFF OR SET TO SILENT MODE.
- STUDENTS AND STAFF ARE EXPECTED TO CLEAN UP AFTER THEMSELVES.
 - BED MADE AND LINEN STRAIGHT
 - BED FLAT AND PLACED IN LOW POSITION WITH SIDE RAILS UP
 - MANIKIN IN BED
 - CHAIRS AND OVER-BED TABLE RETURNED TO CORRECT PLACE
 - ALL TRASH THROWN AWAY

SKILLS PACKS, SAFETY, AND STANDARD PRECAUTIONS:

- SKILLS PACKS ARE TO BE USED TO PRACTICE IN THE NURSING SKILLS LAB OR AT HOME.
- ONLY ONE (1) SKILLS PACK WILL BE ISSUED TO EACH STUDENT FOR EACH SET OF SKILLS.
- STUDENTS MUST BRING THEIR SKILLS PACK TO THE LAB EACH TIME THEY PRACTICE. FAILURE TO BRING SKILLS PACK AND OTHER SUPPLIES ON SKILLS PRACTICE DAYS WILL RESULT IN **CLINICAL FAILURE** FOR THE DAY.
- **NO INVASIVE PROCEDURE SHOULD BE PERFORMED OUTSIDE OF THE NURSING SKILLS LAB OR ON ANOTHER PERSON.** INVASIVE PROCEDURES ARE INTENDED TO BE SIMULATED ON MANIKINS.
 - INVASIVE PROCEDURES INCLUDE INJECTIONS, IV INSERTION, INFUSING OF IV FLUIDS, MEDICATION ADMINISTRATION, FOLEY CATHETERIZATION, AND NASOGASTRIC TUBE OR FEEDING TUBE INSERTION.
- **PRACTICE MEDICATIONS AND IV FLUIDS ARE INTENDED FOR SIMULATION ONLY.** PRACTICE ORAL MEDICATIONS ARE NOT INTENDED FOR INGESTION. IV FLUIDS MAY BE OUT OF DATE AND ALSO ARE NOT INTENDED TO BE USED FOR ANY OTHER REASON OTHER THAN FOR SIMULATION.
- **ALL NEEDLES GIVEN IN THE SKILLS PACK MUST BE DISPOSED OF IN THE SHARPS BOXES** THAT ARE LOCATED ABOVE THE BEDS IN THE SKILLS LAB. IF THE NEEDLE HAS A SAFETY DEVICE, PLEASE ENGAGE THE DEVICE BEFORE PLACING NEEDLE IN THE SHARPS BOX.
- THE SKILLS LAB IS NOT LATEX FREE.
- NOTIFY SKILLS LAB COORDINATOR IF YOU HAVE A LATEX ALLERGY OR SENSITIVITY.

REQUIREMENTS FOR GRADUATION

The Associate of Science Degree in Nursing (ASN) is conferred upon students when the following conditions have been met:

1. Completion of seventy-one to seventy-two (71-72) semester credit hours in the required courses.
2. Completion of the nursing courses within five (5) years. Failure to do so will result in the individual having to repeat all nursing courses.
3. Achievement of a cumulative grade point average of 2.0 or higher on all college work with grades of “C” or above in all courses leading to the Associate of Science Degree in Nursing.
4. Completion of all required standardized achievement examinations.
5. Clearance of all indebtedness to the College including the return of all materials borrowed from the Center for Information and Learning.
6. Fulfillment of the residency requirements of at least 24 hours of courses in the nursing curriculum (see OLOL College policy).

Note: While attendance at graduation is not a requirement, it is expected.

The Bachelor of Science Degree in Nursing (BSN) is conferred upon students when the following conditions have been met:

1. Completion of one hundred twenty-one to one hundred twenty-two (121-122) semester credit hours in the required courses.
2. Completion of the upper level nursing courses within five (5) years. (Failure to do so will result in the individual having to repeat third and fourth level nursing courses.)
3. Achievements of a cumulative grade point average of 2.0 or higher on all college work with grades of “C” or above in all nursing courses leading to the Bachelor of Science Degree in Nursing.
4. Clearance of all indebtedness to the college including return of all material borrowed from the Center for Information and Learning.
5. Fulfillment of the residency requirements of at least 36 hours of courses beyond the basic preparation in the nursing curriculum (see OLOL College policy).

NOTE: While attendance at graduation is not a requirement, it is expected.

LICENSURE REQUIREMENTS

Upon completion of the associate degree program, the graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The examination is designed to test knowledge, skills, and abilities essential to the safe and effective practice of nursing at the entry level. Upon successful completion of this examination, the graduate becomes licensed to legally practice as a registered nurse in the State of Louisiana. The use of a national licensure examination facilitates licensure by endorsement from one state or territory to another.

Each graduate must apply to the Louisiana State Board of Nursing for licensure. It is the Board of Nursing that authorizes candidacy to take the NCLEX-RN and provides the registration form for NCLEX-RN. Approval of licensure application by the Board of Nursing and completion of registration for NCLEX-RN are required before the candidate receives an Authorization to Test.

A temporary permit to practice nursing is granted by the Board of Nursing which permits the graduate to work as a nurse during the interim between graduation and the reporting of results of the first licensing examination administered following graduation.

Applicants for licensure who have been arrested, charged with, convicted of, pled guilty or no contest to, or been sentenced for any criminal offense in any state must provide all documentation of the incident and court ruling to the L.S.B.N. (See the *College Student Handbook*).

The Louisiana State Board of Nursing reserves the right to disapprove the taking of the National Council Licensure Examination for Registered Nurse (NCLEX-RN) to persons having been arrested or convicted of any crime.