

# LINDENWOOD UNIVERSITY



## School of Health Sciences Nursing Programs Student Handbook

2017 - 2018

# LINDENWOOD UNIVERSITY

## School of Health Sciences, Nursing Programs

### Student Handbook

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This handbook has been designed to assist you by centralizing important information, policies, and guidelines relevant to your nursing education at Lindenwood University.

You are urged to read this handbook and refer to it while you are a nursing student at Lindenwood University.

You are responsible for the information that is published herein.

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## Welcome from the Department Chairperson

Welcome to the Department of Nursing at Lindenwood University. Lindenwood University has had nursing programs in the past, in the 1940's and from 1978 until 1983. The current Nursing programs were first started in 2013, with a commitment to a long lasting future for the department and our programs. We now offer an RN to BSN Completion program, and a Master of Science in Nursing.



Our Department of Nursing has many points of pride. Our faculty members are active members of their communities and the nursing profession. Our faculty members bring academic and professional expertise into the classroom with decades of combined nursing practice and teaching expertise. We offer small class sizes and an online learning environment that is flexible but offers quality education. We believe that effective learning takes place in an interactive, non-threatening, nurturing environment. The faculty are active participants in helping students build a foundation to pursue higher degrees and advance their careers.

Lindenwood University is known nationally and internationally for innovation, entrepreneurship, and extraordinary dedication to students. The Department of Nursing follows in those footsteps. Our nursing programs were developed with challenging curricula to address the needs for excellence in the provision of health care and advance the future of one of our most important community assets – a healthy population.

I am proud to lead this new initiative to set high standards in nursing education at Lindenwood University. I invite you to learn more about our Department of Nursing and your role as a nursing student through the Nursing Student Handbook. This handbook is designed to guide your educational experience and supplement the Lindenwood University Undergraduate and Graduate Catalogs and Student Handbook. I welcome the opportunity to visit with you as you seek to further your education, enhance your skills, and better serve those for whom you provide care.

A handwritten signature in black ink that reads "Peggy Ellis". The signature is written in a cursive, flowing style.

Peggy Ellis, PhD, RN,  
Program Director, Department of Nursing  
Lindenwood University

# School of Health Sciences, Nursing Programs

## Section 1 – HISTORY AND ORGANIZATION

Founded in 1827, Lindenwood University is a dynamic four-year liberal arts institution dedicated to excellence in higher education. Lindenwood University is known nationally and internationally for innovation, entrepreneurship, and extraordinary dedication to students. In 2013, the School of Nursing and Allied Health Sciences (SONAHS) was established to support community growth and the growing need for healthcare services in the St. Charles County community and beyond. In 2016, the SONAHS merged with the School of Health Sciences and is now known as the Department of Nursing (DON). The DON provides access to higher levels of education for nursing in response to an increasingly complex healthcare system.

### Mission

The mission of the Lindenwood University Department of Nursing in the School of Health Sciences is to develop and deliver innovative, quality education in nursing and health-related disciplines by incorporating professional standards and scientific findings through values-centered programs in order to cultivate students as whole persons and responsible citizens of the community.

The goals of the nursing programs are to

- cultivate health professionals who are dedicated to excellence, leadership, and lifelong learning through innovative baccalaureate and graduate programs,
- promote interdisciplinary professional collaboration through academic and community partnerships to improve health outcomes in our metropolitan region and beyond.

The core values of the Lindenwood University Department of Nursing in the School of Health Sciences are as follows:

1. **Science** - Providing the student with a scientific, evidence-based foundation for clinical reasoning and clinical judgment;
2. **Open attitudes** - Encouraging the student to be open-minded and flexible to the beliefs, values, and needs of diverse populations;
3. **Nurturing** – Nurturing students through the educational process and inspiring the student to practice in an empathetic, compassionate, and caring manner;
4. **Advocating** – Advocating for the individual, families, communities, and populations within the healthcare system and for the profession;
5. **Health** – Cultivating a concern for the promotion, maintenance, and restoration of health for individuals, families, communities, and populations;
6. **Stewardship** – Providing leadership and direction within the profession and in the provision of health care as a part of an interdisciplinary team of healthcare professionals.

## Philosophy of the Nursing Programs

**Introduction:** The philosophy of the programs of nursing at Lindenwood University upholds the values and expectations of the larger university and is consistent with the standards for professional nursing. A liberal arts education provides the foundation for a nursing program that maintains high academic standards in order to prepare students to practice holistic, high quality nursing care in an increasingly complex and rapidly changing healthcare environment. Lindenwood University's nursing programs are committed to offering innovative, value centered educational programs that emphasize caring, clinical reasoning, and clinical judgment in preparation for professional nursing practice.

**Person:** The roots of nursing are grounded in care and service to human beings defined broadly as individuals, families, communities, and populations encountered in a variety of settings. The nursing faculty believes that all persons possess intrinsic worth, dignity, and integrity and supports self-determination particularly regarding choices of health and environment. Each person has unique emotional, psychological, spiritual, and social attributes and responds differently to the environment based on those attributes. The professional nurse becomes a purposeful agent to assist the individual(s) to interact effectively with the environment.

**Health:** Health is a dynamic, complex state of well-being viewed holistically and globally, encompassing individuals, families, communities, and populations with varying degrees of health. Health includes both objective and subjective components and is influenced by the perceptions of the individual. Health includes the promotion of wellness as well as the prevention and treatment of illness.

**Nursing:** As a member of the profession, the nurse adopts an ecological view of nursing practice that incorporates health, policy, and environment. Nurses are responsible and accountable for the moral, ethical, legal, and scientific dimensions of practice. Nursing is a profession and a discipline that is concerned with the promotion, maintenance, and restoration of health, prevention of illness, and compassionate care of the dying. The professional nurse respectfully recognizes individual differences and the importance of these differences in maintaining or achieving health and exhibiting optimal responses to life experiences. The nurse uses clinical reasoning and clinical judgment to design, manage, coordinate, and provide safe, quality care. Caring is an inherent characteristic of nursing. Caring is demonstrated through compassionate concern to protect and enhance the human dignity of all people. Caring is cultivated and refined through promoting health, easing suffering, and nurturing the growth of others. Nurses collaborate with individuals, families, communities, and other healthcare professionals to achieve a shared vision for optimal healthcare and make educated healthcare decisions.

The professional nurse practices the essential roles and responsibilities of caregiver, advocate, educator, learner, communicator/collaborator, researcher, manager/leader, and change agent. The professional nurse also promotes safe, high quality patient care and nursing practice. The nurse as caregiver promotes, maintains, and restores health through the nursing process of assessment, planning, intervention, and evaluation of nursing care<sup>1,2,3</sup>. The nurse as advocate is essential to supporting

personal autonomy and protecting human and legal rights in the delivery of healthcare<sup>1,2,3</sup>. The nurse as educator focuses on empowering individuals, families, communities, and populations with knowledge through formal and informal learning<sup>1,2,3</sup>. The nurse as learner emphasizes lifelong learning and professional development through engagement in formal and informal learning opportunities<sup>1,2,3</sup>. The nurse as communicator and collaborator facilitates connections with all members of the health care team and utilizes the nurse-client relationship to ensure personal voice of the recipient of care within all healthcare decisions<sup>1,2,3</sup>. The nurse as researcher supports the science of the profession of nursing through discovery of nursing knowledge and application, implementation, and evaluation of evidence based nursing practice<sup>1,2</sup>. The nurse as leader and manager motivates and inspires as an integral member of the inter-professional healthcare team and takes a leadership role in organizing and prioritizing healthcare delivery<sup>1,2,3</sup>. The nurse as change agent in a transforming healthcare system initiates, motivates, and implements changes and innovations to optimize patient and population health outcomes<sup>1,2,3</sup>. Professional nurses have an essential role in achieving safe, high quality patient care and nursing practice standards in a complex, dynamic healthcare system<sup>1,2,3</sup>. In addition to the essential roles and responsibilities, the professional nurse is accountable to the healthcare ethics and values of advocacy, autonomy, respect for person and sanctity of life, beneficence, nonmaleficence, utility, justice, veracity, and fidelity.

At the baccalaureate level, nurses broaden their professional nursing practice perspective allowing for the provision of high quality, safe, and effective care that leads to improved patient and population outcomes. The broader educational base provided at the baccalaureate level allows the nurse to apply knowledge from physical and social sciences, nursing research, community health, nursing management/leadership, and the humanities. Nurses educated at a baccalaureate level are prepared for a broader based practice that includes the understanding of the cultural, political, economic, and social issues influencing patient care and healthcare delivery. Baccalaureate nurses are prepared to understand the importance of continue education both formally and informally.

At the master's level, nurses acquire skills and knowledge to impact the challenges of complex academic and healthcare environments. Master's level education prepares nurses for leadership roles in nursing practice and education that are autonomous and fiscally responsible. Master's prepared nurses apply research and leadership skills to develop methods to improve patient and population outcomes, promote patient decision-making, and advance education. The importance of continuing education is valued for the student and for others involved in the delivery of healthcare.

**Teaching/ Learning:** The goal of education is to produce a nurse who is a self-assured, competent, caring professional. Learning is seen as a collaborative endeavor between the learner and the faculty. Effective learning experiences occur in a non-threatening, nurturing environment. Learning is facilitated through interaction and the application of knowledge, skills, and evidence into the practice environment. Learning occurs through engagement, scholarly inquiry, clinical excellence, and the socialization of students into the caring practice of professional nursing. Faculty members serve as facilitators and provide a structure within which the learner takes responsibility for learning. The student is taught to practice nursing in an evolving complex healthcare environment, provide leadership



to promote health among culturally diverse people, and promote clinical excellence through evidence-based practice, ethical decision making, leadership skills, clinical reasoning, clinical judgment, life-long learning, and the independent and interdisciplinary pursuit of high quality healthcare. The nursing faculty makes visible the connection between the foundation of liberal arts and sciences and professional nursing practice. Faculty members also serve as mentors and role models in classroom and clinical areas.

References:

- 1 - Blais, K. & Hayes, J. (2016). *Professional nursing practice: Concepts and perspectives* (7th Ed.). Pearson: Upper Saddle River, NJ.
- 2 - Friberg, E. & Creasia, J. (2016). *Conceptual foundations, The bridge to professional nursing practice* (6th Ed.). Mosby Elsevier: St. Louis, MO.
- 3 - Potter, A. & Perry, A. (2009). *Fundamentals of nursing* (7th Ed.). Mosby Elsevier: St. Louis, MO.

## **Nursing Programs at Lindenwood University**

The undergraduate nursing program is designed to prepare a generalist nurse and leads to a Bachelor of Science in Nursing. The curriculum is based on the American Academy of Colleges of Nursing, Essentials of Baccalaureate Education in Nursing competencies. The BSN program is fully accredited by the Commission on Collegiate Nursing Education. All graduates will be equipped with the knowledge and skills to promote optimal patient outcomes in our rapidly changing health system. Additional information on the undergraduate nursing program is in Section 4 of the Nursing Student Handbook and online in the Nursing Undergraduate Community Organization within Canvas.

The graduate nursing program is a post-baccalaureate program intended for nurses who wish to engage in advanced nursing practice within the health care environment. The curriculum is based on the American Academy of Colleges of Nursing, Essentials of Master's Education in Nursing competencies. All graduates will be equipped with the knowledge and skills to lead change, promote health and advance care in our rapidly changing health system. The MSN program offers two separate emphasis areas designed to prepare nurses as nurse educators or nurse executive leaders. Additional information on the graduate nursing program is in Section 5 of the Nursing Student Handbook and online in the MSN Community Organization within Canvas.

## **Student Advisory Council**

The Student Advisory Council (SAC) is a standing committee within the Department of Nursing at Lindenwood University. The goal of this committee is to meet student needs and allow for student input into decisions related to educational programs within the Department of Nursing.

The purpose of the Council is to:

- facilitate communication between students, the Program Director, and the faculty,
- provide an avenue for student input into governance of the Department of Nursing.

**Membership:** Current, active students in nursing. It is the goal of the Student Advisory Council to include two students from different levels of the RN to BSN program and 2 students from different levels of the MSN program. The representative will be selected by her/his classmates or by volunteering. Each representative will serve for a maximum of 2 years.

**Meetings:** The Student Advisory Council should meet no less than once per semester and may meet more frequently if necessary. Meetings will usually be held via Canvas. At each meeting, members of the council will be informed of potential changes, new programs, course schedules, policy issues, and other issues related to the Department of Nursing. Students will be asked for input on those issues and decisions. Time during SAC meetings will also be set aside for an open forum to discuss issues of importance to students that may not have been previously discussed. Student input and discussion will be presented to faculty at faculty meetings for consideration in decision making

# School of Health Sciences, Nursing Programs

## Section 2 – STUDENT POLICIES AND PROCEDURES

### Lindenwood University Student Conduct Policies

Lindenwood University prepares students for success as a professional and well-rounded person. Campus policies and student conduct expectations are guides to develop personal and social skills aimed at successful living and career success. Nursing students in the School of Health Sciences are expected to adhere to all Lindenwood University campus policies and conduct expectations. Nursing students should pay attention to all campus policies particularly those regarding academic honesty, conduct, bullying/non-discrimination, discipline, sexual harassment, and tobacco use. The Lindenwood University Student Handbook contains detailed information on campus policies and student conduct (<http://www.lindenwood.edu/studentdevelopment/docs/HB/StudentHB.pdf>).

### Nursing Student Conduct Policies

Students are expected to maintain professional demeanor in all classroom and clinical interactions. These expectations extend to all student interactions both virtual and in-person. Professional behaviors expected of all nursing students include the following:

- Nondiscrimination in all classroom and clinical interactions
- Confidentiality and privacy, particularly in patient care situations where Health Insurance Portability and Accountability Act (HIPAA) regulations are applicable
- Personal responsibility and accountability for behavior, practice, and scholarship
- Professional demeanor as a positive representation of self, the SONAHS, and the nursing profession

In addition to professional behavior standards, students are expected to demonstrate the ethical standards of healthcare professionals in class and clinical interactions both virtual and in person. The nursing and allied faculty endorses the American Nurses Association (ANA) Code of Ethics and expects students to adhere to those ethical standards as the basis for professional role development. The ANA Code of Ethics can be found in the appendices of this handbook.

Consistent with the policies of Lindenwood University, students are a part of the community and responsible to the conduct expectations of a community member. The “Understanding of Commitment” within the Lindenwood University Student Handbook (<http://www.lindenwood.edu/studentdevelopment/docs/HB/StudentHB.pdf>) details the responsibilities of community members. Lindenwood University and the nursing faculty reserve the right, with proper notice, to dismiss a student whose behavior is judged to be detrimental to the welfare of the community and/or contrary to professional healthcare expectations.

## Registration and Faculty Advising

Nursing students will be assigned a faculty advisor for the purposes of course planning, registration, and career and program advising. As part of the registration process, students will meet with their faculty advisors to create an individualized plan of study and enroll in classes.

Academic advising within the nursing programs is facilitated by the faculty. Consistent with Lindenwood University standards and philosophy, the academic advising relationship is a collaborative relationship between the faculty and the student that focuses on the student's educational and career goals.

Academic advisors are assigned at the time of admission by the nursing program director. Students should seek advice from faculty advisors for course registration, changes in course enrollment (course withdrawals, course additions, etc.), clarifications of nursing and Lindenwood University policies and procedures, career goals, and other questions impacting program progression. Student and faculty advisor meetings should occur prior to course registration and as needed during the semester. The student and faculty advisor hold a shared responsibility to develop a mutually respectful, productive relationship. Students may request an advisor change by completing the *Change of Advisor* form.

Additional clarification of academic advising expectations and the relationship between the student and advisor is available in the Lindenwood University Student Handbook (<http://www.lindenwood.edu/studentdevelopment/docs/HB/StudentHB.pdf>).

The plan of study is a guide to ensure the student is on pace to fulfill all nursing or allied health and Lindenwood University requirements for degree completion. Students may adjust the plan of study but must consult the faculty advisor to update the plan. Some nursing courses require prerequisite knowledge and skills and must be taken in a sequential order. Adhering to the plan of study will ensure that students have fulfilled pre-requisite course requirements in the sequence required. When applicable, progression into the next semester's nursing courses is contingent upon the successful completion (grade of A, B, or C) of the pre-requisite courses for the current semester. The student should work with his/her faculty advisor regarding a plan of study designed to meet all course enrollment requirements. After the first semester of registration, the student will confer with the faculty advisor prior to registration to verify the plan of study and update as needed.

Further information on the registration process and the faculty advisor role is available in Section 3 of the Nursing Student Handbook and in the Lindenwood University Student Handbook (<http://www.lindenwood.edu/studentdevelopment/docs/HB/StudentHB.pdf>).

## Grading Policies

The grading system provides a framework for faculty to provide feedback to the student and evaluate student performance and achievement. The following grading scale is used by all nursing faculty in submitting course grades:

- A = 93 – 100%
- B = 85 – 92%
- C = 76 – 84%
- D = 69 – 75% (not applicable for MSN students)
- F = 0 – 68% (0 – 75% for MSN students)

Additional grading policies:

- A grade of A, B, or C indicates successful achievement of the course objectives to meet the program requirements.
- Courses with the final grade of a D or F are considered unsatisfactory and must be repeated. Required courses may be repeated only one time.
- Any student who receives a course grade of D or F will be subject to academic record review, and his/her enrollment status will be evaluated according to the progression policies.
- Failing course grades may be issued for any of the following conditions:
  - Failure to meet course objectives
  - Academic dishonesty
  - Unsafe clinical behaviors

Consistent with Lindenwood University grading policies, the grades of W (withdrawal) and I (incomplete) will also be utilized. Students may withdraw from a course based on the deadlines in the published Lindenwood University academic calendar. Student should clarify withdrawal dates and implications with his/her faculty advisor. Refer to the Lindenwood University Undergraduate catalog for additional grading matters <http://www.lindenwood.edu/academics/catalog/>.

## Progression Policies

### Program Completion Standards (MSN)

Students enrolling in Lindenwood University graduate nursing program must complete the curriculum within five calendar years of initial enrollment. Students in good academic standing in the program may take a leave of absence (or stop out) in accordance with the policies of the Lindenwood University graduate program. During the leave of absence, the student is not enrolled in coursework; however, the student must remain in contact with their academic advisor and update their status according to necessary Lindenwood University policies/procedures. MSN students can refer to the Lindenwood

University Graduate Catalog for policies and procedures regarding stop out and re-enrollment processes/procedures <http://lindenwood.smartcatalogiq.com/en/2015-2016/Graduate-Catalog>

### Maintaining Good Academic Standing in Undergraduate (BSN) Nursing

The nursing faculty has established the following progression policies to maintain standards of academic excellence for enrolled undergraduate nursing students. These policies are intended to support the academic standards established at admission. The faculty requires that nursing students do the following:

- Maintain Lindenwood University nursing major GPA of 3.0 on a 4.0 scale
  - All courses with NUR/AHS designation will be included in major GPA calculation
- Receive a C or better in all Lindenwood University nursing (NUR/AHS) courses
- Maintain a cumulative Lindenwood University GPA of 2.5 on a 4.0 scale

### Maintaining Good Academic Standing in Graduate (MSN) Nursing

The nursing faculty has established the following progression policies to maintain standards of academic excellence for enrolled graduate nursing students. These policies are intended to support the academic standards established at admission. In accordance with Lindenwood University graduate student policies, graduate nursing students must maintain a minimum cumulative GPA of 3.0.

- Students who meet admission criteria whose cumulative GPA falls below 3.0 will be placed on academic probation. Students on academic probation may remain enrolled as long as the term GPA in subsequent terms is 3.0 or higher. Students will be removed from academic probation when their cumulative GPA reaches 3.0. Students on academic probation who earn a term GPA below 3.0 will be placed on academic suspension.
- Students who are provisionally admitted to the program whose semester GPA falls below 3.0 within the first two semesters of admission, will be suspended from the program. Refer to Lindenwood University Graduate Catalog for policies regarding academic probation and academic suspension for graduate education <http://lindenwood.smartcatalogiq.com/en/2015-2016/Graduate-Catalog>

### Nursing Academic Probation, Undergraduate (BSN)

Academic probation in the undergraduate nursing program is intended to make a student aware of academic deficiencies and provide an opportunity to improve performance. Academic expectations for nursing students reflect the standards students are to maintain as a professional healthcare student. Students are placed on nursing academic probation for the following conditions:

- Failure to maintain a cumulative Lindenwood University GPA of 2.5 on a 4.0 scale
- Failure to maintain Lindenwood University nursing/allied health major GPA of 3.0 on a 4.0 scale
- Earned course grade of WP in a second attempt to successfully complete a NUR/AHS designated course
- Earned course grade of D or in a first attempt NUR/AHS course or general education requirement course within the nursing plan of study

Students will remain on nursing academic probation until all the conditions that resulted in nursing academic probation status are resolved. Students who are on nursing academic probation are eligible to complete up to 6.0 credit hours of NUR/AHS designated courses. If the student's academic performance does not improve to good academic standing in nursing upon completion of 6.0 credit hours of NUR/AHS designated courses, the student is subject to nursing academic dismissal.

### Nursing Academic Dismissal, Undergraduate (BSN)

Academic dismissal from the nursing program occurs when a student with probationary status has failed to improve academic performance. Nursing academic dismissal occurs for the following conditions:

- Earned D, F, WF, or AF in a second attempt to complete an NUR/AHS designated course
- After 6.0 credit hours of NUR/AHS designated courses while on probationary status, failure to maintain Lindenwood University GPA of 2.5 on 4.0 scale
- After 6.0 credit hours of NUR/AHS designated courses while on probationary status, failure to maintain Lindenwood University nursing/allied health major GPA of 3.0 on a 4.0 scale

Students dismissed from the nursing program may be eligible to continue at Lindenwood University and are encouraged to discuss options with the faculty advisor.

### Nursing Academic Probation and Suspension, Graduate (MSN)

Academic probation in the graduate nursing program is intended to make a student aware of academic deficiencies and provide an opportunity to improve performance. Refer to Lindenwood University Graduate Catalog for policies regarding academic probation and academic suspension for graduate education <http://lindenwood.smartcatalogiq.com/en/2015-2016/Graduate-Catalog>

## **Graduation Requirements – Undergraduate**

Students are responsible for tracking their own academic progress and eligibility for graduation. As part of registration for the final semester, students should initiate an Application for Degree and make an appointment with the faculty advisor to ensure all nursing or allied health major and general education courses have been completed.

Within the Lindenwood University Undergraduate Catalog there is a comprehensive list of Bachelor's Degree Requirements (<http://www.lindenwood.edu/academics/catalog/>). In addition to the requirements outlined in the Lindenwood University Undergraduate Catalog, candidates for the Bachelor of Science in Nursing must have:

- Acquired a minimum LU cumulative GPA of at least 2.5 on a 4.0 scale
- Acquired a Nursing GPA of at least 3.0 on a 4.0 scale
- Completed Undergraduate Nursing Student Portfolio



As a part of the final advising appointment, the faculty advisor will verify that all degree requirements have been met. The Application for Degree is required of all students intending to graduate and must be submitted to the Office of Academic Services by the student. At Lindenwood University only the Provost and the Registrar have the authority to certify that all requirements for graduation have been fulfilled and post a notification of degree completion on a student's transcript. Graduation application deadlines are published in the Lindenwood University Undergraduate Catalog (<http://www.lindenwood.edu/academics/catalog/>).

## **Graduation Requirements - Graduate**

Students are responsible for tracking their own academic progress and eligibility for graduation. As part of registration for the final semester, students should verify with their academic advisor that all degree requirements have been met. The student must also submit an Application for Degree. The application must be signed by the student and the student's academic advisor and be submitted to the Office of Academic Services. Failure to submit an application by the appropriate deadline may postpone the posting of the student's degree.

At Lindenwood University, only the Provost and the Registrar have the authority to certify that all requirements for graduation have been fulfilled and post a notification of degree completion on a student's transcript.

Graduation application deadlines are published in the Lindenwood University Graduate Catalog (<http://lindenwood.smartcatalogiq.com/en/2017-2018/Graduate-Catalog> ).

## **Conflict Resolution and Grievance Policy and Process**

The nursing faculty strives to maintain an environment conducive to learning and supportive of academic success. A positive, productive learning environment is based in a mutually respectful relationship between students and faculty. In situations where problems arise, students and faculty should approach the situation with professionalism, respect, and direct, open communication. Professional conduct in conflict resolution requires the student and faculty to address the concern as soon as possible, maintain respectful communication, and be responsible for his/her role in the conflict or grievance.

### **Conflict Resolution and Grievance Policy**

Nursing and allied health faculty are committed to providing an effective conflict resolution and grievance process reflective of the expectations and responsibilities of students and faculty when dealing with grievances and/or appeals. The following principles guide this policy:

- Students will not suffer any form of disadvantage as a result of lodging a grievance or an appeal.

- The resolution of nursing and allied health student grievances will be handled informally where possible and appropriate.
- Conflicts and grievances will be resolved confidentially and expeditiously.
- The student's enrollment will be maintained while the appeal process is ongoing, however, this does not entitle a student to enroll in courses for which they are not eligible.
- Students attending a meeting associated with resolving their grievance or appeal may be accompanied by a support person provided an appropriate FERPA release has been completed. Legal representatives are not considered appropriate support persons.

In specific situations of appeals of grades, students may only pursue the grievance process to appeal grades alleged to be arbitrary or capricious. The grievance process cannot be used to review the intellectual judgment of a faculty member or to require another faculty member to re-grade or re-examine a student's work. In every case of alleged arbitrary and/or capricious grading, the burden of proof rests with the student. Capricious grading is defined as follows:

- A grade assigned on some basis other than performance in the course
- A grade assigned by resorting to unreasonable standards different from those that were applied to other students in the course
- A grade assigned by a substantial, unreasonable, or unannounced departure from the faculty member's previously articulated grading standards

### Conflict Resolution and Grievance Process

If a student has a concern or conflict within the faculty-student relationship, the student should engage in the following steps to resolve the concern or conflict:

- Step 1, Part 1 – Write out the details of the concern or conflict and the desired action or resolution as soon as the conflict occurs. A written account of the concern or conflict is an essential part of the student's first step in engaging in conflict resolution and the grievance process. In creating this document, the student may seek advice from the faculty advisor. Students should not pursue subsequent steps until the written documentation is initiated.
- Step 1, Part 2 – Within 30 days of the alleged concern or conflict, schedule an appointment to meet (virtually or in-person) with the faculty member(s) involved. Prior to the scheduled meeting, provide the faculty member(s) with a clear, written articulation of the alleged conflict or concern and the desired action or resolution developed in Step 1, Part 1. If the conflict is not resolved at this step, write up the outcomes of the meeting specifically indicating unresolved conflicts and concerns in addition to initial documentation and proceed to Step 2.
- Step 2 – Within 10 days of your meeting with the involved faculty, schedule an appointment (in-person) with the course coordinator, as applicable. If there is no course coordinator, proceed to Step 3. In the meeting, present the course coordinator with the written articulation of the alleged conflict or concern, the desired action or resolution, and the outcomes of the meeting with the involved faculty member(s). If the conflict is not resolved at this step, write up the

outcomes of the meeting specifically indicating unresolved conflicts and concerns in addition to previous documentation and proceed to Step 3.

- Step 3 – Within 10 days of your meeting with the course coordinator or the involved faculty member(s), as applicable, schedule an appointment (in-person) with the Nursing Program Director. In the meeting, present the director with the written articulation of the alleged conflict or concern, the desired action or resolution, and the outcomes of the previous meeting(s). If the conflict is not resolved at this step, write up the outcomes of the meeting specifically indicating unresolved conflicts and concerns in addition to previous documentation and proceed to Step 4.
- Step 4 - Within 10 days of your meeting with the director, schedule an appointment (in-person) with the Dean of the School Health Sciences. In this meeting present to the Dean your original documentation and documentation indicating outcomes of the meetings, specifically unresolved conflicts and concerns. If the conflict is not resolved in the meeting with the Dean, the student will be referred to the Lindenwood University *Appealing Grades and Academic Grievances* policies and processes. Details regarding these policies and processes are outlined in the Lindenwood University Undergraduate and Graduate Catalogs (<http://www.lindenwood.edu/academics/catalog/>).

At any point in the process, a student may be asked to schedule an additional meeting at that resolution step to provide further clarification to the situation before proceeding to the next step in the process. Additional details of the Lindenwood University *Appealing Grades and Academic Grievances* policies and processes are outlined in the Lindenwood University Undergraduate Catalog (<http://www.lindenwood.edu/academics/catalog/>).

## **Nursing Practice Policies**

Conduct and behavior consistent with professional nursing expectations are fundamental to the health and well-being of peer and patient safety.

### Safe Nursing Practice

Safety in nursing practice is essential to peer and patient safety. In all class and clinical environments, students are accountable to promote health and prevent harm by upholding professional nursing practice standards. Examples of violations of the safe nursing practice policy include, but are not limited to the following:

- Student dismissal by clinical agency for clinical safety concerns
- Participating in class or clinical while under the influence of alcohol, drugs, or medications that impair judgment
- Unprofessional behavior or dishonesty toward patient, family, staff, faculty, or student
- Patient neglect
- Violation of patient care rights, including confidentiality
- Other unsafe clinical practice (as viewed by faculty)

Students engaging in unsafe clinical practice will be considered in violation of the safe nursing practice policy. Violations of the safe nursing practice policy are grounds for an unsatisfactory clinical evaluation and subsequent course failure and possible dismissal from the nursing program.

### Impaired Student Policy

The Lindenwood University Drug-Free School, Community, and Workplace policy upholds the ideal of an alcohol-free and drug-free campus. Situations involving controlled substances abuse in class or clinical are managed according to the Controlled Substance policy found in the Lindenwood University Student Handbook (<http://www.lindenwood.edu/studentdevelopment/docs/HB/StudentHB.pdf>).

### Mandatory Clinical Experience Documentation and Background Check

In preparation for completing courses with clinical experiences, nursing students are required to validate compliance with clinical policies regarding required documentation of immunizations, drug screen, and background check. Within the RN-BSN program, courses with designated clinical are NUR 43000 Leadership & Management, NUR 45000 Community Health & Health Promotion, and NUR 47000 Nursing Capstone. Within the MSN - Nurse Educator Specialty the clinical/practice course is NUR 51900: Practicum in Nursing Education. Within the MSN - Nurse Executive Leadership Specialty, the clinical/practice course is NUR 53900: Practicum in Outcomes Management. To ensure students understand the process and expectations, a clinical requirement review meeting will occur near the middle of the semester prior to beginning the clinical nursing course sequence.

## Criminal Background Check and Drug Screen

Policy: The Department of Nursing requires that all affiliated students undergo a Criminal Background Check and Drug Screen prior to engaging in clinical learning experiences. These procedures will occur at the expense of the individual student. The Criminal Background Check and Drug Screen shall be performed:

1. following admission but prior to matriculation into any clinical experience;
2. upon program re-entry subsequent to a leave of absence or program withdrawal of greater than thirty consecutive days; or
3. when deemed necessary by the Department administration.

Any student who fails to comply with this requirement may not progress into any clinical/experiential learning activity and will be administratively withdrawn from the program.

Rationale for Background Check/Urine Drug Screen: In order to promote a safe healthcare environment, certain criminal offenses or positive drug screens may preclude students from participating in patient care and/or experiential learning. Therefore, students from professional programs are subject to the statutory and/or regulatory requirements independently imposed by law, or as required by affiliating agencies. Students must meet all requirements of the clinical facility, which may be more extensive than those required by Lindenwood University.

Procedure: Students will complete the required background check, urine drug screen, and required clinical documentation process through CastleBranch, one of the top 10 background screening and compliance tracking solutions companies in the nation. Students will follow the instructions provided for creating a CastleBranch account and completed the required processes. Students will assume all costs related to this policy and work directly with CastleBranch to arrange payment.

The Nursing Department agrees to use this information to obtain clinical education placements only. All applicants whose background checks or drug screens reveal potentially disqualifying information will be reviewed individually. The Program Director will discuss this issue directly with the student prior to engaging with a clinical agency. The Program shall make a reasonable attempt to place the student with a clinical agency. A student who cannot be placed after three site placement attempts can be subjected to academic consequences for failure to make satisfactory progress. Each attempt shall entail:

1. In coordination with the Program Director, students will communicate directly with a prospective clinical site to disclose a copy of the student's potentially disqualifying background check or drug screen results along with any statement the student might compose in relation to that finding;
2. Documentation of all reasons given by the site for denial of placement (if applicable), both in the University's files and to the student.

## Evidence of Healthcare Insurance

Policy: The Department of Nursing requires that all affiliated students provide documentation of current healthcare insurance coverage prior to engaging in clinical learning experiences. These procedures will occur at the expense of the individual student. The validation of current health insurance coverage shall be performed:

1. following admission but prior to matriculation into any clinical experience;
2. upon program re-entry subsequent to a leave of absence or program withdrawal of greater than thirty consecutive days; or
3. when deemed necessary by the Department administration.

Any student who fails to comply with this requirement or complete the waiver process may not progress into any clinical/experiential learning activity and will be administratively withdrawn from the program.

Rationale for Validation of Current Healthcare Insurance Coverage: In order to promote a safe healthcare environment, students must be able to seek healthcare for any injury or illness resulting from clinical learning experiences. Students are liable for any costs associated with healthcare expenses related to clinical learning experiences and Lindenwood University and the healthcare agency/facility assumes no liability for covering healthcare costs associated with clinical learning experiences. Validation of current healthcare insurance coverage assures a mechanism for a student being able to pursue healthcare without undue burden or expense.

Procedure: Students will complete the required validation of current healthcare insurance coverage process through CastleBranch, one of the top 10 background screening and compliance tracking solutions companies in the nation. Students will follow the instructions provided for creating a CastleBranch account and completed the required processes. Students will assume all costs related to this policy and work directly with CastleBranch to arrange payment.

If the student does not have current healthcare insurance coverage, the student may complete a waiver of liability exempting them from the policy requirements. The waiver validates the release of Lindenwood University's liability for any clinical experience related healthcare expenses. The student must complete the waiver prior to engaging in any clinical learning experiences.

### Required Clinical Documentation

Policy: The Department of Nursing requires that all affiliated students provide documentation of current CPR certification, current, unencumbered registered nursing licensure, and current immunization status prior to engaging in clinical learning experiences. These procedures will occur at the expense of the individual student. The validation of required clinical documentation shall be performed:

1. following admission but prior to matriculation into any clinical experience;
2. upon program re-entry subsequent to a leave of absence or program withdrawal of greater than thirty consecutive days; or
3. when deemed necessary by the Department administration.

Any student who fails to comply with this requirement or complete the waiver process may not progress into any clinical/experiential learning activity and will be administratively withdrawn from the program.

Rationale for Required Clinical Documentation: In order to promote a safe healthcare environment, lack of documentation of protective immunization against or validation of non-infection with certain communicable diseases, lack of valid, unencumbered registered nursing licensure, and/or lack of current, valid CPR certification may preclude students from participating in patient care and/or experiential learning. Therefore, students from professional programs are subject to the statutory and/or regulatory requirements independently imposed by law, or as required by affiliating agencies.

Students must meet all requirements of the clinical facility, which may be more extensive than those required by Lindenwood University.

Procedure: Students will complete the required documentation of current CPR certification, current, unencumbered registered nursing licensure, and current immunization status through CastleBranch, one of the top 10 background screening and compliance tracking solutions companies in the nation. Students will follow the instructions provided for creating a CastleBranch account and completed the required processes. To ensure compliance with all required clinical documentation elements, students must provide documentation relative to:

- Unencumbered, currently valid Registered Nursing license
- Health Care Provider CPR certification
  - Between January 1 – May 31, must remain valid until May of next year
  - Between June 1 – December 31, must remain valid until December of next year
- Documentation of Immunizations or Evidence of associated antibodies
  - MMR (Measles, Mumps, Rubella (May submit proof of positive titer)
  - Varicella (Chicken Pox) (May submit proof of positive titer)
  - Hepatitis B (May submit proof of positive titer)
  - Tetanus Toxoid, Diphtheria, Pertusis (Tdap)
  - Tuberculosis (PPD) Negative (PPD results are valid for 1 year)
    - Between Jan 1 – March 31, must remain valid through Dec of current year
    - Between April 1 – Aug 31, must remain valid through May of next year
    - Between Sept 1 – Dec 31, must remain valid through December of next year
  - Annual Influenza
    - Between Sept 1 – March 31, immunization must be for current influenza season
    - Between April 1 – Aug 31, immunization must be for upcoming influenza season

Students will assume all costs related to this policy and work directly with CastleBranch to arrange payment.

### Dress Code

Nursing students are expected to maintain professionalism in demeanor and appearance. The following guidelines have been developed to guide students in adhering to a standard of professional appearance.

- General appearance:
  - Clothing/scrubs clean, non-revealing with proper fit
  - Personal hygiene and grooming are required; Nails must be neatly trimmed
  - Hair should be trimmed or secured to not interfere with patient care
- Professional attire:
  - Shirt, blouse, or sweater at least waist-length; Dress pants or skirt
  - Scrubs or lab jacket may be worn as appropriate to the clinical facility
  - Close-toed shoes
- Jewelry/Adornments:

- Body piercings are limited to no more than two earrings per ear
  - Tattoos must be covered and not visible through clothing
- School and/or facility identification:
  - Identification worn at all times above the waist, name clearly visible

Additionally, students should be aware of and adhere to clinical site dress code policies and procedures. Faculty may provide additional guidance regarding clinical and facility specific dress code expectations.



# School of Health Sciences, Nursing Programs

## Section 3 – STUDENT RESOURCES

### Distance Learning – Lindenwood Online

Lindenwood University prides itself on providing students with values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community. The nursing faculty works collaboratively with the Lindenwood Online and plays a key role in enhancing the education process with various forms of technology. Distance technology provides a stable place for students to receive information, view captured lectures, take tests and quizzes, submit assignments, and conduct high-level intellectual discussions as an integral part of the learning process. Lindenwood University uses Canvas for our online learning platform.

Additional information regarding the online learning environment, hardware/software requirements for online learning, LU Department of Information Technology resources, and “netiquette” expectations are located in the handbook appendices.

### Writing Standards

Consistent with the expectations of a Lindenwood University graduate, baccalaureate and master’s prepared nursing and allied health graduates are expected to be able to write in an organized, coherent, and effective manner with attention to proper grammar and spelling. Nursing and allied health faculty members include writing assignments across the curriculum designed to prepare students to achieve professional writing standards. To maintain professional and academic integrity, all resources should be appropriately credited and cited within academic work. The nursing and allied health faculty has adopted the format suggested in the Publication Manual of the American Psychological Association (6th edition). APA format and citations are to be used for papers and assignments in nursing and allied health courses.

### Lindenwood University Student Resources

Lindenwood University provides multiple student services designed to enhance the student learning experience and support student success. Students at the SONAHS are encouraged to engage available student services and resources to promote the achievement of academic success. A comprehensive list of student services, organizations, and resources is available for undergraduate students in the Lindenwood University Student Handbook, which can be accessed online:

(<http://www.lindenwood.edu/studentdevelopment/docs/HB/StudentHB.pdf>).

Nursing students are encouraged to take advantage of the following Lindenwood University student services:

- Textbooks
  - Lindenwood University partners with Barnes & Noble College to offer textbook options to students. Students are responsible for having required course texts available.

Further information on the Lindenwood University Barnes & Noble bookstore can be found at: <http://lindenwood.bncollege.com>.

- Butler Library
  - <http://library.lindenwood.edu/>
  - The mission of the Margaret Leggat Butler Library is to support the curricular and professional needs of the students, faculty, and staff of Lindenwood University by providing timely and relevant resources and services that promote a positive educational experience and lifelong learning. Butler Library is located on the Heritage campus in St. Charles. Library services include library tutorials, research guides, and assistance from library science professionals in-person, via telephone, or virtual connections.
  - Library resources specific to the healthcare professions can be accessed online via the link <http://lindenwood.libguides.com/nursing>.
- Student and Academic Support Services (SASS)
  - <http://www.lindenwood.edu/academics/sass/index.html>
  - Student and Academic Support Services (SASS) support the LU student community through academic engagement, problem resolution, service learning opportunities, and provision of resources. They are committed to a student-centered environment reinforcing retention and persistence to graduation by encouraging academic and individual development, along with social responsibility.
  - Academic support services include the Writing Center, Tutor Services, and Peer Mentors.
  - Student support services include the Student Success Program, Accessibility and Disability Access Services, Student and Counseling Resource Center, and Student Ombudsman.
- Writing Center
  - <http://www.lindenwood.edu/academics/tutor.html>
  - The LU Writing Center can help students to:
    - Select a topic
    - Gather information
    - Develop a working thesis statement
    - Organize an outline
    - Organize a rough draft
    - Support a thesis
    - Integrate documentation
  - The Writing Consultants will also show students how to:
    - Revise a rough draft
    - Edit spelling mistakes
    - Find grammatical errors
    - Recognize areas that need rewording
    - Locate documentation resources

- The Writing Consultant’s role is to help students improve writing skills by answering questions regarding writing mechanics, organization, and content. The Writing Consultant will not “fix” the paper for students seeking assistance. This includes correcting spelling errors, correcting grammar errors, re-wording a thesis statement, or making corrections of any kind. The Writing Center services are provided to show a student “how to” identify and correct these issues him or herself.
- Tutoring
  - <http://www.lindenwood.edu/academics/tutor.html>
  - Tutoring services are available to students on-ground or online (SmartThinking)
- Student Counseling and Resource Center
  - <http://www.lindenwood.edu/counseling/scrc.html>
  - The Student Counseling and Resource Center offers free, confidential services
- Disability Services
  - <http://www.lindenwood.edu/academics/disabilities.html>
  - Disabilities Policy
    - It is the guiding philosophy of Lindenwood University to make our facilities, programs, and classes as accessible to individuals with disabilities as practical. In instances where a room or building is not easily accessible, it may be necessary to bring the service or class to the student. It is the responsibility of the student to contact SASS when special arrangements are needed. If personnel are unable to accommodate a request for special arrangements, the request will be forwarded to the vice president for Student Development for further measures.
    - Lindenwood University provides accommodations under ADA laws to students with, but not limited to, visual, auditory, conceptual, and physical disabilities that may hinder the student reaching his or her potential achievement level.
  - Students with Disabilities Support Information
    - Lindenwood University complies with the American Disabilities Act by making our programs and services accessible to students with disabilities. SASS ensures that these students receive assistance by providing auxiliary aids and accommodations. They strive to give students an equal opportunity to succeed in earning their degree.

# School of Health Sciences, Nursing Programs

## Section 4 – BACHELOR OF SCIENCE IN NURSING, RN-BSN PROGRAM

The RN-BSN program at Lindenwood University School Health Sciences meets the needs of nurses who want to advance their educational preparation to a Bachelor of Science in Nursing degree. The program is designed for students who have completed or are completing basic nursing degree or diploma. The program outcomes reflect the development the expectations of professional nursing practice. The curriculum was developed to achieve the essentials of BSN education through general education and nursing coursework.

### Application Process and Policies

The nursing faculty members of the School of Health Sciences are committed to Lindenwood University's mission of holistic student development through academic excellence and enrollment of a professional, talented student body. Admission policies and requirements are established by the nursing and allied health faculty and are congruent with the mission of the University and the nursing programs. Admission guidelines are specific to the academic goals of each program and student population.

Admission to the Lindenwood University's nursing program is based upon a review of the applicant's previous academic and life experience. Lindenwood University suggests an interview with an admissions counselor who individually evaluates each applicant. Undergraduate applicants to nursing programs are served by admissions counselors in the Office of Day Admissions (<http://www.lindenwood.edu/admissions/undergraduate/index.html>).

### Post-Licensure Undergraduate Applicant Requirements

Applicants are evaluated for their potential for academic success and their potential to contribute to an enriching educational environment while pursuing higher education. For currently licensed nursing professionals, admission to the undergraduate post-licensure program requires the following:

- Admission to Lindenwood University
- Unencumbered, current RN license or current enrollment in a State Board of Nursing approved school of nursing

Additional application policy considerations:

- Student will be awarded credit for associate degree or diploma nursing courses upon admission to Lindenwood University
- Student transcript(s) will be individually assessed for general education course transfer equivalency

## Concurrently Enrolled Basic Nursing Students

The BSN/ADN concurrent enrollment program is designed to capture high achieving, motivated community college students who are pursuing an Associate's degree in nursing with the vision of advancing their educational preparation to a Bachelor of Science degree. The program is intended for students who are completing an associate of science or applied science in nursing and recognize the essential need of a BSN for the profession of nursing.

Applicants are evaluated for their potential for academic success and their potential to contribute to an enriching educational environment while pursuing higher education. Students who are currently enrolled in a State Board of Nursing approved school of nursing are eligible to apply for concurrent enrollment in the Lindenwood University undergraduate nursing program. Upon completion of the first year of the basic nursing coursework, nursing students will be eligible to begin professional nursing courses at LU based on the following admission criteria:

Concurrent ADN/BSN enrollment admission criteria:

- Admissible to Lindenwood University
- Cumulative GPA of at least 2.75 on a 4.0 scale
- Cumulative nursing GPA of at least 3.0 on a 4.0 scale in basic nursing program
  - Student must have completed one year of Associate degree nursing coursework
  - All nursing designated courses will be included in nursing GPA calculation

Concurrently enrolled nursing students are required to achieve an unencumbered registered nursing license within four months of licensure eligibility to remain enrolled in good academic standing and progress to clinical nursing courses. To remain eligible for the concurrent ADN/BSN program, students must adhere to the progression criteria while being continuously enrolled at Lindenwood University and the basic nursing program.

## **Bachelor of Science in Nursing Program Outcomes**

The undergraduate nursing program will prepare nurses to:

1. Evaluate the provision of health care through synthesis of prior learning and environmental influences on patient outcomes.
2. Integrate evidence-based practice into the provision of care in a variety of settings.
3. Utilize the nursing process to promote health, prevent disease, and manage illness for individuals, families, communities, and populations.
4. Interpret the influences of patient safety, health policy, and finance on or within healthcare delivery systems.
5. Demonstrate leadership, management, and communication skills in decision making, delegation, and interdisciplinary collaboration to provide safe, coordinated, high quality care.
6. Demonstrate a commitment to lifelong learning and professional development.

## **Bachelor of Science in Nursing Program Goals**

The undergraduate nursing graduates will be able to:

- apply professional nursing concepts to provide, coordinate, and lead nursing care in a variety of healthcare settings.
- integrate perspectives from liberal studies in order to enhance understanding of self, others, and the world in which we live.
- pursue professional growth and lifelong learning opportunities through formal and informal educational endeavors.

### **RN-BSN Curriculum**

The RN-to-BSN curriculum includes general education courses required by Lindenwood University and nursing courses to meet the major requirements.

#### General Education

General education courses provide the foundation for the specialized studies of the nursing major and support well-rounded development of student knowledge and skills. General education course requirements for the Bachelor of Science in Nursing degree are as follows:

- English (6 credits) - must take both courses and pass WPA
  - ENG 15000 Strategies for University Writing (available OL)
  - ENG 17000 Research and Argumentation (available OL)
  - Complete the WPA (Writing Proficiency Assessment)
- Communication (3 credits) – select one course from GE list
  - COM 10500 Group Dynamics & Effective Speaking, recommended
  - COM 11000 Fund of Oral Communication, recommended
  - SW 10000 Intercultural communication (available OL), recommended
- Humanities (9 credits)
  - Literature, (6 credits) – select two courses from GE list
  - Humanities, Philosophy, or Religion (3 credits) – select one course from GE list
    - PHL 10200 Moral Life, recommended
    - PHL 24000 Bioethics, recommended
- Fine Arts (3 credits) – select one course from GE list
- American Govt or American History (3 credits) - select one course from GE LU catalog list
- Culture and Civilization (3 credits) - select one of the following two options from GE LU catalog list
  - HIS 10000 World History Since 1500 (available OL)
  - HIS 22100 Global History Since 1500
- Social Sciences (6 credits) – select two courses from different disciplines
  - PSY 10000 Principles of Psychology, recommended

- SOC 10200 Basic Concepts of Sociology, recommended
- Mathematics (6 credits) – must take both courses
  - MTH 12100 Contemporary Mathematics (or higher)
  - MTH 14100 Basic Statistics
- Natural Sciences (10 - 12 credits), one course must have lab
  - BIO 22700 Human Anatomy & Physiology 1, recommended
  - CHM 10000 Concepts in Chemistry, recommended
  - One additional course from General Education science LU catalog list

General education requirements may be completed through a variety of mechanisms, including transfer equivalency credit from the completion of the basic nursing degree or diploma. Each student will have an individual transcript evaluation completed by the Registrar and the faculty advisor to determine the general education plan of study. Additional information regarding general education requirements at Lindenwood University can be found in the Lindenwood University Undergraduate Catalog (<http://www.lindenwood.edu/academics/catalog/>).

### Nursing Major Courses

Nursing courses in the RN-to-BSN program are designed to build on the foundation of the general education courses and the basic nursing degree or diploma. The following courses comprise the RN-BSN nursing curriculum:

- NUR 31000 Professional Nursing (3 credits)
  - Pre-requisite to all other NUR courses; ENG 15000
- NUR 33000 Research & Evidence Based Practice (3 credits)
  - MTH 14100 Basic Statistics is pre- or co-requisite
- NUR 35000 Health Policy & Finance (3 credits)
- NUR 37000 Patient Safety & Quality (3 credits)
- NUR 37500 Introduction to Health Informatics (3 credits)
- NUR 41000 Holistic Health Assessment (3 credits)
  - Completion of WPA pre-requisite
- NUR 43000 Leadership & Management (4 credits)
  - All NUR 3XXXX level non-elective courses are pre-requisites
  - Includes leadership and management clinical experience
- NUR 45000 Community Health Nursing and Health Promotion (5 credits)
  - All NUR 3XXXX level non-elective courses are pre-requisites
  - Includes community health clinical experience
- Nursing Electives (3 credits each)
  - Two nursing elective courses are required
  - Students select the nursing elective courses based on educational and career objectives
- NUR 47000 Capstone (3 credits)
  - All NUR courses pre-requisite; general education requirements co-requisite

To visualize course progression through the program, sample plans of study for full-time and part-time enrollment are located in the appendices. Each student will develop an individual plan of study with the faculty advisor and the sample plan of study form is also included in the appendices.

### **Student Portfolio**

In preparation for graduation, students will create a portfolio highlighting educational and professional growth throughout the program. The purpose of the student portfolio is to validate acquisition of knowledge and skills, reflect student achievement of program objectives, and synthesize learning across the components of the curriculum. Students will be introduced to the portfolio platform and expectations during NUR 31000 Professional Nursing and elements will be added to the portfolio during each non-elective nursing course. Nursing faculty will serve as portfolio advisors to ensure the inclusion and quality of portfolio elements. Nursing faculty will validate completion of portfolio and accuracy of the included elements during the NUR 47000 Capstone semester. Additional information about the student portfolio is available in the Appendices.

### **Course Descriptions**

Course descriptions for all allied health (AHS) courses are available in the Lindenwood University Undergraduate Student Catalog (<http://www.lindenwood.edu/academics/catalog/>).



# School of Health Sciences, Nursing Programs

## Section 5 – MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

The graduate nursing program is a post-baccalaureate program intended for nurses who wish to engage in advanced nursing practice within the health care environment. The curriculum is based on the American Academy of Colleges of Nursing, Essentials of Master's Education in Nursing competencies. All graduates will be equipped with the knowledge and skills to lead change, promote health and advance care in our rapidly changing health system.

The MSN program offers two separate emphasis areas designed to prepare nurses as nurse executive leaders or nurse educators.

The Executive Leadership emphasis area enables students to acquire knowledge and skills in budgeting, finance, and human resource management that will enable them to manage entire departments or divisions within health care organizations. The nurse executive leadership emphasis area allows students to select one of two specialty areas: Patient Safety or Outcomes Management. Nurse Executive Leadership graduates will be able to improve health system design to improve patient safety and outcomes.

The Nurse Educator emphasis area allows students to attain advanced skills and knowledge in direct patient care along with knowledge and skills in curriculum and program design, teaching strategies, and student and program evaluation. Nurse Educator graduates will be able to design, implement and evaluate patient education programs and programs which educate health care professionals.

## Application Process and Policies

The MSN faculty members of the School of Nursing and Allied Health Sciences (SONAHS) are committed to Lindenwood University's mission of holistic student development through academic excellence and enrollment of a professional, talented student body. Admission policies and requirements are established by the faculty and are congruent with the mission of the University and the SONAHS. Admission guidelines are specific to the academic goals of each program and student population.

Admission to the Lindenwood University's MSN program is based upon a review of the applicant's previous academic and life experience. Lindenwood University suggests an interview with an admissions counselor who individually evaluates each applicant. Applicants for the MSN program are served by admissions counselors in the Office of Evening and Graduate Admissions.

<http://www.lindenwood.edu/admissions/graduate/index.html>

## Applicant Requirements

Applicants are evaluated for their potential for academic success and their potential to contribute to an enriching educational environment while pursuing higher education. For currently licensed nursing professionals, admission to the graduate nursing program requires the following:

- Graduate admission to Lindenwood University
- Bachelor of Science in Nursing
- Minimum cumulative grade point average of 3.0 (4.0 scale) from the degree granting institution
- Unencumbered nursing license in the state where you will complete your practicum
- Completion of an undergraduate general statistics course
- One year of clinical experience as a Registered Nurse is required
- Out of state applicants will be considered individually

## **Master of Science in Nursing Program Outcomes**

### Program Outcomes for all MSN Graduates

Upon successful completion of the program, all MSN graduates will be able to:

1. Integrate knowledge and skills of healthcare policy, finance and evidence-based practice to inform and lead change in diverse practice settings.
2. Incorporate theory and professional standards into the design, planning and delivery of safe, competent, evidence-based nursing care in the educational or practice setting.
3. Utilize leadership strategies to advance the design, implementation and evaluation of practice initiatives in diverse settings.
4. Employ advanced nursing practice skills and healthcare technologies as an educator or nurse executive to improve quality, safety, and patient outcomes within and across the spectrum of patient care and healthcare education.
5. Promote the necessary role of advanced nursing practice in the development, provision and evaluation of high quality patient care delivery and health education models.
6. Demonstrate a personal commitment to lifelong learning and ongoing professional development.

### Nurse Educator Emphasis Area Outcomes

Upon successful completion of the program, the MSN Nurse Educator will be able to:

1. Integrate advanced nursing practice expertise in the provision of direct healthcare services and education.
2. Apply evidence-based methodologies to design and plan curricula and educational programs in an array of healthcare and educational settings.
3. Facilitate individual and group learning through application of principles of teaching and learning, and instructional design strategies and technologies in diverse settings.

4. Implement appropriate evaluation methods and strategies to measure the outcomes and effectiveness of curricula, programs and individual and group learning.

### Nurse Executive Leadership Emphasis Area Outcomes

Upon successful completion of the program, all MSN Nurse Executive Leadership graduates will be able to:

1. Employ systems thinking to analyze the effect of health care policy, organization and finance on health outcomes and patient safety and quality within healthcare systems or organizations.
2. Analyze data at the population and system level to identify risks for poor outcomes related to patient safety and quality.
3. Apply risk analysis methodology to implement measures to improve outcomes and safety and quality within healthcare organizations.
4. Evaluate the effects of quality improvement and risk-reduction strategies on patient safety and quality outcomes.
5. Utilize financial, material, human, technological, and environmental resources to maximize goal achievement within complex healthcare organizations.
6. Facilitate organizational decision-making through application of informatics, data management and information management systems.
7. Apply organizational leadership skills and principles of communication to foster a culture of patient safety and quality outcomes.

## **MSN Curriculum**

Course sequencing in the MSN program is designed to move students from basic to advanced knowledge and skill levels, less complex to more complex practice situations, and generalist to specialist role preparation. The curriculum is grounded in the American Academy of Colleges of Nursing, Essentials of Master's Education in Nursing competencies which equips all graduates with the knowledge and skills to promote change, enhance health advance care in our rapidly changing health system.

There are two emphasis areas within the MSN program, Nurse Educator and Nurse Executive Leadership. The Nurse Educator curriculum consists of the Nursing Core followed by Nurse Educator Specialty Coursework. The Nurse Executive Leadership Emphasis area consists of the Nursing Core, followed by an Executive Leadership Core of coursework and culminating in specialty coursework in either Patient Safety and Quality Improvement or Outcomes Management.

### Graduate Nursing Core

All students in the MSN program are required to take the following courses known as the Nursing Core to prepare them for an advanced nursing practice role.

- NUR 50000 Theoretical Basis for Advanced Nursing Practice (3)
- NUR 50100 Research and Inquiry in Evidence-Based Practice (3)

- NUR 50200 Policy, Finance and Organization of Health Systems (3)
- NUR 50300 Advanced Nursing Role Acquisition (3)

### Nurse Educator Emphasis

The Nurse Educator program is designed for BSN-prepared registered nurses interested in acquiring competencies to obtain positions inpatient or community-based education, staff development and academic education. Students acquire knowledge and skills in instructional design, curriculum and program design, and program evaluation within the academic or health care setting. Students conduct their clinical and practicum experiences under the supervision of experienced faculty and clinical preceptors.

#### **Nurse Educator Direct Care Core Coursework**

This curriculum is grounded in a core of three courses known as the Nurse Educator Direct Care Core which provide students with knowledge and skills in core nursing topics related to direct patient care.

- NUR 51040 Advanced Pathophysiology (3)
- NUR 51050 Advanced Pharmacology (3)
- NUR 51100 Advanced Health Promotion & Assessment Across the Lifespan (3)\*

#### **Nurse Educator Specialty Coursework**

- NUR 51300 Principles of Teaching & Learning (3)
- NUR 51400 Curriculum Development & Program Planning (3)
- NUR 51600 Instructional Design (3)
- NUR 51800 Measurement & Evaluation of Learning & Program Outcomes (3)
- NUR 51900 Practicum in Nursing Education (6)\*
- \*denotes clinical/practice coursework

### **Nurse Executive Leadership Emphasis**

The Nurse Executive Leadership emphasis is designed for BSN-prepared registered nurses interested in acquiring competencies to obtain positions overseeing departments or divisions within health systems or to seek executive level positions in health care organizations.

#### **Nurse Executive Leadership Core Coursework**

This curriculum is grounded in a core of five courses known as the Executive Leadership Core which provide students with knowledge and skills in core management functions including budget, finance, leadership and human resource management.

- NUR 52000 Informatics & Data Management in Health Care (3)
- NUR 52100 Managerial Epidemiology (3)
- NUR 52150 Leadership & Organizational Change in Health Care (3)

- NUR 52200 Budget & Finance in Health Care (3)
- NUR 52250 Human Resource Management in Health Care (3)

### **Nurse Executive Specialty Coursework**

- NUR 53300 Improving Outcomes through Patient Safety and Quality (3)
- NUR 53400 Strategies to Improve Aggregate (Population) Outcomes (3)
- NUR 53600 Strategies to Improve Systems Outcomes (3)
- NUR 53900 Practicum in Outcomes Management (5)\*
- \*Denotes clinical/practice course

### **Student Portfolio**

In preparation for graduation, students will create a portfolio highlighting educational and professional growth throughout the program. The purpose of the student portfolio is to validate acquisition and application of knowledge and skills, reflect student achievement of program objectives, and synthesize learning across the components of the curriculum. Students will be introduced to the portfolio platform and expectations during NUR 50300 Advanced Nursing Role Acquisition and elements will be added to the portfolio from each nursing course. Nursing faculty will validate completion of portfolio and accuracy of the included elements during the practicum courses NUR 53900 or NUR 51900. More information about the student portfolio can be found on the Graduate Nursing Community webpage.

### **Course Descriptions**

Course descriptions for all graduate nursing courses are available in the Lindenwood University Graduate Student Catalog <http://lindenwood.smartcatalogiq.com/en/2015-2016/Graduate-Catalog>

# School of Health Sciences, Nursing Programs

## Appendix 1 – Overview of Distance Learning

Lindenwood University prides itself on providing students with “values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.” The nursing and allied health faculty works collaboratively with the Center for Distance Learning and plays a key role in enhancing the education process with various forms of technology. That technology provides a stable place for students to receive information, view captured lectures, take tests and quizzes, submit assignments, and conduct high-level intellectual discussions. Lindenwood University uses Canvas for our online learning platform.

### Equipment Necessary to Successfully Complete an Online Course

Minimum Computing Requirements:

- 1.4 GHZ or higher processor speed
- 2 GB of RAM or higher
- Microsoft Office 2007 (to be able to open up Microsoft Word documents and Microsoft PowerPoint lectures)
- Latest version of Java, check java.com for updates
- High-speed Internet connection (2.5 Mbps or higher)

To check machine specifications on a PC:

1. Right click on the **My Computer** icon located on your desktop.
2. Select **Properties**.

To check machine specifications on a MAC:

1. Click on the **Apple Menu**.
2. Click **About this MAC**.

Additional Technology Needs (check with your course professor for specifics):

- Printer
- Web camera/microphone/speakers may be required for some courses

### Department of Information Technology

The mission of the Department of Information Technology is to plan, implement, manage and support information technology for the Lindenwood University Community. The Help Desk is staffed Monday-Friday 8:00 am – 5:00 pm and Saturday from 8:00 am – 4:00 pm. The Help Desk serves as a single point of contact for all information technology services including computer, network, email, password, etc. To contact the Help Desk from off campus: (636) 255-5100 or email [HelpDesk@lindenwood.edu](mailto:HelpDesk@lindenwood.edu)

There are additional resources available on the Department of Information Technology webpage:  
<http://www.lindenwood.edu/technology/index.html>

These include the following:

- Blackboard Tutorials
- Blackboard Support Center information
- Student Portal information and manuals
- Software purchase program information

### **Mobile Applications**

#### ***Lindenwood University is available on your iPhone®, iPod® touch, Android®, and the Mobile Web***

You may access Lindenwood University resources on the go to get the information you need from the mobile device you own. Search for and download the mobile application from your device and be instantly connected to interactive campus maps, comprehensive calendars, news headlines, sports schedules, Canvas mobile, directories, videos, and more.

### **Canvas**

You can access Canvas from any browser on your Android/iOS device. However, mobile browsers are not supported, and features may not function as expected compared to viewing Canvas in a fully supported desktop browser.

On mobile devices, Canvas is designed to be used within Canvas mobile applications. Canvas pages within a mobile browser are only supported when an action in the app links directly to the browser, such as when a student takes certain types of quizzes. Support is not extended to pages that cannot currently be used in the app, such as Conferences or Collaborations.

You can learn more about mobile applications in the Canvas Mobile Guides

### **Student Netiquette for Online Coursework**

The following is a list of etiquette rules a student should consider before participating in online communications endeavors. When conducted properly, online communications should be no less in terms of quality and consideration than that which is exchanged in face-to-face or printed communications.

1. Use correct spelling and grammar.
2. Be respectful to others.
3. Maintain a positive tone.
4. Critically evaluate other student's responses. That is your job as a college student.
5. Do not respond to personal attacks. Do not respond to comments emotionally. If there are difficulties, report them to your professor immediately.
6. Remember that everything you write becomes a record on the server, available for review at a later date.
7. Be brief and respectful of your classmates and instructor's time.

8. Keep personal information private. Respect the privacy of your classmates.
9. Do not type in all capital letters. Writing in all caps is the equivalent of shouting.
10. Be careful with humor; it may be misunderstood. Humor doesn't always translate well in electronic communications.
11. Read all posts very carefully to make sure you understand what is being said. If you skim messages, you may miss an important point.
12. Ask classmates for clarification if you find a discussion post offensive or difficult to understand.
13. Use standard written English. Avoid acronyms or shortened computer language like LOL, BFF, etc., emoticons (smiles), jargon, profanity, slang, or abbreviations.
14. Make sure that your posts are relevant, clear, and organized.
15. Review your work before you post it for proper grammar and punctuation as well as content.  
Proofread for errors.



## Appendix 2 - American Nurses Association Code of Ethics for Nurses with Interpretive Statements

From the ANA Website ([www.nursingworld.org](http://www.nursingworld.org)):

The development of *Code of Ethics for Nurses with Interpretive Statements* is a benchmark for both the American Nurses Association and for the profession of nursing as a whole. The evolution of the Code dates from 1893 when the “Nightingale Pledge” was adopted, and from 1926 and 1940 when tentative Codes were suggested but not formally ratified. This is the first time in the last 25 years that the entire Code has been revised and the second time in the last 50 years that an entirely new document has been produced. This Code is the result of five years of work on the part of the Code of Ethics Project Task Force, an advisory board, state liaisons, and ANA staff. It is the culmination of more than ten field reviews of drafts that were circulated in hard copy and made available online, incorporating comments from hundreds of nurses across the United States and abroad.

The ethical tradition that has been manifest in every iteration of the Code is self-reflective, enduring, and distinctive. The ethical standard established by the Code of Ethics is nonnegotiable. This means that the Code supports the nurse in a steadfast way across various settings and in a variety of nursing roles. This Code of Ethics is for all nurses and is particularly useful at the beginning of the 21<sup>st</sup> century because it: reiterates the fundamental values and commitments of the nurse (provisions 1–3); identifies the boundaries of duty and loyalty (provisions 4–6); and describes the duties of the nurse that extend beyond individual patient encounters (provisions 7–9). The achievement of a true global awareness about the human condition and the needs for health care is one of the most important moral challenges of the 21<sup>st</sup> century and this Code beckons nurses toward such an awareness.

The Code of Ethics is the promise that nurses are doing their best to provide care for their patients and their communities, supporting each other in the process so that all nurses can fulfill their ethical and professional obligations. This *Code of Ethics for Nurses with Interpretive Statements* is an important tool that can be used now as leverage to a better future for nurses, patients, and health care.

# School of Health Sciences, Nursing Programs

## Appendix 3 - STUDENT HANDBOOK ACKNOWLEDGMENT FORM

I know I am responsible for adhering to all of the policies and procedures contained in the Lindenwood University Student Handbook, Nursing Student Handbook, and the Undergraduate/Graduate Catalog (<http://www.lindenwood.edu/academics/catalog/>). I promise to read and refer to these documents throughout my program of study. I also understand that if I violate the policies and procedures contained in any of the documents, consequences will be applied as outlined.

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Student Name (PRINT)

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Student Signature/Date