

# LAGRANGE COLLEGE DEPARTMENT OF NURSING

## PROGRAM PURPOSE

The purpose of the Bachelor of Science in Nursing (BSN) program is to provide professional nursing education within the context of Christian faith and liberal arts learning and to contribute toward meeting community and area health care needs. Learning in the nursing major, grounded in an ethic of caring, encourages independent thought, appreciation for the discovery of excellence, and commitment to supporting the health of individuals and society.

The BSN program prepares graduates for entry into professional practice and extends the educational preparation of Associate Degree or Diploma prepared Registered Nurses as a basis for professional practice. The program establishes a sound foundation of knowledge and independence in learning supportive of graduate study and continuing progress toward professional and personal goals. Faculty and students serve as resources for the College, community, and area in nursing education, service, and research. Opportunities for collaborative study, practice, and service with students of other majors and with varied health care providers emphasize the interdisciplinary nature of nursing practice.

Completion of the Bachelor of Science in Nursing degree by beginning and transfer students confers eligibility for licensure as a Registered Nurse. For Registered Nurses, a degree completion option is offered within the basic program structure. As professional nurses, graduates of the program will be able to assist individuals, families, groups, and communities in meeting health care goals.

## ASSUMPTIONS AND CRITERIA

The Department of Nursing, as an integral part of LaGrange College, provides a program in nursing congruent with the Mission and Goals of the College. Founded in the broader purpose of the College, the program of nursing study is developed by nursing faculty and reflects the ideas and concepts central to the profession of nursing and beliefs regarding nursing.

The faculty has chosen to express these beliefs in the form of assumptions which are related to various philosophic approaches to nursing education and nursing practice. Assumptions provide a rich descriptive base upon which to build curriculum and serve as a basis for criteria which guide the development, maintenance, and evaluation of the nursing education program.

These assumptions and associated criteria, while interrelated, are presented within a number of discrete categories. These include education as a teaching-learning process within the discipline of nursing and the liberal arts, the profession of nursing, and health as related to persons, groups, and communities.

**(1) EDUCATION is renewing, lasting, liberalizing and liberating, emphasizing understanding, critical thinking, human caring, and participatory learning.**

Effective education provides opportunities for students and faculty to search, question, query, research, and assume risks as well as rewards within a context which is conducive to open communication and expression.

**(2) The PROCESS OF EDUCATION fosters the development of cognitive abilities which are of lifelong value while the content of education is revised as new knowledge develops. Therefore the value of the learning process far exceeds that of content learned.**

The processes of education include building community, finding and evaluating meanings, discovering, and making choices. Through education, individuals learn to think critically, acquire skills in collaboration, make successful transitions, and accept responsibility.

The content of education is that foundation of knowledge necessary for continuing learning and the assumption of life's roles.

**(3) A foundation in the LIBERAL ARTS, as the basis for professional education, fosters the development of the individual as a caring, responsible, and contributing member of society who values the diversity of others. Liberal arts education creates a repository of knowledge, experiences, and abilities which forms a basis for continuing learning and personal and professional development.**

The professional curriculum includes and integrates the humanities, arts and sciences.

**(4) LEARNING is the process of coming to know. Through this process, one gains the knowledge, skill, and creativity necessary to confront the challenges of contemporary life with a growing appreciation for the discovery of new learning.**

Learning is enhanced by interaction among teachers and students within a context of caring. Learning is evidenced by increased knowing, understanding, and mastery through experience and study.

**(5) TEACHING is the establishment and maintenance of goal-directed partnerships wherein opportunities for growth and learning are realized by both teachers and students.**

Faculty acknowledges and values the unique characteristics and background of each student.

Faculty creates a caring climate supportive of students' exploration of knowledge and knowing, of open expression of thoughts and meanings, and of shared responsibility in directing the educational process.

Faculty emphasizes participative teaching strategies. Such strategies are directed toward the goal of increasing student autonomy within the educational experience as well as throughout lifelong learning.

**(6) NURSING EDUCATION is preparation for the professional role. It is characterized by acknowledgment of the human context of both nursing practice and the educational process. Purposeful learning partnerships are formed to support achievement of the goals of professional education. Integrated within these partnerships are the processes of critical thinking, caring, knowing, and participating. Nursing education seeks to prepare individuals capable of moral and ethical commitments toward improving self, others, and society within nursing's professional role.**

Caring is expressed through teacher-student relationships which nurture students' personal growth and transition to the professional nursing role.

Nursing education is founded in a body of knowledge and skills representing the art and science of nursing and integrating learning from other disciplines.

Reasonable, non-cumbersome means of recognizing the previous nursing education and current competencies of Registered Nurses facilitates RN entrance into professional nursing education.

The curriculum reflects the diversity, needs, and characteristics of its locale through the relationship of the educational program to the community.

Nursing education occurs in multiple settings reflective of the reality of nursing practice and recognizing the rapidity of change in health care delivery.

**(7) NURSING is a profession representing an academic and practice discipline, comprised of purposeful activities serving individuals, groups, and communities in need of health care. Nursing is based in knowledge synthesized from the discipline of nursing and from the sciences, arts, and humanities.**

The central concern of nursing is the promotion and restoration of health and well being for individuals and groups.

Nursing activities are provided within the multiple contexts of legal and ethical boundaries, political and economic forces, sociocultural influences, and spiritual and historical factors.

The nurse accepts responsibility for caring, safe, and effective practice, for upholding the standards of professional nursing, and for contributing to the advancement of the profession.

**(8) HEALTH is a perceived, personal, and relative state of well being. It is influenced by human responses to life events, transitions, and meanings derived from lived experiences. Health is characterized by variation from birth to death.**

The opportunities, challenges, and limitations of health promotion and restoration, bounded by needs and desires identified by the recipients of care, are incorporated into the program of nursing education.

**(9) SOCIETY is the larger human milieu, created by individuals and groups and bound by common human needs. COMMUNITY is characterized by interacting individuals and groups who share common cultural norms. FAMILIES are self-defined and comprised of closely interdependent INDIVIDUALS. Each individual is an integrated and unique being having physical, emotional, social, and spiritual characteristics.**

As knowing participants, individuals and groups share with health care providers the responsibility for establishing goals and making decisions regarding health and health care.

Respect for all persons and their uniqueness is an essential human value, supported by Christian tradition, and integral to the caring practice of professional nursing.

July 1994, June 2000, August 2005

## **PROGRAM GOALS**

Upon completion of the Bachelor of Science in Nursing program, the graduate should be able to:

Practice nursing from a knowledge and research base utilizing skills of critical thinking, creativity, and communication, with the ability to expand knowledge and skills through lifelong learning.

Engage in nursing practice based in a value system consistent with professional standards of nursing and the philosophy of the nursing program, characterized by caring and valuing of self and others.

Participate in transitions of health recognizing the opportunities and limitations imposed by historical, sociocultural, spiritual, legal, ethical, political, economic, and environmental contexts.

Assume the role of professional nurse, accountable as provider of care, manager, collaborator, educator, learner, and resource for individuals, families, groups, and communities in promoting and restoring health and well being.

The Program Goals describe a graduate who will function in two major roles: Provider of Care and Member of the Profession. The role of Provider of Care encompasses functions such as managing care and patient teaching. As Member of the Profession, the nurse contributes to the advancement of the profession, identifies as a professional nurse, and adheres to professional standards of practice. In enacting these roles, the graduate is expected to be proficient in the super-ordinate skills of communication and critical thinking which are essential to professional competence. The Program Goals are supported by the learning goals of the nursing courses which embody the professional roles and major cognitive and interpersonal skills expected of the graduate.

### PROGRAM CONCEPTS

Five broad concepts serve as a framework within which educational process and content may be structured and student learning conceptually organized. The concepts are supportive of the Program Assumptions and Purpose and are directly related to the Program Goals, as illustrated in the following table:

RELATIONSHIP OF PROGRAM GOALS AND CONCEPTS

GOALS	CONCEPTS
Practice nursing from a knowledge and research base utilizing skills of critical thinking, creativity, and communication, with the ability to expand knowledge and skills through lifelong learning.	Knowing
Engage in nursing practice based in a value system consistent with professional standards of nursing and the philosophy of the nursing program, characterized by caring and valuing of self and others.	Caring Meaning
Participate in transitions of health recognizing the opportunities and limitations imposed by historical, sociocultural, spiritual, legal, ethical, political, economic, and environmental contexts.	Context
Assume the role of professional nurse, accountable as provider of care, manager, collaborator, educator, learner, and resource for individuals, families, groups, and communities in promoting and restoring health and well being.	Transition

The five concepts are adapted with permission from the work of faculty of the Collaborative Nursing Program of British Columbia, Canada (M. D. Hills, personal communication, July 11, 1994). The concepts, as used by the Collaborative Nursing Program, have been described by Hills, Lindsey, Chisamore, Bassett-Smith, Abbott, and Fournier-Chalmers (1994).

The selected concepts are timeless, applicable to nursing practice of the present and of the future, and thus not bound by current knowledge and theory. These concepts belong not just to nursing but to all humankind. In this sense, the concepts carry nursing beyond positivist and technological modes of care to the lived experiences of those who are in need of health care. The concepts are envisioned as a means for students to structure learning but, more importantly, as a basis for understanding the humanity of those for whom they care.

**Transition is defined as the evolution or development across time of an individual or group from one stage, form, or style to another. Transition is a central concept, with other conceptual factors influencing the outcomes of transition.**

Transition encompasses myriad forms which have been categorized as developmental, situational, health-illness, and organizational transition (Schumacher and Meleis, 1994). Examples of pertinent curriculum applications abound: The process by which a non-nurse becomes a nurse is one of transition. Variations in health status are life events which trigger transition. Change in roles, such as becoming a parent, involve transition. Thus the concept of transition is broadly applicable in nursing education and practice.

Subconcepts of transition include family, community, roles, and growth and development.

**Caring is the process of creating "an environment for [others] that enables them to fulfill themselves" (Bevis, 1989a, p. 128), which "requires a personal, social, moral, and spiritual engagement of the nurse and a commitment to oneself and other humans" (Watson, 1985, p.29). Caring is an inclusive, permeating value centrally concerned with the welfare of others and therefore essential to informed and ethical nursing practice (Watson, 1999).**

Subconcepts of caring include the professional values of altruism, autonomy, human dignity, integrity and social justice. (American Association of Colleges of Nursing, 2003).

**Knowing is the actuality of having come to know, understand, and apprehend, with a ready capacity for further or extended knowing. Knowing encompasses the acquisition of knowledge, the desire for knowledge, and the cognitive processes which support learning.**

Knowing is applicable in nursing education, evidenced by the inseparable link of knowledge to nursing practice. The knowledge base of nursing is most effectively applied in practice through use of the cognitive processes of critical thinking, creativity, and problem solving. Further, the concept of knowing is relevant to nursing research, the development of new knowing, as well as to an understanding of the past.

In nursing practice, knowing affects the transitions of those who receive care. Patients and clients benefit from knowledge of their health status and means for improving health, as the new mother whose role assumption is eased by an understanding of childcare.

Subconcepts of knowing include problem-solving, critical thinking, creativity, and communication. Related knowledge is found in the liberal arts, nutrition, pharmacology, the teaching/learning process, pathophysiology, nursing, and other areas.

**Meaning is the sense in which something is perceived, understood, and interpreted by an individual or group. Meaning is the outcome of subjective appraisal based in perception, life experiences, moral and ethical beliefs, and other characteristics of individuals or groups.**

Meaning has many applications in nursing: Nursing practice, learning, knowledge, and health are subject to individual interpretation. Nursing is a service to others who are best served with regard for their personal meanings of health and well being. Nursing practice and membership in the profession are sources of self-image for the nurse, imbued with personal meaning.

Education itself has at its core the development of meaning for the learner (Hedin, 1989). Individual meanings influence knowledge, cognitive and interpersonal skills, and creativity. As Botkin, Elmandjra, and Malitza state, "grasping meaning is the pathway to understanding a problem ... and envisioning solutions" (Cited in Bevis, 1989b, p. 158).

Subconcepts associated with meaning include ethics, values, standards, spirituality, health, and death.

**Context is a set of interrelated conditions in which something exists or occurs. The responses of individuals and groups to health, health threats, and health care are influenced by context, including physical, sociocultural, political, and other environmental forces. Response to education is influenced by similar contextual factors.**

In nursing education and practice, context considers those factors affecting patient care, the acceptance or rejection of care, and the growth of the student toward the role of nurse. Context offers opportunities and imposes limitations on both nursing practice and nursing education.

Subconcepts related to context include community and the teaching-learning process. Associated knowledge is found in history, economics, politics, ethics, religion, and many other areas of learning in liberal arts and nursing.

### **PROGRAM FOCUS AND STRUCTURE**

Nursing is essentially concerned with the welfare of others, giving rise to health as the central focus of the LaGrange College BSN studies. This focus is maintained throughout the program with each clinical nursing course having as a theme either Health Promotion or Health Restoration. The dual aspects of health are derived from societal trends in health care. These efforts are essentially directed toward the improvement of health, thereby preventing illness. As a result of health improvements, it is anticipated that health care needs for an increasing elderly population and of those suffering acute illnesses will assume greater importance. Nursing, in the face of these changes, must be prepared to fully participate in both health promotion and health restoration. The program is structured to prepare graduates for practice in support of these dual aspects of the health of those who receive care.

### **ASSESSMENT PROCESS IN NURSING**

BSN Program Policies briefly explain the achievement and comprehensive assessment testing required of nursing majors. The intent of this testing is to provide, for both student and faculty, a measure of learning which can be compared to the learning of nursing students nationally. This comparison permits identification of strengths and weaknesses in learning, providing a basis for addressing individual and group learning needs. The assessment measures fall into three categories:

#### **Achievement in Specific Content Areas**

An assessment approach that is being used extensively this school by the nursing program is the total testing package by Assessment Technologies Incorporated (ATI). From the moment a student enters the undergraduate nursing program until graduation, the student is required to participate in this testing program. Tests are scheduled throughout the curriculum on a variety of specialty areas, such as Fundamentals, Pediatrics, Mental Health, Maternal/Infant and the GN Comprehensive Predictor Exam. The purpose of this testing program is to prepare the student for success in practice by identifying areas appropriate for remediation, to increase student pass rates on the licensure exam, and to reduce student attrition. If a student scores below the expected outcome they receive a remediation plan with a time frame addressing identified weaknesses. However, in Nursing 4450, students are expected to make a 65% or higher on the GN Comprehensive Predictor Exam. Students who are not successful on the first attempt have two additional attempts to meet the expected outcome. Unsuccessful completion of the comprehensive tests, after a total of two opportunities to achieve 65% or higher, results in a failure of this course.

#### **Achievement in the Major**

Assessment in the major is required by the College and is a valuable measure of learning across the nursing curriculum. Non-RN students complete a standardized GN Comprehensive Predictor Exam scheduled in the final semester of nursing courses. Students who are not successful on the first attempt have two additional attempts to meet the expected outcome. Unsuccessful completion of the comprehensive tests, after a total of two opportunities to achieve 65% or higher, results in a failure of this course.

For RN students, a comprehensive essay examination is completed during Nursing 4460. The test consists of questions submitted by the students and refined by faculty. Students (as a group) may elect to complete this examination verbally.

## REFERENCES

American Association of Colleges of Nursing (1998). Essentials of baccalaureate education for professional nursing practice. Washington, DC: Author.

Bevis, E.O. (1989a). Curriculum building in nursing. New York: National League for Nursing.

Bevis, E.O. (1989b). Teaching and learning: The key to education and professionalism. In Bevis, E.O. & Watson, J. (Eds.), Toward a caring curriculum: A new pedagogy for nursing (pp. 153-188). New York: National League for Nursing.

Hedin, B.A. (1989). Expert clinical teaching. In Curriculum revolution: Reconceptualizing nursing education (pp. 71-89). New York: National League for Nursing.

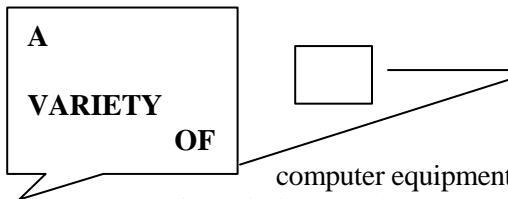
Hills, M.D., Lindsey, A.E., Chisamore, M., Bassett-Smith, J., Abbott, K., & Fournier-Chalmers, J. (1994). University-college collaboration: Rethinking curriculum development in nursing education. Journal of Nursing Education, 33(5), 220-225.

Schumacher, K.L. & Meleis, A.I. (1994). Transitions: A central concept in nursing. Image, 26(2), 119-127.

Watson, J. (1985). Nursing: Human science and human care: A theory of nursing. Norwalk, CT: Appleton-Century-Crofts.

Watson, J. (1999). Postmodern nursing and beyond. London, England: Churchill Livingstone.

## COMPUTER EQUIPMENT AND SOFTWARE



computer equipment and software is maintained in Room 316 of the Callaway Academic Building. Students are urged to become familiar with and use these resources during our normal “open” hours of 8:00 a.m. to 4:00 p.m., Monday through Friday. Should a group of students need additional access, please ask! We may be able to arrange an evening or weekend schedule.

### **The Equipment**

Seven computers contain all the basic software programs and functions; six of these computers are networked to a common printer. One computer sits alone with its own color printer and scanner.

### **Software**

Software programs are listed on the following pages. Be sure to become familiar especially with the tutorial programs. Many of these are assigned in specific nursing courses. Other tutorials are there for your individual and collective benefit!

See also the “work” programs, which include word processing in *Word*. (Most papers required in the nursing major must be typed, so these programs are a real help.) If you’re into spreadsheets or data bases, *Excel* and *Access* are available. *Powerpoint* makes developing a presentation easy and fun! For the computer-talented, *Omnipage* is on the scanner-computer system. Other mini-“work” software programs are available--look for them on the *Windows* main menu.

### **Program Manager**

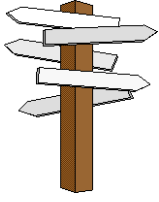
The program manager screen includes icons for the various programs used in the Nursing Department. Double click on Nursing Software for a detailed listing of available software programs. These programs are listed on the following pages.

### **Assessing the Library Online Catalog and E-mail**

Selecting the Internet Explorer Icon on the task bar will prompt the LaGrange College HomePage. Select library from the list of topics to view the options for online data searches (Online Catalog, GALILEO, and others).

Selecting the e-mail notice will prompt you to the mail Web system which will ask you for your username and password. These can be obtained from our Information Systems Office at 880-8053.

## RESOURCES



# Many

resources are available to assist you in learning. A number of these resources are assigned in specific nursing courses. Others are for your –and our—enlightenment. A few are even entertaining! Several VCR units in the nursing department make it convenient for you to view videotapes. Videotapes are generally not available for use outside the nursing facilities. However, if you have a special use in mind, please ask your faculty about the possibility of checking out a particular video.

A video tape recorder is available for special projects. Let your faculty know if you have need of it. Be sure to bring your own blank tape for recording.

The table following lists our resources. These resources are in different locations in the nursing department, depending upon the subject matter that they pertain to. If there is a particular resources you would like to use ask your instructor or the secretary and they can make them available to you.

## STUDENT RESOURCES

TITLE	PRODUCER/DATE
<b><i>Assessment</i></b>	
Physical Assessment of the Normal Newborn.....	DVD: Jarvis: Physical Examination and Health Assessment, 4 <sup>th</sup> ed. 2006
Gestational Age Assessment.....	Concept Media, 2003
Pediatric Assessment: Head to Toe.....	Concept Media, 2003
Normal and Abnormal Heart Sounds (Audio Cassette).....	Concept Media, 2003
Normal and Abnormal Breath Sounds (Audio Cassette).....	Concept Media, 2003
Work of the Heart.....	Concept Media, 2003
Nursing Assessment of the New Family.....	Concept Media, 2003
Physical Assessment of the Newborn.....	Concept Media, 2003
Gestational Age Assessment of the Newborn.....	Concept Media, 2003
Nursing Assessment of the Postpartum Patient.....	Concept Media, 2003
Health & Assessment in Nursing (Book) D. D'Amico, C. Barbarito...	Pearson Ed. Inc. – New Jersey 2007
Physical Examination and Health Assessment 4 <sup>th</sup> Ed. Student CD-Rom <a href="http://www.evolve.elsevier.com/Jarvis">www.evolve.elsevier.com/Jarvis</a> Student Resources for Text..	Jarvis, 2004
Health Assessment in Nursing, 3 <sup>rd</sup> Ed., Student CD-Rom.....	Weber & Kelley, 2007
Nursing Health Assessment, 2 <sup>nd</sup> Ed., Student Resource CD-Rom.	Dillon, P., 2007
Geriatric Physical Assessment .....	Insight Media, 2006 DVD
<b><i>Communication</i></b>	
Cultural Diversity in the Hospital Setting Transcultural Perspective in Nursing: Communication, Part I and Part II.....	Concept Media, 2003

<b>Concepts</b>	
Nurse-Patient Interaction (three tapes)	
<ul style="list-style-type: none"> <li>▪ Blocks to Therapeutic Communication</li> <li>▪ Interactions for Study</li> <li>▪ Techniques of Therapeutic Communication.....</li> </ul>	Concept Media, 2003
The Helping Interview: Enhancing Therapeutic Communication	
<ul style="list-style-type: none"> <li>▪ Basic Components, Helper Qualities, and Attending Skills</li> <li>▪ Opening, Questioning, and Use of Silence</li> <li>▪ Responding and Closing.....</li> </ul>	Concept Media, 2003
Conversation on Caring with Jean Watson and Janet Quinn.....	NLN, 1990
The Medicine of Compassion Core Skills for the Human Side of Health Care.....	Adventures in Caring – Video 2004
History of Nursing-Florence Nightingale: Her Life and Legacy...	DVD
Sentimental Women Need Not Apply.....	Video
Choices of the Heart.....	Video
Vietnam Nurses with Dana Delaney.....	DVD
<b>General Topics</b>	
A Career in Nurse Midwifery.....	American College of Nurse Midwives DVD 2006
Tuberculin Skin Testing.....	CDC, 2005
Chronic Renal Failure and Dialysis.....	Saint Vincent’s School of Nursing 03
Closed Chest Drainage.....	Concept Media, 2003
Signs and Symptoms of Fluid and Electrolyte Imbalances.....	Blanchard & Loeb, 2002
Coronary Artery Disease and Angina Pectoris.....	Mosby
Critical Care: What it means at the Other End of an Endotracheal Tube.....	
<u>Pathophysiology: The biologic Basis for Disease in Adults and Children, 5<sup>th</sup> Ed. – Student Companion CD-Rom.....</u> <a href="http://www.evolve.elsevier.com/McCance">www.evolve.elsevier.com/McCance</a> companion website	McCance, Huether – 2006
A Time to Heal – Oklahoma City Bombing Coverage – (used in Community Health).....	

***General Topics continued...***

Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 11 <sup>th</sup> Ed. – Student Companion CD-Rom..... <a href="http://www.thePoint.LWW.com/liveadvise">www.thePoint.LWW.com/liveadvise</a> LiveAdvise Medical-Surgical Nursing Online Tutoring, to accompany text <a href="http://www.thePoint.com/Smeltzer11e">www.thePoint.com/Smeltzer11e</a> Student Resources for text	Smeltzer, Bare, Hinkle, Cheever, 2008
<a href="http://evolve.elsevier.com/Stanhope/foundations">http://evolve.elsevier.com/Stanhope/foundations</a> , Student Resources for Foundations of Nursing in the Community, 2 <sup>nd</sup> Ed.	Stanhope, Elsevier,
Medical-Surgical Nursing: Critical Thinking for Collaborative Care, 5 <sup>th</sup> Ed., Student CD-Rom.....	Ignatavicius, Workman, 2006
Heartistry: The Art of Caring for Your Heart, CD-Rom.....	Guidant Corporation, 2006
Community Health/Leadership Nursing.....	ATI – 2007 DVD
Leadership and Management Nursing .....	ATI – 2007 DVD
Community Health Nursing/Leadership Nursing RN, .....	ATI – 2007 DVD
Leadership and Management Nursing PN, .....	ATI – 2007 DVD
Adult Medical-Surgical Nursing Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
Leadership and Management Nursing Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
Community Health Specialty RN Edition 6.0: Content Mastery Series Review Module.....	ATI – 2007
Nutrition for Nursing Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
Preventing Nursing Negligence in the 21 <sup>st</sup> Century.....	Insight Media, 2006
Voices: Cancer Patients Speak Out.....	Films for Humanities and Sciences
Diet and Disease in Modern Society.....	Films for Humanities and Sciences
Hypertension – CD-Rom.....	Concept Media, 2004
Heart Failure and Pulmonary Edema.....	Blanchard & Loeb, 2000
NCLEX-Review 3500 Study Software for NCLEX-RN.....	Lippincott, Williams & Wilkins, '05
Professor Nightengale's Test-taking Strategies for Student Nurses,	Nightengale Production DVD,004
Education and Training Division Center of Alcohol Studies Impact of Disaster on Children in Our Schools: A Program for School Nurses.....	Rutgers Center of Alcohol Studies - 2002

<b><i>Life-Span Issues</i></b>	
Aging Well.....	Film for the Humanities and Sciences, 1995
Aging in America: The Years Ahead – VHS.....	Talking Eyes Media 2003
<b><i>Pediatrics</i></b>	
Impact of Disaster on Children in Our Schools: A Program for School Nurses.....	Rutger/Milgian, 2003
Strattera: Features families whose children have been treated with Strattera	Eli Lilly and Company 2004
A Child’s View of Grief.....	National Cremation SocietyVHS
Children’s Grief.....	National Cremation SocietyVHS
Nursing Care of Children .....	ATI – 2006, 2007 DVD
Nursing Care of Children Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
Growth and Development .....	Insight Media, 2002 DVD
Wong’s Nursing Care of Infants and Children, 8 <sup>th</sup> Ed., CD Rom..	Hockenberry & Wilson, 2007
Children’s Healthcare of Atlanta – Modules.....	Children’s Healthcare of Atl. ‘06
Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents.....	Maternal & Child Health Bureau & The Department of Health and Human Services, 2000
<b><i>Mother/Baby</i></b>	
Understanding Birth: A Comprehensive Guide.....	Injoy Videos 2005
Pregnancy: Labor and Delivery – Pain Control Nursing Labor and Delivery.....	Concept Media 2004
Momma: Perinatal Loss.....	
Nursing Assessment of the New Family <ul style="list-style-type: none"> <li>▪ Physical Assessment of Newborn</li> <li>▪ Gestational Age Assessment</li> <li>▪ Nursing Assessment of Postpartum Patient.....</li> </ul>	Concept Media 2004
Maternal Newborn Nursing .....	ATI – 2006-2007 DVD
Maternal Newborn Nursing Version 6.0: content Mastery Series Review Module.....	ATI – 2007

<b><i>Psychiatric-Mental Health Nursing</i></b>	
A Crime of Insanity.....	2004 VHS
The New Asylums Edited Version.....	2006 DVD
Shadow Voices.....	DVD
West 47 <sup>th</sup> Street.....	2003 DVD
Understanding Bi-Polar.....	2006 DVD
Understanding Mental Illness and Schizophrenia.....	2006 DVD
Mental Health Nursing.....	ATI - 2006-2007 DVD
Mental Health Nursing Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
Unchaining the Mind: Advances in Schizophrenia Research.....	Films for the Humanities DVD 2004
Beating Depression.....	Films for the Humanities DVD 2004
Thin: Death by Eating Disorder.....	Films for the Humanities DVD
<b><i>Research</i></b>	
Nursing Research: A Comprehensive Approach.....	NLN, 1994
<b><i>Skills for Nursing</i></b>	
Cleanliness and Hygiene.....	Lippincott – 2006 VHS
Positioning and Lifting Patients and Residents.....	Lippincott – 2006 VHS
Tracheostomy: Basic Care and Advanced Care.....	Concept Media, 2005 DVDs
Delmar’s Health Assessment, CD Rom.....	Thompson Learning, 2002
Delmar’s Heart and Lung Sounds.....	Thompson Learning, 2002
Delmar’s Anatomy & Physiology, CD Rom.....	Thompson Learning, 2002
Basic Nursing Skills: RN Edition.....	ATI, 2006-2007 DVD
Adult Medical Surgical Nursing.....	ATI, 2006-2007 DVD

<b><i>Fundamentals</i></b>	
Fundamentals of Nursing: Theory, Concepts & Application Volume I.....	J.M. Wilkinson & K. Van Leuven – F.A. Davis 2007; Philadelphia
Fundamentals of Nursing: Thinking & Doing Volume II.....	J.M. Wilkinson & K. Van Leuven – F.A. Davis 2007; Philadelphia
<u>Fundamentals of Nursing: Concepts, Process, and Practice – Student Companion CD-Rom.....</u> <a href="http://www.prenhall.com/berman">www.prenhall.com/berman</a> companion website	Berman, 2008 – Prentice Hall
Fundamentals in Nursing Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
<b><i>Pharmacology</i></b>	
Administering Oral, Topical, Suppository and Inhalant Medications.....	Medcom, Inc. – 2003
Henke’s Med-Math, 5 <sup>th</sup> Ed. Student Resource CD-Rom.....	Buchholz & Henke, 2006
<u>Pharmacology for Nursing Care, 6<sup>th</sup> Ed. Student Companion CD-Rom.....</u> <a href="http://www.evolve.elsevier.com/Lehne">www.evolve.elsevier.com/Lehne</a> companion website	Lehne, 2007 – Elsevier
Pharmacology for Nurses: Pathophysiologic Approach, 2 <sup>nd</sup> Ed., Student Resources DVD-Rom.....	Adams, Holland, Bostwick, 2008
Pharmacology in Nursing Version 6.0: Content Mastery Series Review Module.....	ATI – 2007
<b><i>Nutrition</i></b>	
Understanding Normal and Clinical Nutrition, 6 <sup>th</sup> Edition (Book)	Whitney, Cataldo, Rolfes – 2002, Wadsworth Thomson Learning

# HELP!

We All Need

## A HELPING HAND NOW AND AGAIN! SOMETIMES WE MAY WANT

a bit of help even before we're sure it is needed. This section gives you some of the "help" options available on campus and in the nursing program. Please make use of them.

### ❑ **Your classmates!**

Students help each other in the nursing program. Lend your strengths to others and they, in turn, will lend their strengths to you. Study together in the Computer Lab, or wherever you can find a comfortable and quiet spot. We encourage students to help each other and will facilitate this whenever possible. Of course, we don't encourage copying or plagiarism...

### ❑ **Your faculty!**

After all, helping students is part of the faculty's job and we like to know we have made a difference. Be comfortable in asking for help—sooner is better than later! Also ask if you are not sure about something. The faculty prefers that you seek help or clarification during office hours and call us at home only in an emergency. We can help you better when the needed information is close at hand.

### ❑ **Study skills help.**

Students tell us that the multiple choice testing in nursing is not much like tests in other classes! So, if multiple-choice tests are not your thing, be sure to check out the book/video package at the Bank's Library which is titled Test Success: Test Taking Techniques – designed especially for nursing. This package is "how-to": effective class notes, mastering a textbook quickly, memorizing easily, managing time, and avoiding test-taking errors! **Try this one before you need it!**

After a semester or two in nursing courses, try the NCLEX-RN software series in the Computer Lounge. This program has many excellent test-taking tips!

Purchase a nursing review book and practice some of the questions in your current area of nursing study. Practice really does make perfect---!

### ❑ **Personal problems.**

The College provides a counselor who has access to many avenues of help. Be sure to use this valuable resource if needed! Call the Student Life Office for a convenient appointment time.

### ❑ **Health problems.**

Your faculty (being the nurses we are) are glad to help if we can. But students may obtain health/sickness help at the Coleman Community Health Center at a nominal cost. The College provides this service for you. Call the Student Life Office for information.

### ❑ **Financial problems.**

Our Financial Aid Office seems to work wonders and they are ever ready to try! Check out what they can do. And, as a bit of wisdom, avoid any more than half-time employment---nursing studies are a full-time effort and you need adequate time to do a good job at these studies!

### ❑ **In general...**

When a problem is anticipated or one has developed, seek assistance early. Sooner is always better (except, perhaps, when you're not quite sure what that funny noise is in your car...) and always feel comfortable calling on your academic advisor---while advisors can't solve all problems, they will certainly do whatever is possible to help!

# POLICIES OF THE BSN PROGRAM

# The

Program Policies which follow might be subtitled “rules and regulations.” For better or worse, rules are necessary to guide both students and faculty in the learning environment. It is very important that you become familiar with and understand all these rules! You will be asked to read them carefully before a scheduled review and discussion in class. During the class you will have opportunity to ask questions to be sure of your understanding. Be prepared! You will be required to sign a statement indicating your understanding of the Policies and willingness to abide by them.

Faculty would like for you to understand that it is not our wish or intent to be “policemen”....(“policepersons”???) and we urge you to avoid putting us in that role! In simple terms, it is up to you to know and abide by the Policies. Faculty will offer a reminder if you forget---once! Multiple forgetting is not acceptable.



As always, faculty are available to give you guidance in matters of Policies as well as in other areas. The old maxim “It’s easier to ask for forgiveness than for permission” does not apply in the rules and regs... better to ask!

## **BSN PROGRAM POLICIES**

### The Nursing Curriculum

Nursing courses are completed in sequence. The sequence begins in Fall of the junior year with the exception of NUR 3305 (Nutrition) which may be completed prior to admission to the nursing program. Part-time study is available for RN students enrolled in the BSN Completion Option; in general, non-RN students complete nursing courses on a full-time basis.

Nursing credit hours are allocated as follows: One class hour per week equals one course credit hour; three laboratory or clinical hours equal one course credit hour.

### Matriculation Requirements

- An accepted student must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice.
- Prior to beginning the first clinical nursing course, a medical examination is required which documents the student's level of health and immunization including current documentation of the Hepatitis series, TB skin test, 10-panel urine drug screen and a background check through Pre-Check.
- Professional liability insurance (purchased on a group basis through the College) and basic cardiopulmonary resuscitation (CPR) certification is required prior to beginning the first nursing course and must be continued throughout all clinical nursing courses.

### Progression

1. A grade of C (75%) or higher is required for successful completion of all nursing courses. Course syllabi and the BSN Student Handbook detail requirements for achieving a passing grade of C or better. A grade of D, F, or WF is a failing grade.
2. A minimum cumulative GPA of 2.0 must be maintained throughout the period of enrollment in nursing courses. A nursing major whose GPA falls below 2.0 will be placed on departmental probation and has one semester in which to raise the GPA to 2.0 or higher. Failure to achieve a 2.0 in one semester will result in withdrawal from the nursing program. A 2.0 GPA is required for entrance into senior level courses.
3. Students earning a D or F in any nursing course may repeat the course one time. The course may be repeated, and if the student passes, he/she is eligible to continue the nursing program. However, any other failure in that or any other nursing course will result in dismissal from the program.
4. All Common Core and other required non-nursing courses, with the exception of American Experience, and an interim elective must be completed prior to beginning the senior level nursing courses.
5. Students who fail a course in the first semester of the program must compete for readmission with the next year's applicant pool.
6. Any student who fails clinically will not be allowed to continue in the nursing program.
7. Students must successfully complete all Junior level clinical courses before proceeding to Senior level clinical courses.
8. The faculty of the Department of Nursing reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.

### Progression in the BSN Completion Option

In addition to the progression guidelines above, the following policies apply to the BSN Completion Option:

1. A valid Georgia RN license must be maintained throughout enrollment in clinical nursing courses.

Credit for completion of NUR 3311 (Health Assessment) may be earned by successful completion of a standardized examination and demonstration of clinical competence. Credit for NUR 3331 (Pharmacology) and NUR 3305 (Nutrition) may be earned through successful completion of standardized examination. Should a passing score not be achieved on the first attempt the student is required to complete the course.

All previously earned ADN or Diploma nursing credits will be placed in escrow when the RN student enters the nursing program. Upon satisfactory completion of 6 credit hours of BSN nursing courses, the escrowed credits will be transferred to the student's permanent academic record. Should the RN student not be successful in the initial 6 hours of nursing courses, the previously earned nursing credits will not be applied toward the BSN degree.

### Assessment

In order for students and faculty to monitor learning progress and to provide for evaluation of the educational program, periodic assessment measures are used. All assessments are program, course, or College requirements. Students are provided information as to the scheduling and cost of each assessment.

1. Academic Profile. Prior to graduation, students are required to complete the Academic Profile. This student inventory is designed to determine the extent to which students have achieved the objectives of the curriculum of the Core Program.
2. Standardized Exams. ATI achievement exams are administered at intervals throughout the nursing program. These tests are required within selected nursing courses.
3. Assessment in the Major. Standardized testing through Assessment Technologies Institute (ATI) with course specific tests will be used in each course as 5% of the course grade. Those students scoring below the "cut score" for each test will be required to remediate using ATI study materials. The GN Comprehensive Predictor Exam will be used in the last semester as an exit exam that must be passed in order to graduate. Students will be provided with study materials and a practice exam before their first Predictor Exam and students will have two opportunities to remediate and retake the exam if they fail the first one. RN students complete an essay-type examination.

Courses that will include ATI exams include: Nursing 3330 Mother/Baby  
Nursing 3340 Pediatrics  
Nursing 3350/4430 Medical Surgical  
Nursing 3331 Pharmacology  
Nursing 4400 Mental Health

### Grading

Letter grades for nursing courses are assigned according to the following numerical grades. A minimum grade of C is required for successful completion of all nursing courses. **Grades will not be rounded** (ex. 74.9% will **not** be rounded to 75.0%).

A	90-100%	D	60-74% (failing grade)
B	80-89%	F	Below 60% (failing grade)
C	75-79%		

Grades for the clinical component of nursing courses are determined on a competency basis, designated satisfactory or unsatisfactory. A satisfactory level of clinical competence is required in order to earn a passing grade (C or higher) in a nursing course. An unsatisfactory level of competence results in failure in that course. A course grade of D will be assigned if the student's numerical grade is 60% or higher; a course grade of F will be assigned if the numerical grade is less than 60%.

The syllabus of each nursing course contains the course requirements and the method of calculating a course grade. All nursing courses which have a clinical practice component require that a 75% or higher average be earned on the course written examinations in order to earn a passing course grade (C or higher). In the event this standard is not achieved, the student has not earned a passing course grade regardless of any other graded or ungraded course requirements or assignments; the course grade will be assigned as described for unsatisfactory clinical competence above.

#### Mastery of Dosage Calculation

Mastery tests of medication dosage calculation are used to assure that non-RN students have attained adequate ability in a critical area of nursing practice. Calculations begin in the first semester of nursing. One test is administered as a component of NUR 3311 and a second test as a component of NUR 3331. The passing score for these tests is 90% and 100% respectively. For each of the above components, a student will have three opportunities to achieve the passing score.

Should a student not achieve the passing score after three opportunities on either test, a grade of D or F will be assigned in that course. (If other course grades average 60% or higher, a D will be assigned. For other course grades averaging less than 60%, an F will be assigned.)

#### Standards of Professional Conduct

Students are expected to conduct themselves in a manner, which facilitates the pursuit of educational goals by all members of the learning community, exhibits regard for the rights of others as well as for their own personal growth, and which upholds the standards of the College, the nursing program, and the nursing profession. (Standards, values, and legal requirements of the profession are introduced in the initial nursing seminar.)

#### Employment

Unlicensed students enrolled in the nursing program may not be employed by any health care agency in the capacity of licensed nursing personnel. They shall not represent themselves in any practice setting as nursing students unless engaged in planned programmatic learning activities which are part of the nursing curriculum.

#### Honor Code

All students in all nursing courses are bound by the LaGrange College Honor Code, which states:

“As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal nor tolerate these unethical behaviors in others.”

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. All members of the College community are needed to support the enforcement of the Code, which prohibits lying, cheating, or stealing when those actions involve academic processes.

#### Attendance and Absences

Attendance and punctuality in class and other activities is an important part of the learning process. Consistent and participative attendance facilitates academic progress, assists in establishing patterns of lifelong learning, and aids that student in assuming the professional role. For these reasons, the nursing faculty expect students to prepare for, attend, and participate in all scheduled learning activities; each student is responsible for meeting this expectation. For unavoidable absences, the following policies apply:

1. If an absence is necessary due to illness or emergency, the student is responsible for arranging a means of completing the missed class or other non-clinical activity.
2. In the event of an unavoidable absence from a clinical practice experience, notification of the absence to the instructor and the clinical agency is required. To meet professional standards, the student should make every effort to provide notification prior to the beginning of the experience. The student is responsible for arranging a means of completing any missed experience(s).
3. The decision to either require or permit makeup clinical learning experiences rests with the course faculty.
4. Attending professional meetings or conferences is encouraged. Absences for these purposes are arranged on an individual basis.

Punctuality is also important. Tardiness results in a student missing important announcements and information, is disruptive to classmates and the instructor, and is unprofessional. Three incidents of tardiness will constitute one unexcused absence. For each unexcused absence a student will have three points subtracted from one unit test grade. Should a student be absent on a day when an exam is given, it is at the discretion of the faculty to require an alternate version of the test.

### Withdrawal

The nursing program functions within the general policies of the College regarding student withdrawal from a course or from a program of study. Due to the requirements of professional nursing practice, several additional policies apply to students enrolled in the nursing program:

1. Violation of the Standards of Professional Conduct, or of the legal, ethical, or professional standards of nursing practice, is grounds for dismissal from the nursing program. (It is important to note that each student is individually responsible legally, as well as ethically, for meeting these standards.)
2. A student will be withdrawn from the nursing program when, in the judgement of the Chair of the Nursing Department, in consultation with the Chair of Professional Programs and the Dean of the College, the student, and parents and physician if applicable, it is determined that the student suffers a physical, mental, or emotional problem which causes the student to be unable to meet the established standards of the program. Nursing faculty members are responsible for making fair and just decisions on behalf of the public we serve.
3. A student may be administratively withdrawn if absences from class or clinical practice learning activities interfere with individual or group learning. A grade of F is assigned for such withdrawal.

### Problem Resolution

General LaGrange College policies are found in the College *Bulletin* and the *LaGrange College Student Handbook*. Nursing program policies are extensions of the College policies. Should a student experience problems related to any of these policies, he/she should seek early assistance from his/her instructor and the Department chair. All disciplinary and appeals procedures will follow the general rules and regulations in the *Bulletin* and *LaGrange College Student Handbook*.

**LAGRANGE COLLEGE  
DEPARTMENT OF NURSING**

**HEALTH AND SAFETY REQUIREMENTS**

Evidence of a level of physical and emotional health sufficient to permit the student to meet nursing program and practice requirements must be furnished on the form provided. Students born on or after January 1, 1957 must show proof of immunity against rubeola (red measles) and rubella (German measles) either by titer or by immunization of 1980. Tetanus and diphtheria immunizations must be within 5 years, and a tuberculin test (PPD) is required and must be repeated annually thereafter. Immunization against Hepatitis B is required. Students must receive a series of three injections and/or evidence of positive immunity. A 10-panel urine drug screen is required (more in-depth drug screens may be required by certain clinical agencies) and a criminal background check through PreCheck.

Exemptions from immunization requirements will be granted only on the basis of documented medical reasons or religious objections.

Documentation of health/hospitalization insurance is required for all nursing students. Should a student become ill or be injured in a clinical agency, emergency care will be rendered as available in that agency. The student assumes financial responsibility for any emergency care as well as for follow-up care.

Meeting all health requirements is a prerequisite to entering the first clinical nursing course. Recurring health requirements are prerequisite to continuation in clinical nursing courses. In cases where it is not possible for a newly enrolled student to meet these requirements prior to beginning a clinical course (such as a late accepted student), the Chair of the Department of Nursing may grant up to a one-month extension of time for the student to meet requirements. If the requirements are not completed within the time extension, the student will be withdrawn from the nursing program.

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NOTE: Health requirements are subject to change as additional information becomes available which requires such change or suggests its desirability to protect students, patients, or faculty. All students are subject to new or changed health requirements.

**LAGRANGE COLLEGE  
DEPARTMENT OF NURSING**

**HEALTH AND ABILITY STANDARDS  
FOR ADMISSION TO AND PROGRESSION IN THE NURSING PROGRAM**

Due to the requirements of nursing practice, a nursing student must have abilities and skills in four basic areas: observation, communication, motor, and behavioral. Reasonable accommodation may be made for some disabilities. However, a student must be able to perform in a reasonably independent manner, as illustrated in the following examples.

- Observation:** A student must have sufficient capacity to make accurate visual observations and the ability to interpret them. A student must be able to observe a patient accurately. Examples of observation include: listening to heart and breath sounds, visualizing the appearance of a surgical wound, detecting the presence of a foul odor, and palpating an abdomen.
- Communication:** A student must be able to communicate effectively with patients and other members of the health care team. He/she must be able to interact with patients and other members of the health care team in order to obtain information, describe patient situations, and perceive nonverbal communication. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members and other professionals in healthcare settings.
- Motor:** A student must have adequate gross and fine motor abilities to effectively work with nursing problems and issues and carry out related nursing care. Examples of nursing care include: ambulating and positioning patients; cardiopulmonary resuscitation; the administration of intravenous, intramuscular, subcutaneous and oral medications; the application of pressure to stop bleeding; the opening of an obstructed airway; and the provision of patient daily hygiene care.
- Behavioral:** A student must possess the emotional health required for total utilization of his or her intellectual abilities. Students need to have the ability to establish rapport and maintain sensitive interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required. Students need to be able to tolerate physically taxing work loads and to function effectively during stressful situations. They must be capable of adapting to ever-changing environments, of displaying flexibility, of appropriately interacting with others, and of learning to function in the uncertainty that is inherent in clinical situations involving patients.
- Intellectual:** A student must be able to develop and refine problem-solving skills crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze and synthesize objective, and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment.

## LAGRANGE COLLEGE DEPARTMENT OF NURSING

### Accident Prevention and Infection Control Policy

This policy has been developed with concern for the safety of students and faculty in the nursing major. The activities of a nurse and nursing student are not now, nor have ever been, free of risk of accidental injury or infection. However, with knowledge of potential hazards, infectious diseases, skills to minimize risk, and adequate immunization, both faculty and students can be reasonably protected from risk of injury and infections in the course of patient care.

The policy is also intended to protect against discrimination which might occur toward a student or faculty who may have an infectious disease.

The Nursing Department Policy is consistent with policies of the College; it is more inclusive due to the nature of nursing practice.

### Admissions and Employment

No admission or employment will be refused solely on the basis of a positive reading on diagnostic tests for infectious disease. No screening is required for HIV status nor is information requested. Faculty, staff, or students known to HIV positive will have access to usual activities and services over which the nursing program has control providing there is no known risk of infection to others. All information regarding individual health status will be held confidential.

### Immunizations

Students: Admitted students are required to provide a current history, physical examination, and immunizations as specified on the Nursing Department Health Form. A PPD screening test for tuberculosis is required within 1 month of entering clinical nursing courses and annually thereafter. Should a student fail or withdraw from the usual sequence of courses and return, a new Health Form and verification of immunization is required. The immunization requirement is waived ONLY with a statement from the student's personal physician or satisfactory documentation of religious objection.

### Clinical Guidelines

The nursing faculty accept the ethical responsibility of caring for all patients regardless of their social or economic status, personal attributes, or the nature of their health problems. Faculty have an obligation to stay informed about new development regarding accident prevention, infectious diseases and their control, and to provide information to students.

Currently recommended and reasonable precautions will be exercised in order to protect faculty and students in providing patient care. Information will be provided throughout the nursing curriculum on nursing skills to prevent accidental injury to self or patients, and on infectious diseases and means of prevention. Essential concepts and skills, including "universal precautions" to minimize the risk of infection, will be introduced prior to the first patient care experience. Faculty will closely monitor and supervise initial clinical experiences. More advanced patient care skills are included as the curriculum progresses; if needed earlier in the program, students will receive individual instruction. Faculty will also be familiar with the safety and infection control policies of affiliating clinical agencies and assure that students have access to this information. Faculty will monitor students' adherence to generally accepted safety and infection control practices.

Students have the obligation to learn and to consistently implement appropriate nursing skills and practices, recognizing that faculty can monitor but cannot observe every aspect of patient care. Should a student doubt the adequacy of his/her knowledge or skills, this should be discussed with a faculty in order to provide a means to correct the deficiency.

Faculty or students who have open skin lesions or other skin impairment must provide adequate protection or refrain from patient care. Those who are immunosuppressed must not give direct care. Pregnant students or faculty will not be assigned to actively infectious patients who might pose a risk or to known HIV positive patients. Those with any transmissible infection will not be assigned to an immunocompromised patient. Patient care responsibilities of HIV-positive students will be decided on a case-by-case basis, recognizing the growing trend toward the patient's right to know the health status of the provider.

### Symptomatic Disease

If a student or faculty displays symptoms of an infectious disease which compromises the safety of self or others, the Department Chair in consultation with faculty and others as needed, will make a decision as to the continuation of that individual as a student or employee.

### Health Insurance

Students are required by College policy to be covered by health insurance. Faculty are responsible for their own health care. The College assumes no obligation for care or liability for any adverse health condition resulting from activities of nursing practice.

Fall 1994; Spring 1996; Summer 1997; Summer 2000; Winter 2003

## EXPECTATIONS REGARDING THE STUDENT UNIFORM

There are many reasons why nurses wear uniforms.

Consider:

**Hygiene.** Uniforms are machine washable, an important point in infection control.

**Identification.** Who is a nurse – and who isn't. The student uniforms legally identify one as a student nurse.

**Tradition.** Uniforms vary by the context in which nursing is practiced, and, in some settings, uniforms are not worn. In most settings, however, some type of standard clothing is required or expected.

At LaGrange College, it is expected that uniforms will contribute to a professional image and that generally accepted standards will be adhered to by all students. Faculty do not wish to be the enforcers of rigid rules. We will remind you if needed; but, in the event of a continuing unprofessional appearance, a student may be withdrawn from the clinical setting. Become familiar with the following guidelines. Follow them. They will enhance your own self-image and others' image of you as nurse.

### **In General**

**Be Clean and Pressed.** White leather shoes should be worn with the uniform. They should be clean at all times.

**Be Neat.** Keep hair out of your face and above your collar. Men, keep facial hair shaved or neatly trimmed. Body art (tattoos and piercing) and unnatural hair colors do not portray a professional image and should not be worn.

**Be Aware.** Colored undergarments should not be worn with white uniforms. Skirt lengths at least mid-knee or longer.

**Keep it Simple.** A uniform, or other professional clothing, is not enhanced by ornaments. Jewelry should be limited to a wedding band, one pair of small stud earrings (if any), and a watch. Hair ornaments are not appropriate unless limited to a plain device to keep hair out of the way. Polished fingernails are anathema.

**Be clearly identified as a student.** The uniform patch and name pin must (by legal standards as well as ethical concerns) be prominently visible on the outer garment.

**Be careful of patients and self.** Fingernails beyond fingertip length are an invitation to scratching patients, to being broken on equipment, and to carrying pathogens. Keep nails short and clean.

**Be respectful of those in your care.** Gum chewing is an annoyance to others (but breath mints are a good idea); smoking is not allowed in clinical settings; perfume, cologne, and other fragrances are often offensive. Avoid all of these.

**Choose the appropriate clothing.** Men and women wear all white in most inpatient settings. For community settings, your instructor will guide you in the selection of appropriately professional clothing. (As a reminder; anything of denim, low-cut or sleeveless garments, shorts, high heels, and sneakers are never appropriate.) For any other settings, your instructor and/or course syllabus will provide guidance.