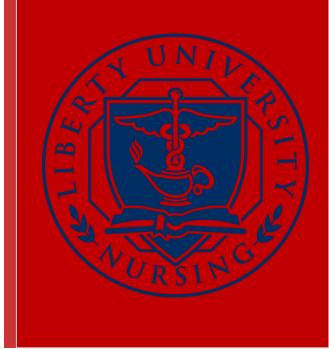# LIBERTY UNIVERSITY | SCHOOL of NURSING

2019-2020

Undergraduate Student Handbook

THIS HANDBOOK SETS FORTH THE GENERAL GUIDELINES OF LIBERTY UNIVERSITY'S UNDERGRADUATE NURSING PROGRAM. IT IS NOT AN EXHAUSTIVE, ALL-INCLUSIVE SET OF LIBERTY UNIVERSITY'S POLICIES AND REQUIREMENTS FOR THE PROGRAM. OTHER DOCUMENTS AND POLICIES MAY APPLY TO STUDENTS IN THE PROGRAM AND SUCH POLICIES ARE SUBJECT TO CHANGE AT ANY TIME, WITHOUT NOTICE. THIS HANDBOOK DOES NOT CONVEY ANY CONTRACTUAL RIGHTS IN, TO, OR UPON ANY STUDENT. IF YOU HAVE SPECIFIC QUESTIONS ABOUT THIS HANDBOOK OR ANY REQUIREMENTS OF YOU, YOU ARE INSTRUCTED TO RESOLVE SUCH QUESTIONS BEFORE ENROLLING IN THE PROGRAM.

STUDENTS ARE REQUIRED TO SIGN THE HANDBOOK ANNUALLY THROUGH THE ON-LINE FORMS.

Table of Contents

Overview of the Baccalaureate Program

The School of Nursing offers a four-year curriculum designed to lead to a Bachelor of Science degree in Nursing. The curriculum consists of general education/foundational skill courses and nursing courses. Nursing courses are distributed throughout the four years with the concentration at the junior and senior levels. A track for registered nurses who have a diploma or associate degree also exists. These students complete work through a combination of transfer credits, advanced placement, and enrollment in an on line degree program. Licensed Practical Nurses are given credit for several nursing courses when they join the generic program if they have a current, unencumbered license.

The nursing program is designed to provide individuals with a broad educational background, which builds upon Biblical knowledge, liberal arts, behavioral and social sciences as well as nursing. The curriculum for the nursing program at Liberty University is directly derived from the stated purpose, philosophy, objectives, and organizing framework based on nursing theory and the nursing process. It provides a framework for practice and a conceptual approach to the nursing curriculum.

Mission Statement
Creating Champions for Christ who care with their hearts and their minds, exhibiting both our Art and our Science, to care for those most in need here and around the world impacting and investing in the lives of others

Purpose Statement
The purpose of the Liberty University School of Nursing Undergraduate program is to prepare baccalaureate level nurses who are committed to Christian ethical standards and view nursing as a ministry of caring. The nursing curriculum is built upon a foundation from the arts, sciences, and the Bible, and focuses on the use of the nursing process and nursing theories to guide the acquisition of nursing knowledge, the development of strong clinical skills and a commitment to a sound work ethic.

Philosophy
The primary goal of the Liberty University School of Nursing is to educate Christian students to minister to others through nursing. The School of Nursing supports the following propositions based on the Bible, nursing process, and nursing theory.

God, the infinite source of all things, has shown us truth through Christ in nature, history, and above all, in Scripture.

Persons are spiritual, rational, moral, social, and physical beings, created in the image of God. Persons are self-interpreted beings who become defined as they experience life, having the capacity to be in a situation in meaningful ways because of embodied intelligence. The metaparadigm of person can include the family unit, larger communities, and specific populations.

Nursing is a multiform activity that provides a wide range of health care to society. It revolves around the need for assessment, goal development, selection of interactions, delivery of care, and evaluation of

responses. Nursing is a healing art communicated through the ministry of caring and based on evidence from research.

Environment is more than the place where nursing care is offered. Environment is the place where a person is physically, spiritually, mentally, and emotionally present. Nursing care should be designed to care for the whole client in their personal environment, to educate at their level of understanding, and to support through the sharing of available resources.

Health is defined by the client and can vary based on their personal life experiences. The nurse's role is to help the client define health expectations and create a plan to reach their personal health goals.

Baccalaureate nursing education prepares the nurse to function in an active, participant role in the health care system. Nursing prepares the individual to be a leader, to be responsible, and to be accountable for his or her own actions. It also prepares the individual to think critically, problem-solve, and make decisions for the provision of health care. Professional nursing prepares the individual to function independently and in collaboration, coordination, and consultation with other disciplines.

Aligning with the National Academy of Medicine (former Institute of Medicine, 2010), the faculty of the School of Nursing view the baccalaureate degree as the minimum educational level of preparation for the professional nurse. The baccalaureate education prepares the graduate to enter professional nursing by providing a broad base in the humanities, social and natural sciences, and the knowledge, values, and skills necessary for beginning practice in primary, secondary, and tertiary health care.

Courses in sociology, psychology, philosophy, and religion assist the individual to understand people, families, and groups within the community and to view matters in a broader context. Courses in natural science assist the individual in thinking critically. Courses in religion, theology, evangelism, and Christian service enhance the individual's understanding of God, His creation and His will. They contribute to the development of a sense of caring as a ministry to others as well as to foster a commitment to the Christian life.

The nursing faculty view teaching and learning as interdependent lifelong processes. Learning is a progressive and cumulative experience producing beneficial changes in behavior. Learning takes place in three domains: cognitive, affective, and psychomotor or performance. Motivation and readiness are necessary in the learner if learning is to take place.

It is the faculty's responsibility to oversee and assess individual learning needs and adapt teaching methods as student's progress from novice to advanced beginners. As facilitators of student learning, faculty must demonstrate advanced clinical judgment, pointing out important cues and assisting students in thinking critically about clinical situations.

FOUNDATIONAL STONES

The Foundational Stones are the foundation of the School of Nursing. Student, faculty, and staff expectations are based on these five elements:

Ethics
LUSON is founded on Judeo-Christian or Biblical Values as seen in our weekly Virtues, such as Faith, Generosity, Joy, and Courage. Our professional practice as well as our personal lives are grounded in the Love of Christ and the calling we have a nurses to serve people made in His Image. Additionally, the American Nurses Association's Code of Ethics for Nurses is the standard by which we practice professionally.

- Expectations: Faculty, staff, and students are expected to act in ethically. This includes clinical practice, business practice, and in our relationships with others. This is seen in how we care for diverse individuals and communities, how we interact with educational partners and businesses, and how we relate to others. We believe a Culture of Civility is ethically required of us based on our Biblical Worldview and the Code of Ethics for Nurses.

Compassion
LUSON is founded on the concept that Compassion is the core of our Art, for we are learning to care for His greatest creation, mankind. Compassion requires us to invest in the lives of others; it is the true act of caring. We show empathy, improve in communication, and lead with a heart listening to His voice.

- Expectations: Compassion is the Art of the nursing profession as well as part of our values as Christians (for example; the Good Samaritan and the compassion of Christ for those that were ill). We show compassion to each other as well as our internal and external customers. This does not mean that we do not hold each other accountable; in fact, this means we should hold each

other accountable. Compassion for those who are suffering allow us to be His hands and feet interacting with His most prized creation- mankind.

Excellence
LUSON is founded on the belief that "if it is Christian, it should be better" as quoted by Dr. Jerry Falwell, Sr. Excellence is seen in our continual effort towards improvement, whether in clinical skill, critical thinking, mastering our art or growing in our relationship with Christ.

- Expectations: Excellence is the goal. Yes there will be mistakes, but we openly strive for excellence in patient care, teaching and learning, business performance, and many other areas. Excellence is not for excellence sake, but for the glory of God. The LUSON excells in student performance, new nurse graduate outcomes, and in community involvement. This is all for His glory, to point towards His love.

Research/Scholarship
LUSON is founded on the belief that research should guide practice in the clinical setting, in the classroom, and in leadership. Faculty strive to ensure that content provided is current and taught in a manner that encourages students to grow. Research also requires the growth of empirical knowledge through pure research. We are dedicated to ensuring faculty, staff, and students have necessary resources to grow the professional body of knowledge and their individual level of expertise.

- Expectations: Research and scholarship come in many forms from peer-reviewed publications to poster presentations as well as scholarship and clinical practice. Evidence Based Practice is essential for positive patient outcomes. Research is essential for positive changes in the profession of nursing, training of nurses, and the caring of patients. Each faculty member is encouraged to publish, present, and grow professionally as well as mentor students in research and scholarship. Students are encouraged to connect with a faculty member for personal mentoring and to learn the concepts and processes of nursing research.

Future
LUSON is founded on the belief that we must prepare for the future of the nursing profession, nursing education, and the individual nurse. We are committed to making the most of our resources through carefully planned curriculum changes that seek to improve the overall profession of nursing. We are devoted to ensuring that each LUSON student acquires the necessary clinical skills, critical thinking skills, and caring skills to be successful in their personal journey as a nurse, wherever that leads.

- Our future is in the hands of those who are here now. To succeed in education, in the marketplace, and in His greater plan, faculty, staff, and students must begin planning now. Giving back and paying forward are two concepts which allow LUSON to plan into the future. To meet God's plan for us, we must seek His guidance now and create a plan of action to prepare for success.

Curriculum Objectives

Upon completion of the Liberty University BSN Program, the graduate should be able to:
1. View nursing as a ministry of demonstrating Christ's love to hurting people of all religions, creeds, and cultures.
2. Provide and coordinate nursing care for individuals, families, and groups within the community.
3. Utilize critical thinking/problem-solving skills/evidence-based practice in determining nursing interventions and applying therapeutic skills.
4. Demonstrate leadership skills in collaboration with clients, other professionals, and groups within the community for the purpose of promoting, maintaining and restoring health.
5. Apply a personal and professional Christian value system, based on Biblical principles, to ethical issues related to the practice of professional nursing.
6. Value the need for ongoing personal and professional development through both formal and informal learning experiences.
7. Foster professional level competencies in writing, oral communication, and computer literacy.

Major Curricular Concepts

1. Nursing as a ministry of demonstrating Christ's love to hurting people
   - Servant's heart
   - Patient-centered care

2. Critical thinking/problem-solving skills
   - Nursing process
   - Evidenced-based practice
   - Safety
   - Informatics

3. Leadership skills
   - Teamwork and Collaboration
   - Quality improvement
   - Emotional intelligence

School of Nursing Admission Policies

Admission into Gate 1 (continuance in the School of Nursing curriculum)

In accordance with University policy, the School of Nursing does not discriminate against students of any race, color, national or ethnic origin.

Nursing students, consistent with university policy, generally declare nursing as their major upon acceptance to Liberty University. A separate application is required of students in order to be accepted to Gate 1 (continuance in the School of Nursing curriculum). **Gate 1 is defined as continuance in the School of Nursing curriculum.**
- Freshman and transfer students may apply for acceptance into Gate 1 (continuance in the School of Nursing curriculum) when all prerequisites for the program have been completed or are in progress.
- Acceptance into Gate 1 (continuance in the School of Nursing curriculum) is conditional upon the student's completion of the **Acceptance into Gate 1 (continuance in the School of Nursing curriculum) Checklist.** (See page 8).

Applicants are considered for candidacy to the nursing major if the School of Nursing entrance requirements are met (see below). The Admission/Petitions Committee reserves the right to refuse admission to the program. Acceptance by Liberty University does not guarantee acceptance into Gate 1 (continuance in the School of Nursing curriculum).
- Students will not gain acceptance into Gate 1 (continuance in the School of Nursing curriculum) until they have completed the acceptance into Gate 1 (continuance in the School of Nursing curriculum) checklist.

The electronic application, with application deadlines, is available on the School of Nursing website: www.liberty.edu/nursing.

Admission to the Nursing major is competitive, and the most holistically qualified applicants receive top priority. Meeting minimum admission requirements does not guarantee acceptance to Gate 1 (Continuance in the School of Nursing Curriculum)

Entrance requirements include the following:

A. A minimum, cumulative GPA of all completed college courses (including dual enrollment in high school) at the time of application to continue in the School of Nursing curriculum:
    a) **GPA 3.00 for Fall or Spring start**
    b) **GPA 3.25 for Spring Accelerated or Summer Accelerated Program**

    NOTE: In addition to the minimum, cumulative GPA requirement, *the student's Liberty University GPA must be at least 2.75 at the time of application and maintained to continue in the School of Nursing curriculum.* See item A under *Progression, Retention, Dismissal* in the Student Handbook.

B. Successful completion of the following courses in a residential format with a final grade of "C" or better ("A" or "B" preferred).
    a. BIOL 213/BIOL 214
    b. BIOL 215/BIOL 216
    c. CHEM 107
    d. NURS 101: Introduction to Nursing
    e. NURS 105: Medical Terminology
    f. NURS 115: Sciences in Nursing (PATHO)
    g. Summer Accelerated: Completion of more than 55 hours of general education courses, and completion of BIOL 203 with a final grade of "C" or better ("A" or "B" preferred)

    NOTE: Transfer students may complete NURS 101 and NURS 105 the first semester after transferring to Liberty University if these courses are not available at the current institution. The classes must be completed prior to taking any 300-level NURS courses.

C. A completed Nursing application

D. Two written recommendations submitted per application instructions
    a. Character recommendation (employer, family friend, youth pastor, etc.)
    b. Science lab instructor.

E. An essay following instructions as outlined in the Nursing application.

F. Successful completion of the HESI A2 test (Benchmark ≥ 80%).
    a. Students with a 4-year BS degree obtained in the United States are exempt from taking the HESI A2 test.

G. Satisfactory behavior at Liberty University. Students who have been expelled, suspended or experienced sanctions are not eligible for initial entry until fully reinstated to good standing.

H. The nursing faculty reserves the right to dismiss from the major, students who exhibit unprofessional, immoral, or unethical behavior.

I. International students, for whom English is a second language, may be required to have all general education courses completed prior to entering the nursing major.
    a. International students, for whom English is a second language, should have completed ENGL 101 and be registered for ENGL 102 at the time of application.

J. Students transferring from another nursing program must supply a letter of "Good Standing" from their previous nursing program.

K. A personal interview with nursing faculty <u>may</u> be required.

    NOTE: Meeting minimum admission requirements does not guarantee acceptance into the Nursing program.

The competitive applicant will have:
A. A cumulative college GPA above 3.5
B. A grade of "A" or "B" in all prerequisite courses
C. Excellent recommendations
D. Careful consideration will be given to the ideas, grammar, and presentation of the Essay.
E. Completed pre-requisite course work at LU

In addition to the above requirements for admission to the nursing program, students must submit proof of the following to the immunization tracker service, *Castle Branch*, (see deadline dates and requirements for *Castle Branch* compliance chart) in order to be fully accepted into Gate 1 (continuance in the School of Nursing curriculum):
A. Current proof of required immunizations
B. Agency required in-services, such as online orientation/ or Centra clinicals.
C. Criminal background check
D. Drug Screen

Students are required to complete CPR training through the American Heart Association HeartCode BLS for Healthcare Professionals AED certification. The CPR certification must be compliant for the duration of ANY clinical course. Students are not allowed to begin clinical experiences without meeting the CPR requirement.

CPR classes will be provided to sophomore nursing students in their NURS 200 class. For juniors and seniors who need to recertify, please follow the steps below:

- Navigate to [LUSON HeartCode BLS Recertification](#)
- Select their specific CPR date/course to register (select "senior CPR")
- Once registered, you will also navigate to the AHA site to register there.
- Once you register, you will be given instructions to complete the certification. You will not receive confirmation.

Acceptance into Gate 1 (continuance in the School of Nursing curriculum) Checklist

_____ Indicate your intentions to attend Liberty University School of Nursing on the application website according to your tentative acceptance letter

_____ Supply a copy of your current semester grades by the deadline in your tentative acceptance letter. Unofficial transcripts or a copy from ASIST is adequate to meet this requirement - Transfer students – Official transcripts from other institutions must still be supplied to the Registrar's office.

_____ Successful completion of all prerequisite coursework with a final grade of "C" or better

_____ LU GPA must be > 2.75

_____ Set up account with *Castle Branch* (Compliance Tracker) and begin immunization requirements (MMR, Hep B, Varicella, Tetanus or Td/Tdap [less than 10 years old], PPD [annual] or clear chest x-ray [less than 10 years old])

- Initiate required Background Check via *Castle Branch*
- Complete Immunization Form online through *Castle Branch*
- Supply supporting documentation to *Castle Branch* via email or fax
- "Compliance" with *Castle Branch* results when all requirements are completed within *Castle Branch*. This is the responsibility of the student. Failure to be fully compliant will result in forfeiture of the student's position in the program.
  > **NOTE:** It is the student's responsibility to ensure that compliance is maintained throughout all clinical courses (i.e., PPD must be compliant throughout all Fall, Spring, and Summer courses)
- Completion of the 10 panel drug screen **ordered via *Castle Branch***. The drug screen must be completed by deadlines, as stated in the Annual Requirements for *Castle Branch* Compliance chart. Annual drug screening, once accepted into Gate 1 (continuance in the School of Nursing curriculum), is a maintenance requirement. Positive drug screens will be reviewed by the Executive Director of Clinical Affairs and the School of Nursing Chair on an individual basis and may result in loss of acceptance into Gate 1 (continuance in the School of Nursing curriculum), removal from clinical experience, referral to Ethics & Clinical Quality Board and clinical failure.
- All paperwork submitted to *Castle Branch* before deadlines as stated in the Annual Requirements for *Castle Branch* Compliance chart.

NOTE: Final acceptance into Gate 1 (continuance in the School of Nursing curriculum) is not extended until the student has completed this checklist. Prospective students must meet set deadlines. **Failure to meet deadlines may result in having the tentative acceptance into Gate 1 (continuance in the School of Nursing curriculum) rescinded and will result in being removed from NURS courses until the student meets the checklist requirements.**

Transfer Students

Students transferring from other nursing programs are evaluated on an individual basis and admitted only if there is sufficient space in the program. Transferring students must be in good academic standing at the time of transfer and receive positive faculty recommendation from the transferring institution's nursing program**.**

Progression, Retention, Dismissal

To maintain enrollment in the program, students must continue to meet the criteria set forth below:

A. A final course grade of "C" or better in all nursing courses. Failure means not earning at least a grade of "C" or withdrawing from a course with a failing test average at the time of withdrawal.

   NOTE: There is no rounding of any grades in NURS courses.

   1. Any student, who fails or withdraws with a failing test and/or clinical grade from one or more sophomore-level course(s), will be required to re-apply to the nursing major and re-admission will be determined by the Admission & Progression Committee.
   2. Students may repeat one nursing course while enrolled in the nursing curriculum. (Please see the sophomore exception to this in #1 above.)
   3. The second failure of any nursing course will make the student ineligible to continue in the nursing curriculum.

B. A minimum cumulative GPA of 2.75 must be maintained in all coursework. Should the student's GPA fall below this minimum, they will have one semester to raise their GPA to the minimum standard of ≥ 2.75 in order to remain active in the program.

C. Satisfactory behavior must be maintained. Students suspended from the university will be subject to faculty review as to readmission to the program. The nursing faculty reserves the right to dismiss from the major, students who exhibit unsafe, unprofessional, immoral or unethical behavior based on the American Nurses Association Code of Ethics

D. Students must satisfactorily complete the mandatory hospital in-services and orientation to the hospital documentation software during regularly scheduled times.

E. Students must satisfactorily complete sophomore level courses: NURS 200, NURS 210, NURS 221 and NURS 225 before enrolling in junior level courses: NURS 301, NURS 302, NURS 305, NURS 306, NURS 354, NURS 355, NURS 356 and NURS 357.

F. Students must satisfactorily complete junior level courses: NURS 301, NURS 302, NURS 305, NURS 306, NURS 354, NURS 355, NURS 356 and NURS 357 before enrolling in senior level courses: NURS

441, NURS 442, NURS 445, NURS 451, NURS 460, NURS 490, and NURS 400-level clinical electives. Successful completion of NURS 301 and 305 are required before enrolling in NURS 302.

G. Seniors must take NURS 490 in their last semester of the nursing major.

H. In order to better prepare nursing students for full practice as a professional registered nurse, Schools of Nursing require math competencies at each level. LUSON, in agreement with this standard nursing education practice, has instituted math competencies throughout the program. The goal of this requirement is to not only better prepare students for real-life practices, but also to improve the quality of patient care and patient outcomes.

The medication math competency will be administered at the following levels:
a. Freshman – NONE (no clinical courses)
b. Sophomore – Fundamentals (NURS 221)
c. Junior –both semesters
d. Senior –both semesters

Nursing students will be required to complete the HESI Drug Calculation Modules individually and present the completion ticket indicating their achieved score of 90% for each competency as proof of clinical preparedness. Medication math competency tests will be administered before students enter the clinical setting. The medication math competency tests will consist of 25 short answer questions (NO multiple choice). Forty minutes will be given to complete the tests. NO personal calculators, including a computer, cell phone, smart watches, etc. will be allowed. The School of Nursing will provide a calculator to each student during the testing time. The student will have three attempts to successfully pass the medication math competency test at the following percentages:
    Sophomore 88%
    Junior 92%
    Senior 100%

Testing will only occur during the scheduled math competency testing times of the course administering the exam. Failure to show up for a scheduled medication math competency testing time will count as a failed test attempt.

If the student is not able to complete competency after three attempts, the student will be withdrawn from all clinical courses for the semester prior to the drop add deadline.

Medication competency review is available to all students through the HESI Drug Calculation modules.   A live review session will be held during the first week of the semester in the School of Nursing after test one and test two.

To access the HESI Drug Calculation modules go to your course Blackboard course content and access the Dosage Calculation program. Students will complete the corresponding modules for the course they are registered in during that respective semester (Example – student A is registered for nursing 301 and will need to complete modules: Intravenous Preparation with Clinical Applications, Pediatrics & Labor and Delivery).

NURS 221:
- Systems Used for Drug Administration
- Conversions within Metric, Apothecary, and Household Systems
- Interpretation of Drug Labels, Drug Orders, Bar Codes, MAR and eMAR, Automation of Medication Dispensing Administration, and Abbreviations
- Prevention of Medication Errors
- Alternative Methods for Drug Administration
- Methods of Calculation
- Methods of Calculation for Individualized Drug Dosing
- Oral and Enteral Preparations with Clinical Applications
- Injectable Preparations with Clinical Applications
- Insulin Administration

NURS 300-level courses:
- Intravenous Preparation with Clinical Applications
- Pediatrics
- Labor and Delivery

NURS 400-level courses:
- Injectable Preparations with Clinical Applications
- Intravenous Preparation with Clinical Applications
- Critical Care
- Pediatric Critical Care
- Community

I. Any misuse of an electronic medical record (EMR) system in violation of Health Insurance Portability and Accountability Act (HIPPA) at any healthcare facility will result in an investigation by the Ethics & Clinical Quality Board. Based upon the investigation findings, action will be taken up to and including dismissal of the student from the Liberty University School of Nursing

J. Students are required to pass BIOL 203 (Microbiology) prior to taking junior-level courses.

K. If a student demonstrates any behavior that is perceived as clinically unsafe or incompetent, the lead faculty or clinical instructor may request a clinical progress review of that student. Once the request has been made, the student will be evaluated utilizing a simulated clinical experience called

the clinical progress review to measure basic nursing competence and safety. If the student is found not to be performing at the level of competence required, the student will be referred to the Executive Director of Clinical Affairs and the Chair of the BSN Program for possible clinical failure. If they are found to be clinically competent and safe during the clinical progress review, then they may be allowed to re-enter clinical rotations and may be required complete any remediation that is recommended as a result of the clinical progress review.

L. In **ANY** nursing course containing a clinical component, students must successfully pass both the classroom and clinical portions to pass the class. Failing any portion of the course (lecture or clinical) requires repeating both components of the course.

M. Students will be required to take NCLEX-RN preparation nationally normed tests throughout the curriculum and to make a satisfactory score on such tests in preparation for successful completion of the NCLEX-RN. In the last semester of the progression, students will be required to take a comprehensive predictor exam. If a satisfactory score is not achieved, a second comprehensive exam will be required.
    1. Students will be tested at each level (sophomore, junior, senior).
    2. Grading procedures for NCLEX-RN preparation nationally normed tests can be found in each course syllabus.

N. Each student is encouraged to compile a portfolio of academic work, seminar certificates, and other evidence of meeting curriculum objectives. (See page 12 of Student Handbook for guidelines.)

O. Students who have been dismissed from the program or desire a waiver of normal course sequence may petition the Admission and Progression Committee (APC) using the form provided by the Committee for consideration of their requests (nursingadmissions@liberty.edu).
    1. Students must submit the form as an e-mail attachment to the APC (nursingadmissions@liberty.edu). The committee will communicate a decision to the student within 14 days of reviewing the petition.
        o Students may be required to wait one semester between program dismissal and re-entrance to the nursing program if:
            • There is no room for the student to re-enter.
            • If the student's current GPA is ≤ 2.75.
                ➢ No student will be readmitted to the program with a GPA of ≤ 2.75.
            • Per the Admission and Progression Committee discretion.
    2. The student may be required to be available to the committee at the time of the meeting in case there are questions. The student may or may not be asked to speak, but does not have a right to speak in any such hearing.

    NOTE: The ruling of the APC is the final decision of the School of Nursing.

P. Students must complete the BSN Program within 5 years of their admission to the program. Any student who does not complete within their matriculation limit will be unable to progress and graduate.

Q. Students must maintain compliance with *Castle Branch* throughout the program.
1. **Failure to do so will result in being removed from NURS courses until the student is compliant (clinical probation may occur as well). Incoming sophomore students who are not compliant with *Castle Branch* according to the Annual Requirements for *Castle Branch* Compliance Chart may have their tentative acceptance into Gate 1 (continuance in the School of Nursing curriculum) rescinded and cannot attend any nursing classes due to failure to complete the Acceptance into Gate 1 (continuance on the School of Nursing curriculum) checklist.**
2. **The *Castle Branch* compliance tracker must be renewed each year**.
3. Tuberculin skin tests must be compliant (see Annual Requirements for *Castle Branch* Compliance Chart). For students that are unable to have a PPD, a clear chest x-ray within the past 10 years is required.
4. A ten-panel drug screen is required for continuance in the School of Nursing program. Annual drug screening, once accepted into Gate 1 (continuance in the School of Nursing curriculum), is a maintenance requirement. Positive drug screens will be reviewed by the Executive Director of Clinical Affairs and the School of Nursing Chair on an individual basis and may result in loss of acceptance into Gate 1 (continuance in the School of Nursing curriculum), removal from clinical experience, referral to Ethics & Clinical Quality Board and clinical failure.
5. Influenza immunization: For sophomore students entering the program in the Spring semester, compliance with influenza will be outlined in the acceptance letter to the program. For all other students, the influenza immunization must be placed after August 1st and be compliant with *Castle Branch* by October 1st.

Ethics and Clinical Quality Board

Purpose Statement

The Liberty University School of Nursing Standards of Conduct is based on the premise that a Christ-centered University must be dedicated to the formation of Champions for Christ. Champions of Christ are, at least in part, individuals dedicated to conducting their lives in a way that honors the Lord. In partnership with Liberty University, the mission of the School of Nursing is to prepare professional nurses to be the hands and feet of Christ to a lost and hurting world. In order to achieve this mission, the School of Nursing has instituted a process for upholding the Standards of Conduct. For more serious violations of the Standards of Conduct, there is an Ethics & Clinical Quality Board (also referred to as the "Board") that will hold students accountable to their faculty (including staff), student peers, and colleagues.

Scope of Application

The Standards of Conduct applies to all nursing students in the School of Nursing's residential programs. It applies to conduct in the classroom and in clinical settings, as well as to personal conduct on and off the Liberty University campus. Under the Standards of Conduct, it is expected that the students will conduct themselves in such a manner as to bring honor to the Lord, to Liberty University, to the School of Nursing and to themselves. Each member of the School of Nursing (including students and faculty) is responsible for upholding and enforcing the Standards of Conduct. Knowledge of a known or suspected violation and failure to timely and appropriately report it, if required and as described below, by any member of the School of Nursing constitutes a violation of the Standards of Conduct (for students) or the policies in this Faculty Handbook (for faculty).

Standards of Conduct

Liberty University has always sought to positively impact the world by producing Champions for Christ. Honor, integrity, positive testimony, and professionalism are viewed by the School of Nursing as essential elements to the successful completion of nursing programs. Liberty University's School of Nursing graduates who practice in the profession of nursing are widely recognized as demonstrating excellence in clinical skills, work ethic, and leadership. In recognition of this rich heritage and in order to assure that current students will continue to benefit from this legacy, the Standards of Conduct has been formed and trained individuals, including the Ethics & Clinical Quality Board, review reports of possible violations of the Standards of Conduct, determine if a violation has occurred, and recommend sanctions when violations are found to have occurred. All members of the School of Nursing are responsible for knowing and following the Standards of Conduct, and ignorance of those standards (and infractions) is not an excuse for violating the Standards of Conduct (for students) or the policies in this Faculty Handbook (for faculty). If a member of the School of Nursing is uncertain about whether an act violates the Standards of Conduct or the policies in this Faculty Handbook, he or she should first consult with School of Nursing dean, the appropriate program chair, or the chair of the Board before engaging in

the act that may be a violation. Please note that some of these standards and infractions overlap, and a single act may violate multiple standards and/or infractions (e.g., plagiarism), as well as other applicable policies such as a student honor code (e.g., The Liberty Way), although any sanctions will be based on the conduct found to have occurred rather than the number of standards and/or infractions that were violated.

The following standards (and supporting foundational values) constitute the Standards of Conduct expected of all students by the School of Nursing and its faculty.

Truthfulness

Truthfulness will permeate each written and spoken word (Proverbs 3:3). Honesty and trustworthiness in all transactions and acts will be a hallmark of the student and will contribute to a community characterized by mutual trust (Hebrews 13:8). By doing so, the student will not knowingly become a stumbling block to fellow believers or squelch the work of the Holy Spirit with non-believers (Luke 17:2). A failure to demonstrate and encourage truthfulness is a violation of the Standards of Conduct.

Integrity

Encourage fellow students to achieve excellence without compromising integrity or assisting another student in compromising their integrity to achieve a higher grade. Plagiarism, in any form, will not be tolerated. Plagiarism occurs when one uses the words of another, rephrasing of another's work, or inappropriately citing work so that the implication is that the words are the student's original work. Knowledge and use of appropriate American Psychological Association (APA) formatting is the responsibility of each student. Work will be conducted independently unless otherwise specified by the faculty. A failure to demonstrate or encourage integrity is a violation of the Standards of Conduct.

Respect

Respect all persons and honor their ownership of work and possessions so as to protect personal integrity (1 Peter 3:1-2). To take anything without permission is a violation of trust and an affront to the owner. A failure to show respect is a violation of the Standards of Conduct.

Professionalism

Guard all words and deeds and uphold professional conduct. Professionalism is an aspect of the education process and should be exhibited at increasing levels consistent with the student's present educational level throughout the educational experience. The student will take instruction and correction in a respectful, Christian spirit. A failure to act in a professional manner is a violation of the Standards of Conduct.

Clinical Excellence

Protect the safety of all patients, peers, and colleagues. This includes paying careful attention to the accepted medical standards and the protocols of each treatment provider, medical facility, or other clinical setting. Illegal actions, impaired performance, or any other serious infraction of corporate

compliance and institutional policies and procedures in the clinical setting is prohibited. A failure to demonstrate clinical excellence in any manner, including a failure to do so as specified in this section or in the Essential Attributes, is a violation of the Standards of Conduct.

In addition to a failure to meet any of the above standards, the following specific acts are infractions that also violate the Standards of Conduct:

Furnishing False Information

Furnishing false information is the intentional mis-statement or concealment of facts with the purpose of misleading another. Furnishing false information is a violation of the Standards of Conduct regardless of the form in which it occurs (e.g., verbal, electronic, or written form). Some examples of furnishing false information that violates the Standards of Conduct include, but are not limited to: a) furnishing false information to fellow students, b) furnishing false information in the classroom in regard to ownership of work, circumstances for extensions, completion of clinical preparation in or out of the learning laboratory, c) furnishing false information in a clinical setting in regard to documentation, completion of work or taking ownership of errors of omission or commission, d) furnishing false information in regard to student, academic, or professional status, and e) any other act of furnishing false information.

Unauthorized Disclosure of Private or Confidential Client Information

Respect for clients receiving care is expressed, in part, by holding their personal information confidential. This includes their healthcare information (for example: diagnosis and treatment plan), personal information (for example: age, address, family information), and other private or confidential information that may be learned while caring for a client or working at a facility (including conversations with a client's family). Not only is unauthorized disclosure of private or confidential client information a violation of the Standards of Conduct, but it may also violate applicable ethical codes or laws. (See Information on the Health Insurance Portability and Accountability Act of 1996, HIPAA.)

Cheating

Cheating is the commission of a dishonest or unfair act to gain an advantage. Forms of cheating may include taking the work or ideas of another person without his or her prior permission, sharing content of evaluation materials or tests without faculty permission, or the preparation of work in a compromising fashion in order to gain an unfair advantage. Specifically, cheating includes, but is not limited to, the following: a) the act of plagiarism, b) giving or receiving unauthorized assistance on a paper, project, quiz or test, c) collaboration with another student on any graded work that is not designated by the professor as a group project, d) the use of unauthorized materials, tools, or devices to complete an assignment or a test, e) disclosing test content, either in the form of test questions or areas of information to study for a test, f) the act of manipulation of the timetable for a test, project, or assignment in order to obtain additional time for completion, and g) any other dishonest or unfair act done to gain an advantage.

Abuse of Property

Abuse of Property is the attempted or actual taking or misappropriation of, and/or damage to, the real or intellectual property of another person or entity to which the property belongs without the owner's permission. Some examples of abuse of property include, but are not limited to, the following: a) the unauthorized removal of materials, supplies, or equipment from the lab, nursing offices, faculty offices, or classrooms, and b) the unauthorized taking of material possessions, ideas, or works of another.

Unprofessional Behavior

Unprofessional behavior is behavior that fails to meet the standards of the academic and/or nursing profession. Communication in any form (e.g., oral, written, or physical expression) or platform (e.g., personally delivered, posted, or sent, including through email and social media), that would demean or disrespect a faculty member, a student, the University, the School of Nursing, a colleague, or the nursing or academic profession in general, whether in or out of the clinical setting, fails to meet such professional standards. Some specific examples of unprofessional behavior include, but are not limited to, the following:

1. Addressing one in a position of authority, a patient, or a patient's family member, without using the appropriate title (i.e., Dr., Mrs., Ms., Mr.).
2. Participating in a conversation or activity that would bring one's integrity into question or compromise one's good reputation or failing to promptly remove oneself from the area of such conversation or activity.
3. Failing to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi), as well as all applicable policies of the treatment provider and medical facility in the clinical setting, regardless of the student's location:
4. Insubordination.
5. Failing to document accurately in an effort to minimize or to cover up an error or omission of professional duty in the clinical setting.
6. Publishing information that leads to identification of patient information on cellular devices, social media, or other sources of media.
7. Making threatening, harassing, profane, obscene, sexually explicit, or seriously offensive derogatory comments directed at another person or entity.
8. Failing to demonstrate any of the Essential Attributes for nursing (with or without reasonable accommodation), as defined by the School of Nursing; Essential Attributes are outlined in the LUSON Student Handbooks.
9. Failing to timely and appropriately report a known or suspected violation of the Standards of Conduct, as required and described below.
10. Violating an applicable code of ethics or applicable law, including the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or, for student-workers and teaching assistants, the Family Educational Rights and Privacy Act of 1974 ("FERPA"); and
11. Failing to follow email/etiquette guidelines.

Compromising the Safety of a Person

Compromising the safety of a person occurs when the student disregards medical protocol, commits an illegal act, demonstrates impaired performance, or engages in any infraction of corporate compliance and/or institutional policies and procedures that either compromises the safety of a patient, student peer, colleague or other person or increases the likelihood that the safety of a person could be compromised. Examples of behaviors that may compromise the safety of a person include, but are not limited to, the following:

1. Committing medication errors (e.g., administering the wrong medication or dosage).
2. Practicing while under the influence of alcohol, tobacco, marijuana, or any other drug (including a drug prescribed by a licensed medical physician) that could compromise individual cognition or patient care.
3. Misusing or abusing a controlled drug. This includes practicing while under the influence of alcohol, tobacco, marijuana, or any other controlled drug (including a controlled drug prescribed by a licensed medical physician) that could compromise individual cognition or patient care, as well as a positive drug test for using a controlled drug not prescribed by a licensed medical physician or any drug that violates the law or applicable Liberty University policy, regardless of whether the drug is or was used while practicing.
4. Being unprepared for clinical experiences, in the discretion of the clinical faculty.

Operational Procedures and Protocols for Standards of Conduct Enforcement

The School of Nursing, including the Ethics & Clinical Quality Board, will operate on the ethical principles of veracity (truth), fidelity (loyalty to the duty of nursing), confidentiality, and autonomy. The School of Nursing follows operating policies and procedures that are based on Biblical principles and professional standards of conduct in carrying out its function. Such policies and procedures apply in matters of reporting known or suspected violations, as required and described below; investigating reports of violations; determining whether a violation occurred and, if so, appropriate sanctions; and handling appeals of certain decisions.

Reporting and Investigating Known and Suspected Violations of the Standards of Conduct

In recognition of the high standards of a Christ-centered University community, it is the responsibility of each member of the School of Nursing (including students and faculty) to report any known or suspected violation of the Standards of Conduct, if required and as described below. As stated above, failure by students to timely and appropriate report a known or suspected violation, if required and as described below, compromises the integrity of the nursing program and constitutes a violation of the Standards of Conduct.

Procedures for Student Reporting

If a student believes that a fellow student has or may have violated the Standards of Conduct, he or she has a duty to confront the accused student personally in a Biblical, respectful, and professional manner as described below.

1. The student must report the alleged violation immediately to the classroom/clinical professor. If the alleged violation is not connected to any particular class, the student must report the incident immediately to the Program Chair.

2. The confrontation of the accused student should involve a private meeting between the reporting student and the accused student. The reporting student may also wish to include a faculty member.

3. The reporting student (and any faculty member) should confront the accused student with the alleged violation, providing evidence of the alleged violation.

4. The reporting student (and any faculty member) should request an explanation from the accused student regarding the alleged violation.

5. The accused student has the right to discuss the matter by providing an explanation or to declining to discuss the matter at that time. If the explanation is sufficient for the accused student (and any faculty member) to conclude no violation occurred, the reporting student (and any faculty member) may agree to drop the matter without any further reporting obligation.

6. If the accused student either declines to discuss the matter or provides an insufficient explanation for the reporting student (and any faculty member) to conclude that no violation occurred, the reporting student (and any faculty member) must submit a written report to the Program Chair via email (or, for the faculty member, in accordance with the instructions below) within 24 hours of the confrontation, or, in the event that the 24-hour deadline falls on a weekend or school break, on the next day classes are in session. The accused student also has the right to report himself or herself to the Program Chair within 24 hours, or, in the event that the 24-hour deadline falls on a weekend or school break, on the next day classes are in session. A self-report by the accused student does not relieve the reporting student (or any faculty member) from any obligation he or she has to submit a written report to the Program Chair.

NOTE: If a student files a self-report of a Tier 4 or Tier 5 violation of the Standards of Conduct that is forwarded Ethics & Clinical Quality Board, it will be viewed as an act of cooperation with the Board and will be taken into account in determining whether or not to sanction the student and the level of severity of any sanction, if the Board determines the self-reported conduct was such a violation.

Clinical Probation

Notwithstanding the Ethics & Clinical Quality Board provisions set forth above, a student may be placed on clinical probation <u>at any point</u> during the semester, without any right to appeal such probation to the Ethics & Clinical Quality Board. Unsatisfactory (or unsafe) clinical performance, inadequate patient profiles, grades, failure to complete lab assignments, being tardy or unprofessional behavior/appearance, as determined by the faculty member, may result in clinical probation. Additional course-specific guidelines will be covered in course syllabi. Documentation of circumstances surrounding clinical probation will be documented on the Clinical Probation form and signed by the instructor, student, and Chair of the BSN Program. Clinical probations accrue and are a permanent part of the student's academic record. At the discretion of the Chair of the BSN Program, clinical probation could result in an Ethics & Clinical Quality Board review and/or a clinical progress review.

Clinical Remediation

Remediation is not meant to be punitive; however, successful completion of remediation is required to pass a course clinically. Faculty identifying students in need of remediation are asked to fill out a digital 'Remediation Report' form while present with the student. The student must be aware of the rationale for remediation need. It is the responsibility of the student to schedule remediation on SignUp Genius with the Simulation Center Coordinator.

The Simulation Center Coordinator may direct a lab work-study nursing student to orient the remediating student to proper technique before seeing the lab coordinator for final review. Remediation is personalized to each student and may require follow up or tutoring/mentoring with an upper classman, willing to accept this role.

The digital 'Remediation Report' form is a permanent part of the student's academic record.

Cellular Phone Usage During Course Clinical Experiences

The use of cell phones during scheduled course clinical experiences (including but not limited to simulation, observation, inpatient patient care, or community patient care) is prohibited unless specifically directed by instructions from Liberty University faculty or simulation center staff. Video recording or taking photographs with a cellular device is prohibited during any scheduled course clinical experiences (including but not limited to simulation, observation, inpatient patient care, or community patient care).

Castle Branch Annual Requirements for Compliance

NOTE: Immunizations are required and cannot be waived due to religious or medical exemptions (influenza is the only exception to this).
NOTE: A student is not considered compliant until their status with *Castle Branch* is "compliant'.
NOTE: Non-compliance in *Castle Branch* will result in un-enrollment in all NURS courses until compliance is met (Clinical probation may occur as well).

Spring Sophomores and Sophomore Spring Accelerated	• PPD must show compliance in Castle Branch throughout the duration of ANY clinical course. REFER TO ACCEPTANCE LETTER FOR DETAILS. • Drug Screens must be ordered via Castle Branch and must show compliance in Castle Branch throughout the duration of ANY clinical course. REFER TO ACCEPTANCE LETTER FOR DETAILS. • CPR certification that is valid throughout the duration of ANY clinical course. CPR certification must show compliance in Castle Branch within one week of completion in NURS 200. *PPD must be placed again in May and be compliant by July 1st for Spring Sophomore and Sophomore Spring Accelerated students *All immunizations must show compliance in Castle Branch throughout the duration of ANY clinical course*
Fall Sophomores	• PPD placed after the second Monday in May and results must show compliance in Castle Branch prior to July 1st. • Drug Screens must be ordered via Castle Branch after the second Monday in May and must show compliance in Castle Branch prior to July 1st. • CPR certification that is valid throughout the duration of ANY clinical course. . . CPR certification must show compliance in Castle Branch within one of completion in NURS 200. *All immunizations must show compliance in Castle Branch throughout the duration of ANY clinical course*

Sophomore Summer Accelerated	- PPD must show compliance in Castle Branch the Monday prior to the first day of summer school. - Drug Screens must be ordered via Castle Branch and must show compliance in Castle Branch prior to May 1st. - CPR certification that is valid throughout the duration of ANY clinical course. CPR certification must show compliance in Castle Branch within one of completion in NURS 200. *All immunizations should be compliant in Castle Branch throughout the duration of ANY clinical course*
Juniors and Seniors	- PPD placed after the second Monday in May and and must show compliance in Castle Branchprior to July 1st. - Drug Screens must be ordered after the second Monday in May and must show compliance in Castle Branch prior to July 1st. - CPR certification that is valid throughout the academic year. NOTE: you MUST have current CPR in order to attend clinicals (i.e. if your CPR expires in August, it must be renewed in August or prior to August in order to attend clinicals). CPR certification must show compliance in Castle Branch. *All immunizations should be current in Castle Branch throughout the duration of ANY clinical course*
Summer NURS 400-level Courses	- PPD must not expire before the end of NURS 400-level summer classes. You may use previous PPD if it expires after summer classes. New PPD must be placed and show compliance in Castle Branch prior to May 1st - CPR certification that is valid throughout the duration of ANY clinical course *All immunizations should be current in Castle Branch throughout the duration of ANY clinical course*

Requirements for Clinical Compliance

Clinical Compliance
- Nursing students are required by hospital systems and the Liberty University School of Nursing to be compliant with immunizations and CPR certification in *Castle Branch* for each year they are in the program.
- An annual drug screen must be completed via *Castle Branch*. Positive drug screens will be reviewed by the Executive Director of Clinical Affairs and the School of Nursing Chair on an individual basis and may result in loss of acceptance into Gate 1 (continuance in the School of Nursing curriculum), removal from clinical experience, referral to Ethics & Clinical Quality Board and clinical failure.
- *Castle Branch* compliance tracker must be renewed each year.
- A PPD with a negative result is required (see the Annual Requirements for *Castle Branch* Compliance Chart for deadline dates).
- PPD immunization should not expire while the student is in a clinical nursing course. For students that are unable to have PPD, a clear chest x-ray within the past 10 years is required.
- Influenza immunization is also required by hospital systems and Liberty University School of Nursing. For sophomore students entering the program in the Spring semester, compliance with influenza will be outlined in the acceptance letter to the program. For all other students, **the influenza immunization must be placed after August 1st and be compliant with Castle Branch by October 1st.**
  Failure to meet the deadline will result in wearing a mask while in the hospital (except while in the cafeteria).
- A background check must be completed via **Castle Branch** to pass through Gate 1 (continuance in School of Nursing curriculum). Flagged background checks will be reviewed by the Executive Director of Clinical Affairs. Depending on the offense, continuance in the School of Nursing curriculum and permission to sit for the NCLEX-RN exam may be denied.
- **A student is not considered compliant until their status with *Castle Branch* is "compliant."**

CPR Compliance
- CPR certification **(American Heart Association HeartCode)** must be in effect the entire duration of ANY clinical course.
  - **American Heart Association HeartCode *is the ONLY CPR certification accepted by LUSON***
- Students are **no**t allowed to participate in clinical experiences without meeting the CPR requirement.
- CPR certification classes are required as part of NURS 200 for sophomore nursing students
- CPR certification MUST be valid throughout the duration of ANY clinical course. Junior and Senior students must renew their CPR **BEFORE** the card expires for *Castle Branch* compliance to ensure compliance with CPR certification. The School of Nursing does provide opportunities for students to register for CPR recertification at the student's expense.

- CPR certification must be compliant in *Castle Branch* according to the Annual Requirements for *Castle Branch* Compliance Chart.

Students who are not compliant with immunizations and/or CPR by the deadline will be un-enrolled in NURS courses until *Castle Branch* shows they are compliant with the requirement. Clinical probation may result as well.

It is the student's responsibility to monitor their *Castle Branch* accounts for compliance and accuracy. (See Annual Requirements for *Castle Branch*)

- **A status of "pending" on any *Castle Branch* requirements does not meet compliance requirements.**

Nursing Course Information

The nursing curriculum consists of synthesis course that scaffold information from previous learning (i.e., NURS 200-level courses build on knowledge from prerequisite courses; NURS 300-level courses build on NURS 200-level courses and prerequisite courses, etc.) Throughout the curriculum, knowledge will be assessed using NCLEX-RN style questions.

Supplies Required for Clinical Nursing Courses
- Stethoscope (dual head recommended): purchased at the Liberty University bookstore
- White lab coat with LU patch: purchased at the Liberty University bookstore
- Watch with second hand
- LU Student Nurse Uniform w/ patch: purchased at the Liberty University bookstore
- White Nursing Shoes
- Typhon: purchased during NURS 200/210

Sophomore Course Information

Semester 1
- NURS 200 – Nursing Process Application
- NURS 210 – Health Assessment (This course has a clinical/lab component)
    - Clinical co-requisite NURS 010
        - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course

Semester 2
- NURS 221 – Fundamentals in Nursing (This course has a clinical/lab component)
    - Clinical co-requisite NURS 021
        - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course
- NURS 225 – Research in Nursing

In courses with a clinical/lab component:
1. **All** clinical/lab assignments must be successfully completed in order for the students to clinically pass the course.
2. **Students will only be excused from clinical/lab for the following reasons (with documentation):**
    - Illness with excuse from healthcare provider
    - Severe illness or death of a close family member
    - Sporting events or other commitments excused by the university
    - Medical mission trip

Sophomore year notes:

- Semester 2 has a Wednesday 4-6 pm testing time for NURS 221 and NURS 225
- *Clinical experiences are on Mondays, Fridays, and/or weekends.*
- *Clinical experiences may be on days or evenings.*
- Students are required to gather patient information the day prior to the assigned experiences
- Do not schedule a weekend intensive during the regular school year. They often conflict with clinical.
- Do not schedule to leave for any break until after your clinical/coursework is completed.
- PHIL 380 MUST be taken residentially before taking NURS 300-level courses

Junior Course Information

Students cannot progress to 300-level NURS courses until all 200-level NURS courses have been successfully completed.

Semester 1
- NURS 301 – Strategies for Adult Health Care I (Med-Surg)
  - Clinical co-requisite NURS 031
    - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course
- NURS 305 – Pharmacology I
- NURS 354 – Nursing Care of the Childbearing Family Lecture (OB)
  - **or** NURS 355 – Nursing Care of Children Lecture (Peds)
- NURS 356 – Nursing Care of the Childbearing Family Clinical (OB)
  - **or** NURS 357 – Nursing Care of Children Clinical (Peds)

Semester 2
- NURS 302 – Strategies for Adult Health Care II (Med-Surg)
  - Clinical co-requisite NURS 032
    - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course
- NURS 306 – Pharmacology II
- NURS 354 – Nursing Care of the Childbearing Family Lecture (OB)
  - **or** NURS 355 – Nursing Care of Children Lecture (Peds)
- NURS 356 – Nursing Care of the Childbearing Family Clinical (OB)
  - **or** NURS 357 – Nursing Care of Children Clinical (Peds)
- **NOTE:** NURS 354 pairs with NURS 356; NURS 355 pairs with NURS 357

In courses with a clinical/lab component:
1. **All** clinical/lab assignments must be successfully completed in order for the students to clinically pass the course.
2. **Students will only be excused from clinical/lab for the following reasons (with documentation):**
   - Illness with excuse from healthcare provider
   - Severe illness or death of a close family member
   - Sporting events or other commitments excused by the university
   - Medical mission trip

Junior year notes:

- NURS 300-level courses have a Wednesday 4-6 pm testing time
- NURS 354 pairs with NURS 356; NURS 355 pairs with NURS 357
- *Clinical experiences are on Mondays, Fridays, and/or weekends.*
- *Clinical experiences may be on days or evenings.*
- Students are required to gather patient information the day prior to the assigned experiences
- A student may apply for one distant and one international clinical experience per semester. At least one NURS 301/302 semester of clinicals must be accomplished in Lynchburg (Centra).
- Do not schedule Thursday evening classes. You will be preparing a profile on Thursdays. Plan to arrive at the hospital to collect data in the early afternoon.
- Nursing classes will be scheduled on Tuesday, Wednesday, and Thursday.
- Do not schedule a weekend intensive during the regular school year. They often conflict with clinical.
- Do not schedule to leave for any break until after your clinical/coursework is completed.
- Nursing majors are encouraged not to serve in the role of RA during the junior level in the nursing program. Juniors are counseled to consider carefully before taking on the role of Prayer Leader or SLD

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Senior Course Information

NURS 460-Advanced Strategies for Adult Health Care
- Clinical co-requisite NURS 061
  - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course
- Offered fall, spring, and summer
- Clinical is Monday or Friday for half of the semester

NURS 451-Strategies for Mental Health Care
- Clinical co-requisite NURS 051
  - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course
- Offered fall, spring, and summer
- Clinical is Monday or Friday for half of the semester

NURS 441- Strategies for Community Health Nursing Lecture/NURS 442- Strategies for Community Health Nursing Clinical
- Offered fall, spring, and summer
- Clinical is Monday all semester with a few Saturday dates

NURS 490-Leadership/Management in Nursing
- Clinical co-requisite NURS 090
  - Students must enroll in clinical co-requisite in ASIST before they will be allowed to register in for the course
- Offered in fall and spring (Must be taken the semester you are to graduate)
- Clinical is scheduled on weekdays and weekends.
- 96 Clinical hours (144 for CCCP students)

NURS 445-Population Health
- Offered in fall, spring, and summer
- Non-Clinical course

Senior year notes:
- Students are not considered to be senior nursing students until all 300-level NURS courses are successfully completed.
- ***LUSON will register all students for all 400-level NURS courses with the exception of non-certificate electives***
- NURS 451 pairs with NURS 460; NURS 445 pairs with NURS 441/442
- NURS 416, NURS 464, NURS 465, and NURS 466 require an application process
- Senior summer requires an application process. Space is limited according to available clinical space

Nursing Electives

NURS 316 – Global Health Nursing
- Global studies cognate students must take this elective

NURS 415- Cross-Cultural Nursing
- Offered in the fall
- Cross-Cultural Nurse Certificate students must take this elective

NURS 416-Preceptorship
- Offered in the summer
- Available to all students through an application process
- Selection based on GPA and Clinical Competence
- Required of CCCP students

NURS 417-Crisis Nursing
- Offered in the fall and spring

NURS 419-End of Life Care
- Offered in the spring

NURS 420-Pain Management
- Offered in the fall and spring

NURS 464- Advanced Medical-Surgical Nursing Certificate Program
- Offered in the fall and spring
- Available to all students through an application process
- Additional clinical hours required

NURS 465-Advanced Critical Care
- Offered in the fall and spring
- Available to all students through an application process
- Required of CCCP – Adult students
- Additional clinical hours required

NURS 466-Advanced Critical Care Maternal Child
- Offered in the fall and spring
- Available to all students through an application process
- Required of CCCP-Maternal Child students
- Additional clinical hours required

Senior Portfolio

Purpose

- To enhance the development of leadership skills.
- To develop self –evaluation skills.
- To provide outcome data for student attainment of curriculum objectives.
- For use during job interviews.

Process

- All students are encouraged to complete a comprehensive portfolio prior to graduation. Typhon can house the portfolio if desired
- Evidence for the portfolio will be gathered throughout the student's time in the program and handed in at the end of each school year.

Portfolio contents

- Personal/Professional Mission Statement
- Resume and Cover Letter
- Evidence of meeting each curriculum objective.

Suggested pieces of evidence as follows:

A. View nursing as a ministry
- Journal entries (NURS 441, NURS 442, 490 and nursing electives)
- Service activities
- CSER Evaluations

B. Providing and coordinating care
- Clinical evaluations (NURS 221, 301, 302, 354, 355, 356, 441, 442, 451, 460, 490)
- Teaching projects (NURS 115, 302, 441, 442, 460)

C. Critical thinking skills
- Skills list (NURS 301, 302)
- Research proposal (NURS 225)
- Honors Thesis
- Standardized test scores (HESI)
- Sample profiles (NURS 301, 302, 354, 355, 356, 357, 460)

D. Demonstrate leadership skills
- LUNSA activity
- Leadership evaluations (NURS 490)
- Presentations (NURS 115, 441, 442, 445)

E. Personal and Professional values
- Ethics paper (PHIL 380)
- Journal entries (NURS 441, 442, 490, Nursing electives)

F. Ongoing development
- Seminar certificates
- Professional membership
G. Journal subscriptions

Seniors are encouraged to complete their portfolios during the semester prior to the graduating semester for use during job interviews.

Special Programs

Advanced Placement for LPN's

Transfer credit and credit by examination is available through the registrar's office and is described in detail in the Liberty University Catalog.

Students transferring from other nursing programs are considered and evaluated on an individual basis. Students transferring from institutions that are not nationally accredited may not be given direct transfer credit. However, they may take Challenge exams to gain credit.

LPNs who have graduated from National League for Nursing accredited programs may receive credit for NURS 101: Introduction in Nursing; Nursing 105: Medical Terminology, and NURS 221: Fundamentals in Nursing. Proof of a valid LPN license must be provided to receive this credit.

The following criteria have been established to determine if an LPN is eligible for exclusion from portions of the clinical experience in designated courses. Students must petition for permission for the exemption with the lead instructor. Petitions must be in writing and submitted within the first two weeks of the course in question.

A. The LPN must have completed 3 years of full-time work within the last 5 years in the related health care setting. Written documentation must be provided from the institution of employment.
B. The LPN must submit written documentation of related clinical skills and competencies from employer.
C. The LPN will be required to attend clinical experiences and be evaluated by the instructor as to clinical skills and competency as related to the course. Exclusion from the clinical portion of the course will ultimately be at the discretion of the instructor of the course.
D. The LPN must complete at least half the clinical experiences for each course.

Accelerated Summer Program

Students may qualify for the Accelerated Spring or Accelerated Summer School Program. Students in this program complete sophomore-level courses during the summer and then proceed to junior-level courses in the fall, allowing them to graduate early.

Admission criteria for the accelerated program are:
1. GPA of 3.25 or better
2. Completion of more than 55 hours of general education courses (from the Nursing status sheet) including BIOL 203, BIOL 213, BIOL 214, BIOL 215, BIOL 216, CHEM 107, NURS 101 & NURS 105 and NURS 115.
3. ***Meeting minimum admission requirements does not guarantee acceptance into the accelerated summer program.***

Senior Certificate Tracts

NURS 415 - Cross Cultural Nurse Certificate Program

Course description:
> The student utilizes the nursing process while gaining an understanding of the delivery of healthcare in a culture outside of the United States, or a sub-culture within the United States. The experience provides the student with the opportunity to examine personal values and beliefs as they are related to the health practices of people from other cultures. It provides the opportunity to experience the stress resulting from linguistic differences and the adaptation required to adjust professional and personal practices to a different cultural environment. Issues and views of health and illness are included in the student's analysis of the relationship between cultural considerations and personal and health behaviors. Students develop and practice communication skills and caring as a ministry, with individuals and family members of another culture.

Purposes:
1. To prepare nurses for service on the mission field
2. To enhance recruiting efforts by offering special course work for students who are called to missions
3. To carry out the mission of the university "To produce Christ-centered men and women with the skills   required to impact tomorrow's world."

Admission Criteria:
1. Cumulative GPA of 2.75 or higher at the end of the sophomore year
2. Demonstration of commitment to missions through active membership in the Future

3. Completion of a 3-page essay describing the student's interest in and commitment to missionary nursing.

Program:
1. Complete NURS 415
2. Participate in an overseas medical mission trip and Jungle Camp (GLST-485)
3. Complete HLTH 488 (Infectious Disease)

***Questions regarding NURS 415 should be directed to Mr. Kail (fkail@liberty.edu)

NURS 464 - Advanced Medical Surgical Nursing Certificate Program

Course description:
> This course focuses on the application of the nursing process in the area of medical/surgical nursing. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in the medical/surgical patient population. A holistic approach is utilized, with psychosocial, legal, and ethical considerations discussed.

Purposes:
1. To prepare qualified undergraduate students for easy transition into the practice of medical surgical nursing
2. Enhance recruitment efforts specifically targeted to students with an interest in medical surgical nursing.
3. Meet the increasing demand in the health care community for qualified medical-surgical nurses.
4. Glean mastery, competence, and confidence in utilizing the nursing process and be fully equipped to enter the nursing workforce following graduation.

Admission Criteria
1. Cumulative GPA of 3.0 or higher at the end of the first semester of the junior year
2. Successful completion of all junior-level classes.
3. Demonstration of superior performance in junior-level clinical experiences as evidenced by clinical evaluations and faculty recommendation.
4. Personal interview with Mrs. McCraw and Dr. Harvey Must take course concurrently with NURS 490

Program
1. Additional experience in a medical-surgical area such as DRMU, Oncology, Surgical, CSH, Pulmonary, Ortho, and Resource at various hospitals such as LGH and BMH.

2. Gain certification in Medical-surgical nursing and glean more knowledge, competence, and experience with the Nursing Process, equipment, and special populations.
3. Independent clinical hours with Med-Surg specialists throughout Centra and UVA Dialysis
4. NURS 490 clinical hours (expanded to 144hours) on a Medical-Surgical unit

****Questions regarding NURS 464 should be directed to Mrs. McCraw (spmccraw@liberty.edu)*

NURS 465 - Advanced Strategies for the Critically Ill (Adult Population)Certificate Program

Course description:
This course focuses on application of the nursing process in highly complex and/or life-threatening situations. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in a challenging patient population. A holistic approach is utilized, with psychosocial, legal, and ethical considerations discussed.

Purposes:
1. To prepare qualified undergraduate students for easy transition into the practice of critical care nursing.
2. Enhance recruitment efforts specifically targeted to students with interest in critical care nursing.
3. Meet the increasing demand in the health care community for qualified critical care nurses.

Admission Criteria:
1. Cumulative GPA of 3.0 or higher at the end of the first semester of the junior year.
2. Successful completion of all junior-level classes.
3. Demonstration of superior performance in junior-level clinical experiences as evidenced by clinical evaluations and faculty recommendation.
4. Completion of a 2-page essay describing the student's interest in and commitment to critical care nursing.

Program:
1. Completion of NURS 460 (Critical Care) during the first semester of the senior year
2. One required observation day in an approved critical care setting
3. Completion of AHA ACLS course through LUSON.
4. NURS 490 clinical hours (expanded to 144 hours) in a critical care unit or emergency department

****Questions regarding NURS 465 should be directed to Mrs. Tordoff (sltordoffr@liberty.edu)*

NURS 466: Advanced Strategies for the Critically Ill (High-Risk Maternal-Child Population) Certificate Program

Course description:
> This course focuses on application of the nursing process in highly complex and/or life-threatening situations of the high-risk mother and the critically ill infant and child. Content builds upon knowledge gained in previous courses, with an emphasis on the integration of this knowledge in this challenging patient population. A holistic approach will be utilized, with psychosocial, legal, and ethical considerations integrated.

Purposes:
1. To prepare qualified undergraduate students for easy transition into the practice of High-Risk Maternal-Child nursing.
2. Enhance recruitment efforts specifically targeted to students with interest in High-Risk Maternal-Child nursing.
3. Meet increasing demand in the health care community for qualified High-Risk Maternal-Child nurses.

Admission Criteria:
a. Cumulative GPA of 3.0 or higher at the end of the first semester of the junior year.
b. Successful completion of all junior-level classes.
c. Demonstration of superior performance in junior-level clinical experiences as evidenced by clinical evaluations and faculty recommendation.
d. Completion of a 2-page essay describing student's interest in and commitment to High-risk Maternal-Child nursing

Program:
1. NURS 460 (Critical Care) during the first semester of the senior year
2. Completion of AHA Pediatric Advanced Life Support (PALS).
3. Completion of national S.T.A.B.L.E. Program
4. Completion of Neonatal Resuscitation Program (NRP) optional
5. NURS 490 clinical hours (expanded to 144 hours) in a maternal-child unit/resource team.

Questions regarding NURS 466 should be directed to Dr. Highton (mahighton@liberty.edu)

Nursing Student Association

The Liberty University Nursing Student Association (LUNSA) is an active organization meeting monthly throughout the academic year. Membership is provided for all Junior and Senior nursing students and is open to all Liberty nursing students.

The organization provides nursing students with the opportunity to become actively involved in the local chapter, in the state chapter, and at the national level. Programs are developed to provide professional development as well as fun and fellowship. Attendance to state and national conventions is encouraged and supported by the School of Nursing. Liberty University Nursing Student Association provides a Christian voice through community involvement/activities, through voting on policies at the state and national level, and through group fellowship opportunities at the local level.

Nursing Honor Society

The Liberty University School of Nursing is a chartered member of Sigma Theta Tau International, Psi Delta, 2011. The criteria for admission to the Psi Delta Chapter are consistent with Sigma Theta Tau International, Incorporated Bylaws. Each year LUSON nursing students are invited to Psi Delta Chapter membership based on the 2017-2019 Biennium Honor Society Bylaws:

- Students in Basic Program (undergraduate) have evidence of academic achievement, hold a minimum GPA of 3.0, have completed at least one-half of the nursing curriculum, and shall rank not lower than 35 % of their class in scholarship. Must meet standards approved by the society. Students shall be without violation of LUSON Honor Code.

- Students in graduate programs (master, post-master, doctoral, and post-doctoral) have evidence of academic achievement, hold a minimum of a GPA of 3.5, and shall rank not lower that 35 % of their class in scholarship. Students shall have completed a minimum of one-quarter of the required graduate curriculum. Students in graduate programs who are registered nurses, legally recognized to practice in his/her country and have the minimum of a baccalaureate degree or the equivalent in any field, shall be eligible to be considered as a nurse leader at any point in the program.

- Exceptions may be made at the discretion of the chapter's governance committee following the guidelines adopted by the International Board of Directors.

Attendance

In addition to the University attendance policy, the following attendance policies apply to LUSON courses/clinicals

Classroom Attendance

Students must attend their scheduled sections for each course as scheduled in ASIST. A student adjusting their scheduled classroom sections due to conflicts (i.e., clinical schedules, jobs, etc.) is not permitted.

Clinical Attendance

1. Clinical attendance is required and recorded in Typhon.
2. Make-up clinicals are required for each clinical absence in accordance with instructor's guidelines.
3. If a student is absent for more than 10% of a NURS course's total clinical hours (excused or unexcused), course lead faculty will review the student case for possible clinical failure of the course.
4. The student is responsible for following course guidelines for notifying the appropriate party of the absence prior to the beginning of the clinical session.
5. A complete knowledge of patient history, pathophysiologic processes, medication administration, and care plans is required prior to each clinical day. Refer to specific course syllabi for assignment requirements for clinical days. Lack of such preparation, inappropriate attire (see dress policy) and/or tardy of 15 minutes or more will constitute an absence for that clinical day.
6. If the absence is a result of being tardy or unprepared, it will be reported on the clinical probation form.

Inclement Weather Policy

The intent of the inclement weather policy is to help keep faculty, instructors, and students safe when going to and from their clinical experiences.

In the event of inclement weather (ice or snow) during normal M-F eight-hour day shift clinical in the hospital with an instructor, clinical attendance or cancelation will typically correspond with the Lynchburg City schools. If Lynchburg City School classes are on a one to two-hour delay, Liberty clinical will also be on a one to two-hour delay. For a one-hour delay, day shift will report at 9:00, and for a two-hour delay, day shift will report at 10:00.

For a clinical that is not during normal M-F eight-hour day shift hours or with an assigned instructor, students will follow the specific guidance within that course syllabus.
Clinical experiences assigned for day shift within the LUSON Simulation Center will follow Lynchburg City School guidance unless a delay or cancelation has been issued for the LU campus. In the case of a delay

or closure of the LU campus, the Simulation Center clinical experience will be delayed or closed in concurrence with LU guidance.

LUSON Late Assignment Policy

Classroom Policy

- Course Assignments should be submitted on time. If the student is unable to complete an assignment on time, then he or she must contact the instructor prior to the assignment due date.
- Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
    - Late assignments submitted within one week after the due date will receive a 10% deduction.
    - Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.
    - Assignments submitted two weeks late or after the final date of the course will not be accepted.
    - Group projects/assignments will not be accepted after the due date.
- Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

    ALL CLASSROOM ASSIGNMENTS ARE DUE SATURDAY AT 2359.

Clinical Policy

- In ANY nursing course containing a clinical component, students must successfully pass both the classroom and clinical portions to pass the class.
- All clinical/lab assignments must be submitted/completed in order to clinically pass the course. Clinical assignments include assignments related to all clinical experiences and lab/simulation preparation.
    - Clinical and lab assignments are designed to ensure patient safety, delivery of quality care, and improved client outcomes.
- All clinical preparation work is due before the scheduled start of the assigned clinical.
- Clinical assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
    - Late submissions for each clinical/lab/simulation assignment will result in a 10% deduction per day from the total points for the assignment.
    - After 5 days, a grade of zero will be given for the assignment
- THE ASSIGNMENT MUST STILL BE TURNED IN IN ORDER TO CLINICALLY PASS THE COURSE PER ABOVE
- Clinical late policy/absence:
    - 10% deduction of that day's assigned clinical work grade

Grading Scale

> A = 900-1000 points
> B = 800- 899 points
> C = 700- 799 points
> D = 600- 699 points
> F = Less than 599 points

Undergraduate Dress Code Policy

You are entering the nursing profession. As a profession, nursing has distinct differences from non-professional careers, including expectations of dress. The manner in which you dress reflects the pride you have in yourself, your school, and your profession. The manner in which you dress also reflects the importance of the experience and is an indication of your self-discipline, not only in dress but in other areas. The purpose of this policy is to set a guideline for providing a safe and comfortable environment in which the patients, the public, and other members of the health care team are ensured that professional and competent nursing care will be provided. Most importantly, our desire at Liberty University School of Nursing is to honor the Lord in everything we do, including our clothing.

The Liberty University School of Nursing has a long-standing tradition of excellence in education. To continue this tradition and prepare our future nurse graduates, it is necessary to maintain a professional environment. A student may be excluded from class or clinical if the student's appearance is offensive, presents a distraction, or is not in keeping with this policy. Students are responsible for all teaching/learning experiences missed.

The faculty, clinical instructor, preceptor, or mentor of any nursing student will enforce this policy as deemed appropriate. An appropriate and respectful appearance should be maintained to ensure that all students have the best possible learning environment.

This policy is intended for all classroom and academic business experiences.

Classroom Dress Code Policy

Dress and grooming will not disrupt the teaching/learning process or cause undue attention to an individual student. The determination of disruption is left to the faculty's discretion.

The following are **not allowed** in the classroom:

- Sports bras, strapless tops or dresses, camisole tops with spaghetti straps, see-through blouses or shirts, or short skirts. If a student chooses to wear a midriff top, halter top, sports bra, camisole with spaghetti straps, or a sundress or tank top (male or female), the student must wear a shirt or jacket over it. Skirt length should be modest and professional.
- Pajamas, shorts, sleep wear, and inappropriate exercise clothes (i.e., bicycle shorts, Under Armour®, spandex, sweat pants, leggings). Student-athletes may wear required uniforms, covered by official team outerwear, on approved sporting event days.
- Attire that displays language and/or images which are derogatory, profane, sexually explicit, abusive, or which "promote" drugs or alcohol.

- Clothing which allows undergarments to be visually observed: No sagging pants. No undergarments (i.e., bralettes) should be visible at any time.
- Hats and other head coverings. Headgear considered a part of religious/cultural dress or in cases of medical need (e.g., chemotherapy) are allowed with prior notification of program chair.

The following are **expected** in the classroom
- Appropriate footwear is required for the classroom. Appropriate footwear, made for outside wear, would include sandals, shoes, boots, or otherwise appropriate footwear.
- It is assumed that students will practice personal cleanliness and proper hygiene. No excessive odors, i.e., tobacco, body sprays, or colognes.

Clinical Dress Code Policy

Uniforms: Professional appearance is an important factor in the effective delivery of health care. Two uniforms are required to be purchased from the Liberty University bookstore: Community uniform (navy blue scrub pants and a grey polo shirt) and Hospital uniform (navy blue scrub pants and white & blue Liberty University uniform top). The community uniform is to be worn when the Liberty University School of Nursing is being represented in the community, during independent clinicals, or when getting patient assignments.

While in the LUSON clinical uniform, the following guidelines will be followed:

Hair: Hair should be styled in a manner that will maintain asepsis in client care, and permit students to work without violating aseptic principles. Hair should be a natural color and arranged /secured to present a neat appearance that it is off the collar of the uniform and away from the face. Loose multiple braids, oversized bows, flowers, oversized headbands, and clips are not acceptable for females. Beards, mustaches, and side burns must be clean and neatly trimmed for males. Small navy blue or neutral headbands (≤ 1 inch) are acceptable.

Fingernails and Perfume: Short fingernails (1/4 inch or less) are required to insure client safety. Artificial nails are forbidden. Clear or flesh-toned nail polish that is not chipped will be accepted. The use of strong colognes is not allowed as it is offensive to many persons who are ill or convalescing.

Uniform: Regulation LUSON uniform with approved name tag. Regulation uniform is to be worn in its entirety. Scrub top is not to be worn without the regulation scrub pants or with substitute pieces of clothing. Uniforms must be modest, not tight fitting. Proper undergarments must be worn. T-shirts or camisoles, if worn under the uniform top, may be short or long-sleeved and must be white with no printing.

Name Tags: Name tags are to be worn on uniforms and lab coats at all times (Hospital specific name tags while in the hospital, LUSON name tags during community clinicals and in the Simulation Center at all times).

Lab Coat: White lab coat. Laboratory coat with LU nametag will be worn in the simulation center. Professional appearance requires that the lab coat be neatly pressed.

Hose/socks: White socks must be worn with the uniform.

Shoes: Within the hospital setting**,** clean, white leather nursing shoes or leather tennis shoes with no markings. Shoes with open toes are forbidden. White, open back, 'clog' type shoes with closed toes are allowed.

Jewelry: Wedding rings or engagement rings may be worn with the uniform (one per hand). Professional association pins may be worn with the uniforms. No other jewelry is permitted with uniform. Neither LU nor the agency assumes responsibility if a ring or setting is lost, and the student waives any claims against the University arising from the loss of any jewelry. One pair of pierced earrings is allowed if they are very small (one stud per ear lobe). Other body piercings are not allowed. Plastic plugs may be worn in other piercings during clinical experiences. These should be flesh-toned and inconspicuous.

Tattoos: Must be covered during clinical experience.

NOTE:
- *Students MUST wear a regulation LUSON uniform with a hospital-specific name tag when reviewing charts to prepare for clinical. Hospital policy does not permit jeans or sandals while students are in the hospital.*
- *Students may not leave the clinical area wearing hospital provided scrubs. Any removal of hospital scrubs from the hospital is considered stealing.*

American Nurses Association Principles for Social Networking and the Nurse

Overview of Social Networking in Nursing

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people.

Nurses and nursing students (referred to collectively as "nurses") have a professional obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Such benefits include an opportunity for broad dissemination and discussion of nursing and health-related education, research, evidence-based practice, and communication. Nurses separated by geography or other factors have the opportunity to interact with, and learn from, their colleagues. Social networking can nurture relationships and mentoring among developing professionals and can provide a forum for collegial interchange and the development of an online professional presence. It also offers the profession a vehicle for educating the public on many nursing and public health matters in a changing and dynamic healthcare system. Nursing must have a professional presence and be visible online.

At the same time, information contained on a social network has the capacity to propagate itself, taking on a life of its own in cyberspace. Inaccuracies become "fact" by mere repetition, creating confusion that is particularly dangerous in discussions regarding the public's health needs. Nurses must be aware that social networking venues are shared by their patients and colleagues. Unintended consequences of a nurse's poor judgment can breach a patient's privacy, damage a patient's trust in the individual nurse and the profession, and further damage a nurse's professional and personal future. Employers and educational institutions may also monitor social networking sites and make judgments—positive or negative—about a nurse's professional suitability. Sharing patient information, even with names removed, may be enough to trigger a HIPAA (Health Insurance Portability and Accountability Act) violation and its associated penalties.

Patient privacy is a fundamental ethical and legal obligation of nurses. Nurses must observe standards of patient privacy and confidentiality at all times and in all environments, including online. The nurse's primary commitment is to the patient, and nurses are ethically required to practice with compassion and respect for the inherent dignity and worth of every individual. Despite the common perception that personal comments, videos, photos, or other online materials are short-lived or confined to a designated group of viewers, the nature of the Internet is that such materials are public and permanent. Just about anyone can, with a little effort, view these postings. Thus, although nurses certainly deserve a life apart from their professional duties, it is essential to understand that one's conduct on social networks is a public act that can be scrutinized and judged in the same way as any other public act.

Because social networking offers the potential for both positive and negative consequences, nurses should consider a number of principles when functioning within the virtual world of social media in order to maintain their own reputation and that of nursing as the most trusted profession.

Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information. Nurses must know their legal and ethical responsibilities, as well as their own organization's policies, regarding their responsibility to protect patient privacy, whether online or offline. Merely removing someone's name (or face, in the instance of images) from a communication does not necessarily protect that person's identity. Under federal law (HIPAA), protected "individually identifiable information" includes health information that identifies the individual *or can reasonably be used* to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental health of an individual.

2. Nurses who interact with patients on social media must observe ethically prescribed patient–nurse professional boundaries. The precepts guiding nurses in these matters are no different online than in person.

3. Nurses should evaluate all their postings with the understanding that a patient, colleague, educational institution, or employer could potentially view those postings. Online content and behavior has the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.

4. Nurses should take advantage of privacy settings available on many social networking sites in their personal online activities and seek to separate their online personal and professional sites and information. Use of privacy settings and separation of personal and professional information online does not guarantee, however, that information will not be repeated in less protected forums.

5. As the patient's advocate, nurses have an ethical obligation to take appropriate action regarding instances of questionable healthcare delivery at an individual or systems level that reflect incompetent, unethical, illegal, or impaired practice. Nurses who view social media content posted by a colleague that violates ethical or legal standards should first bring the questionable content to the attention of the colleague so that the individual can take appropriate action.

   If the posting could threaten a patient's health, welfare, or right to privacy regarding health information, the nurse has the obligation to report the matter to a supervisor or designated person within the institution or entity for follow-up. If the questionable practice is not addressed in the employment setting and seriously jeopardizes the patient's safety and

well-being, the nurse may need to report the problem to external authorities. Accurate reporting and factual documentation—not merely opinion—should always support such responsible actions.

6. Nurses are encouraged to participate in the development of policies and procedures in their institutions and organizations for handling reports of online conduct that may raise legal concerns or be professionally unethical. Such official channels can protect the rights of those participating and can offer remedial action for the patient, while offering fairness, support, and non-punitive correction and training for a nurse's inadvertent mistakes.

Foundation for the Principles for Social Networking

The 2010 House of Delegates of the American Nurses Association (ANA) resolved to support the application of ANA's foundational documents to the use of social media: *Code of Ethics for Nurses with Interpretive Statements* (2001), *Nursing: Scope and Standards of Practice, 2nd Edition* (2010), and *Nursing's Social Policy Statement: The Essence of the Profession* (2010). (In addition to relying on these three documents, *ANA's Principles for Social Networking and the Nurse* also reflects current literature, statutory and regulatory requirements, other professions' guidelines, and media coverage of health professionals and social networking.)

The following provisions from these foundational documents form the basis for *ANA's Principles for Social Networking and the Nurse.*

Code of Ethics for Nurses with Interpretive Statements (ANA, 2001)

The Code of Ethics for Nurses is a seminal ANA document establishing ethical standards for the nursing profession. It provides a framework for nurses to use in ethical analysis and decision-making. Each of the nine provisions of the Code, along with selected Interpretive Statements, provides guidance on the application of professional values and personal judgment in nurses' use of social networking and media.

*Provision 1. "*The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problem." (pg. 11)

• *Interpretive Statement 1.5 Relationships with Colleagues and Others*

Provision 2. "The nurse's primary commitment is to the patient, whether an individual, family, group, or community." (pg. 14)

• *Interpretive Statement 2.2 Conflict of Interest for Nurses*

• *Interpretive Statement 2.3 Collaboration*

• *Interpretive Statement 2.4 Professional Boundaries*

Provision 3. "The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient." (pg. 16)

• *Interpretive Statement 3.1 Privacy*

• *Interpretive Statement 3.2 Confidentiality*

• *Interpretive Statement 3.5 Acting on Questionable Practice*

Provision 4. "The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care." (pg. 21)

• *Interpretive Statement 4.2 Accountability for Nursing Judgment and Action*

Provision 5. "The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth." (pg. 23)

• *Interpretive Statement 5.1 Moral Self-Respect*

• *Interpretive Statement 5.3 Wholeness of Character*

• *Interpretive Statement 5.4 Preservation of Integrity*

Provision 6. "The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action." (pg. 25)

• *Interpretive Statement 6.1 Influence of the Environment on Moral Virtues and Values*

• *Interpretive Statement 6.2 Influence of the Environment on Ethical Obligations*

• *Interpretive Statement 6.3 Responsibility for the Healthcare Environment*

Provisions 7, 8, and 9. These provisions generally apply to knowledge dissemination capabilities of social media and nursing's role in voicing the profession's values.

• **Provision 7.** "The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development." (pg. 27)

• **Provision 8.** "The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs." (pg. 28)

• **Provision 9.** "The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy." (pg. 29)

Code of Ethics for Nurses with Interpretive Statements is available online:

http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx

Nursing: Scope and Standards of Practice, 2nd Edition (ANA, 2010)

This foundational document outlines the expectations of the professional role of the registered nurse, presenting the scope of practice and standards of professional nursing practice and their accompanying competencies. Forty-six nursing organizations have formally endorsed *Nursing: Scope and Standards of Practice, 2nd Edition.* Several standards and their associated competencies provide guidance regarding the profession's expectations for professionalism as it relates to nurses' use of social media and networking.

- *Standard 7. Ethics.* "The registered nurse practices ethically." (pg. 47)
- *Standard 8. Education.* "The registered nurse attains knowledge and competence that reflects current nursing practice." (pg. 49)
- *Standard 11. Communication.* "The registered nurse communicates effectively in a variety of formats in all areas of practice." (pg. 54)
- *Standard 12. Leadership.* "The registered nurse demonstrates leadership in the professional practice setting and profession." (pg. 55)
- *Standard 13. Collaboration*. "The registered nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice." (pg. 57)

An overview of ANA's nursing standards and related resources is available online:

http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards

Nursing's Social Policy Statement (ANA, 2010)

This foundational document describes the essence of the nursing profession that is both valued within society and is uniquely accountable to that society. The authority for nursing, as for other professions of trust, is based on social responsibility, which in turn derives from nursing's social contract wherein a mutually beneficial relationship exists between society and the nursing profession:

"[S]ociety validates the existence of the profession through licensure, public affirmation, and legal and legislative parameters. Nursing's response is to provide care to all who are in need, regardless of their cultural, social, or economic standing." (pg. 5)

Nursing's Social Policy Statement: The Essence of the Profession describes the nursing profession as "particularly focused on establishing effective working relationships and collaborative efforts essential to accomplish its health-oriented mission." (pg. 7)

Statement of Essential Attributes

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes is based on the understanding that practicing nursing as a student necessarily involves an agreement to uphold the trust which society has placed in us ([American Nurses Association Code of Ethics](#)). The following statements are standard that comprise four core essential student nursing competencies. In addition to academic qualifications, the Liberty University School of Nursing considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in and graduation from its nursing degree programs.

Physical Attributes

Nursing students must possess sufficient motor and sensory skills to provide safe nursing care and participate in the classroom, and clinical experiences deemed necessary to meet both professional nursing practice standards and academic nursing program standards. Students must be able to:

- (Motor) Move throughout the classroom/clinical site and stand for periods of time to carry out patient care activities; be physically capable of performing patient care duties for up to 12 hours at a time, day or night; and lift 50 pounds.
- (Vision) See and accurately read print, computer screens and hand writing, including patient care orders and other documents, and demonstrate the ability differentiate colors.
- (Hearing) Hear and differentiate tonal variances or do so with the assistance of technology such as an amplified stethoscope.
- (Smell) Differentiate smells, such as smoke, bodily fluids, and other odors.
- (Tactile) Accurately distinguish texture, temperature, pulsations, and moisture, with or without gloves.
- (Gross/Fine Motor) Manipulate equipment and tools necessary for providing safe nursing care such as medical equipment/devices, syringes/needles, stethoscope, and computers.

Cognitive Attributes

Nursing students must exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in classroom and clinical experiences. Students must be able to:

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports and use of computer-based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family, or community needs and problems.
- Write and comprehend both spoken and written English.

- Speak English well enough to understand content presented in the program, adequately complete all oral assignments and meet objectives of assigned clinical experiences.
- Accurately apply basic mathematical skills such as ratio/proportion concepts, use of conversion tables, and calculations of drug doses and solutions.
- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, spelling, mechanics, and American Psychological Association (APA) referencing.
- Gather data, develop a plan of action, establish priorities, and monitor treatment plans.
- Utilize appropriate judgment and critical thinking behaviors such as properly incorporating previous knowledge from a wide range of subject areas into current patient care situations.

Interpersonal Attributes

Nursing students must possess the ability to identify behaviors and attitudes in themselves and others, as well as to self-regulate their own behaviors and attitudes, to ensure professional practice and delivery of care. Students must be able to:

- Establish rapport with individuals, families, and groups.
- Respect individual differences such as cultural, ethnic, religious, gender, age, and sexual orientation.
- Relate effectively to other students, faculty, university/hospital staff, and patients/families to fulfill ethical obligations of the nursing profession including altruism, autonomy, human dignity, integrity, and social justice.
- Negotiate interpersonal conflicts effectively.
- Maintain sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, maintain objectivity and recognize personal strengths and limitations consistent with safe clinical practice so as to ensure no direct threat to the health or safety of others.
- Sustain safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.
- Preserve confidentiality in regards to collaboration and patient care.
- Maintain professional relationships and expectations in all areas of student life, including academic, work, and personal.
- Critically examine and self-edit social media content posted and hosted with the understanding that they impact both educational and professional opportunities while refraining from posting distasteful, offensive, immoral, unethical, or confidential content.
- Accept appropriate ownership of responsibility for their own actions and for the impact of these actions on others.
- Abide by the American Nurses Association Code of Ethics

Performance Attributes

Nursing students must be able to maintain clinical agency, university, and nursing program performance standards while upholding and enhancing the reputation of the nursing programs and the university at large. Students must be able to:

- Continuously exhibit a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.
- Perform multiple assignments/tasks concurrently and in a timely manner.
- Provide patient safety in various stressful situations and settings which may be physically and emotionally demanding.
- Arrange travel to and from academic and clinical sites, both local and distant.
- Tolerate the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads, and fatigue.
- Timely submit required medical and certification documents to online database.
- Critically think and concentrate with the ability to respond quickly to changes in patient and unit conditions.
- Maintain integrity of the Liberty University nursing uniform, which is to be worn only in its entirety in approved clinical and academic settings.
- Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.

Expectations for Faculty, Staff, and Students

Virtues	Faculty/ Staff/ Students Expectation/Manifestations
LOVE I sacrificially and unconditionally love and forgive others (John 15: 12-13) **JOY** I have inner contentment and purpose in spite of my circumstance (Psalm 100: 1-2, James 1:2-3)	• Demonstrate the love of God by exhibiting compassion and a positive spirit in all interactions.
PEACE I am free from anxiety because things are right between God, myself, and others. (Hebrews 12:14, Romans 12:18, Romans 14:19)	• Foster an environment of peace, walking with the Holy Spirit and upholding others in prayer.
RESPECT I understand that each person I interact with is someone who is so precious in God's sight that he gave his only son to die for him/her. (1 Thess. 4:11-12) **INTEGRITY** I do the right thing, even when no one is watching. (Proverbs 4:23-27, 1 Chronicles 29:17a)	• Demonstrate respect and a positive spirit when interacting with others in written and oral communication. • Support the mission and leadership of the university and the school by submitting to leadership decisions and following the chain of command. • Acting in an ethical and moral manner. • Respond to email communications within 24 hours. • Turn off cell phones and other electronic devices in classes and meetings except in emergency situations • Use computers in the classroom and meetings for note-taking and other class activities only. • Demonstrate integrity by holding each other accountable in loving, and Christ-centered ways, as evidenced by: - Maintaining confidentiality, professionalism, and discretion

	- Choosing honesty inside and outside the classroom - Displaying promptness and responsibility in attendance for class, clinical, and meetings - Showing the self-discipline and work ethic essential for being prepared and organized for successfully completing assigned responsibilities.
CONTENTMENT I am confident that God has good plans for me, regardless of how my circumstances may look at the present time. (Phil 4: 11-13; 1 Timothy 6:6)	• Effectively manage personal emotions and feelings and react reasonably to situations.
PATIENCE I take a long time to overheat, and I endure patiently the unavoidable pressures of life. (Ephesians 4:2) **COMPASSION** I am filled with the love of Christ and want others to know his love like me.	• Demonstrate the belief that everyone can learn. • Provide opportunities and motivation for everyone to learn. • Demonstrate empathy and sensitivity to human needs as evidenced by: - Discernment in clinical, classroom, and office situations. - Supporting colleagues - Recognizing the value we have in Christ, realizing that others may be dealing with individual life circumstances that are difficult to handle.
FAITHFULNESS I have established a good name with God and with others based on my long-term loyalty to that relationship. (Hebrew 11:6; 1 Corinthians 4:2; 2 Corinthians 5:7)	• Demonstrate faithfulness to the Lord and the university and support the virtues of the school as evidenced by: - Taking responsibilities seriously - Completing assigned tasks on time - Following through on commitments - Attending convocation, meetings, and assigned tasks.
PERSEVERANCE I do not give up on people or projects. (Hebrew 12:1b – 2a)	• Demonstrate a commitment to others success. • Encourages others. • Demonstrate a commitment to excellence.

HOPE I can cope with the hardships of life and death because of the hope I have in Jesus Christ. (Romans 12:12)	
KINDNESS/GOODNESS/GENTLENESS I choose to do the right things in my relationships with others. (Col. 3:12; Ephesians 4:32)	• Demonstrate a hospitable attitude in word and action. • Display positive tone and attitude in verbal and written communication.
SELF-CONTROL I have power through Christ to control myself. (1 Cor. 6:12) **HUMILITY** I choose to esteem others above myself. (Proverbs 15:33)	• Effectively manage personal emotions and feelings and react reasonably to situations. • Act confidently and maturely. • Accept constructive feedback in a respectful, appropriate manner. • Speak to others in an edifying way in an effort to lift them up.

Communication

The School of Nursing communicates with students by student's Liberty University emails, blackboard, and slides before class and on TV monitors within the School of Nursing. It is important to stay informed as to opportunities, announcements, and deadlines. Students are expected to read their email at least once a day and read the LUSON/NURS course announcements once a week.

Faculty Office Hours

Faculty will post weekly office hours on their office doors. A student who wishes to meet with a faculty member should check the schedule on the door and either come to the office during posted times or schedule an appointment during these hours.

Food Services

Students are eligible for the employee discount on meals at Virginia Baptist Hospital and Lynchburg General Hospital. Dorm students with a meal plan have the option of requesting a box lunch or breakfast to be prepared by the University food services and picked up by the student preceding the clinical experience.

Nursing Simulation Center

The School of Nursing Simulation Center, located in De Moss Hall, is accredited by the Society for Simulation in Healthcare. The Simulation program is led by the Executive Director of Clinical Affairs, directed by MSN prepared registered nurses, and staffed with the assistance of work-study and work-supplement programs. The goal of the LUSON Simulation Center is to evidence through measurable outcomes, the increased confidence, competence and critical thinking skills associated with the nursing process and to translate student acquired knowledge to bedside wisdom, leadership and teamwork; all this while allowing students to minister through nursing. This is accomplished through scheduled simulation events, and open lab, deliberate practice with high fidelity simulators, standardized patients, and skill trainers.

The Simulation Center is open for deliberate practice throughout the week and some weekends. The schedule is posted on the Simulation Center webpage, and outside the main lab doors. The schedule is also uploaded each Sunday to SignUp Genius for digital securing of check-off appointments. Students are expected to follow Simulation Center guidelines at all times as posted.

Liberty University School of Nursing Simulation Center offers educational experiences with high fidelity manikins, standardized patients, task trainers, and virtual simulation as well as Double robotics. The Simulation Center is not a latex-free environment. Although latex-free gloves are provided, latex remains part of the Simulation Center and the clinical environment of health care. Students are required to notify their individual instructor if diagnosed with a latex allergy so that all reasonable precautions may be taken to ensure the health and success of the student. Liberty University Simulation Center forms, policies, and procedures are available on its webpage.

Bloodborne Pathogens Exposure Control Plan

Scope and Application

This Bloodborne Pathogens Exposure Control Plan (ECP) is designed to minimize the potential for occupational exposure to bloodborne pathogens and other potentially infectious materials (referred to as BBP and OPIM) and to provide direction for correctly responding to incidents that may occur in the workplace or in the clinical environment.

Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's or nursing student's clinical duties. Other Potentially Infectious Materials include:

- Semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, anybody fluid that is visibly contaminated with blood;
- All body fluids in situations where it is difficult or impossible to differentiate between body fluids;
- Any unfixed tissue or organ (other than intact skin) from a human (living or dead);
- HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and
- Blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Liberty University is committed to providing a safe and healthful work/clinical environment for our entire staff and all nursing students. Unprotected exposure to body fluids and OPIM presents the risk of infection from several bloodborne pathogens. Through proper employee/student training, recordkeeping, and engineering controls with adherence to clinical site policy/procedures, we minimize the possibility of infection.

Implementation

The Safety Director is responsible for the implementation and annual review of this Exposure Control Plan (ECP).

Procedure

1.0 Exposure Control Plan (ECP) and Training

    A.   Employee/student exposure determination:

        1.   The following employees (including their job type and title) have potential occupational bloodborne pathogen exposure and are hence, included in the ECP:

School of Nursing Work Area	Job Title	Job Description

B. The Safety Officer is responsible for the implementation and annual review of:
1. Exposure Control Plan (ECP). This will reflect changes in regulations and safety technology.
2. This will include the selection and review of the use of Personal Protective Equipment (PPE).
3. Review of engineering controls, e.g., sharps containers, labels, and disposal bags and procedures.
4. Ensuring that required medical actions are to be performed and documented as needed.
5. Maintaining employee health and medical records is a vital part of the ECP. All records will be housed at the Human Resource Office (HR).

C. The Safety Officer is responsible for training employees.
1. Training will be provided to all potentially exposed employees and is free and available during work hours.
2. Employees are encouraged to give feedback on training as well as any issues, risks, and controls and their effectiveness. All feedback will be documented by the Safety Officer and reported to HR leadership.
3. Annual training: Employees and nursing students enrolled in clinical courses that have potential occupational exposure to bloodborne pathogens will receive training on the epidemiology, symptoms, and transmission of bloodborne pathogen diseases. The training program covers, at a minimum, the following elements:
    a) OSHA bloodborne pathogen standard;
    b) The Organization ECP and how to obtain a copy;
    c) Methods for recognizing tasks that may involve exposure to blood and other body fluids and what constitutes an exposure incident;
    d) Use and limitations of engineering controls, work practices, and PPE;
    e) Proper PPE types, uses, locations, removal, handling, decontamination, and disposal;
    f) The basis for PPE selection;
    g) Bloodborne pathogens, such as, Malaria, Syphilis, Brucellosis, Hepatitis B and C, HIV, Severe Acute Respiratory Syndrome (SARS), and Staph (MRSA) will be communicated;

h) Hepatitis B vaccine, including information on its efficacy, safety, method of administration, benefits, and stating that the vaccine will be offered free of charge to applicable staff;

i) Appropriate actions to take and persons to contact in an emergency involving blood or other body fluid will be conveyed;

j) Procedure to follow if a near miss of an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available;

k) Post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident;

l) Signs and labels and/or color coding used at this facility, and

m) Interactive question and answer session with the Safety Officer.

2.0 Post Exposure Follow Up

A. Ensure initial first aid treatment and response is fully executed by first:

1. Protect yourself or anyone else involved in an exposure response.
2. Clean the wound by washing injuries with soap.
3. Flush and irrigate with water any splashes to the nose, mouth, skin or other mucous membranes. Caustics and bleach are not recommended.
4. Irrigate eyes with clean water, sterile irrigants, or saline solution. Note- There is no scientific evidence that indicates antiseptics or wound squeezing reduces risk of bloodborne pathogen transmission.
5. Secure necessary medical attention appropriate to the incident immediately.
6. Make a prompt report of the incident to your manager.
7. All near misses as well as incidents are to be reported in writing to the Safety Officer.

B. Post exposure follow up will be conducted by the Safety Officer immediately following an incident to determine:

1. Engineering controls in use at the time and their effectiveness: type and brand of device being used.
2. Work practices being followed at the time and their effectiveness.
3. Protective equipment and clothing being used at the time and their effectiveness.
4. Location of the incident.
5. Procedure(s) being performed.
6. Level of the exposed-employee's training.
7. Effectiveness of Safety Observations conducted through the Behavior Based Safety applications.

C. The Medical Review Officer will conduct a medical evaluation immediately following initial first aid:

1. Document the routes of exposure and how the exposure occurred.
2. Identify and document the source-individual (unless identification is infeasible or prohibited by law).
3. After obtaining consent, arrange to have the source-individual tested to determine HIV, HCV, SARS, and HBV infectivity. Document that the source-individual's test results were conveyed to the employee's health care provider.
4. If the source-individual is already known to be HIV, HCV, SARS, or HBV positive, new testing need not be performed.
5. Assure that the exposed-employee is provided with the source-individual's test results and with information about applicable disclosure laws regarding the identity and infectious status of the source-individual.
6. After obtaining consent, immediately send exposed-employee for blood collection and test blood for HBV and HIV serological status.
7. If the exposed-employee does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days. If the exposed-employee elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.

D. The Safety Officer will provide to the testing facility the needed information relating to the incident and the individuals involved.

3.0 Record keeping requires both training and medical records are maintained:

A. Training records are maintained by the Human Resources Office for each employee:
1. Training documentation requirements:
   a) Training session dates.
   b) Training subject.
   c) Training instructor name and qualifications.
   d) Names of all employee attendees.
   e) All records of training and in-services are to be retained in the Training Track application of the Risk Management Center.

B. Training records will be available to employees, from the Safety Officer, upon request and within 15 working days. Nursing student clinical training records will become part of the student file, available upon request and within 15 working days.

C. Medical records are maintained by the Human Resources Office for each employee:
1. Records are kept confidential.
2. Records are maintained for at least the duration of employment plus 30 years.

3. Training records are available to employees, from the Safety Officer, upon request and within 15 working days.

D. Sharp's injury log requirements:
   1. All exposure incidents will be evaluated to determine if they trigger OSHA's recordkeeping requirements and if so the incident and recordable is to be loaded to the Incident Track application of the Risk Management Center.
   2. All percutaneous injuries from contaminated sharps will be recorded in the Sharps Injury Log. Records will include at least:
      a) Date of the injury.
      b) Type and brand of the device involved (syringe, suture needle).
      c) School of Nursing or work area where the incident occurred.
      d) Explanation of how the incident occurred.
   3. This log is reviewed as part of the annual program evaluation and maintained for at least five years following the end of the calendar year covered:
      a) If a copy of the report is requested, it will have all personal identifiers removed.

4.0 Universal Precautions
   A. This is an approach to infection control.
   B. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other blood borne pathogens.
      1. All staff are to observe Universal Precautions to prevent contact with blood or other potentially infectious materials (OPIM).
         a) Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.
         b) Treat all blood and other potentially infectious materials with appropriate precautions such as use of impermeable gloves, masks, and gowns if blood or OPIM exposure is anticipated.
         c) Use specified engineering and work practice controls to limit exposure.

   C. The Center for Disease Control (CDC) recommends Standard Precautions for the care of all patients, regardless of their diagnosis or presumed infection status.
      1. Standard Precautions apply to:
         a) Blood
         b) All body fluids, secretions, and excretions, *except sweat*, regardless of whether or not they contain visible blood
         c) Non-intact skin
         d) Mucous membranes
      2. Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in hospitals.
      3. Standard precautions include the use of:

a) Hand washing
b) Appropriate personal protective equipment whenever touching or exposure to patients' body fluids is anticipated, such as:
- gloves
- gowns
- masks

D. Transmission-Based Precautions (i.e., Airborne Precautions, Droplet Precautions, and Contact Precautions), are recommended to provide additional precautions beyond Standard Precautions to interrupt transmission of pathogens in hospitals.
1. Transmission-based precautions can be used for patients with known or suspected to be infected or colonized with epidemiologically important pathogens that can be transmitted by airborne or droplet transmission or by contact with dry skin or contaminated surfaces.
2. These precautions should be used in addition to standard precautions:
a) Airborne Precautions used for infections spread in small particles in the air such as chicken pox.
b) Droplet Precautions used for infections spread in large droplets by coughing, talking, or sneezing such as influenza.
c) Contact Precautions used for infections spread by skin to skin contact or contact with other surfaces such as herpes simplex virus.
d) Airborne Precautions, Droplet Precautions, and Contact Precautions may be combined for diseases that have multiple routes of transmission. When used either singularly or in combination, they are to be used in addition to Standard Precautions.

E. Needle sticks and Other Sharps Injuries:
1. Incidents involving sharps occur most often in medical facilities and with medical provider personnel, (e.g., nurses and CNA's).
2. Injuries are due to unsafe needles, sharps, sharps containers that allow hands or fingers to enter the container, and their unsafe handling.
3. Potential health hazards include exposure to blood borne pathogens.
4. Work practice controls for reducing exposure potential are in place based on the following exposures and include:
a) Exposure: Contact with fluids during first aid treatment
- Control: Latex gloves, safety glasses with side shields, or goggles, CPR mask
b) Exposure: Handling sharps, blades, needles, etc
- Control:
  - Only dispose of sharps in mailbox style (or other design that prevents hands or fingers from entering receptacle) **immediately** after use.
  - Never use your fingers to push into a container.

- Never push on bags or other non-sharps designated container.
- Use only self-capping needles.
- Don't break contaminated sharps.
- **NEVER** Recap, remove or bend needles and sharps unless this is specifically required procedurally!

c) Exposure: CPR and stomach contents
- Control: CPR mask

d) Exposure: Body fluid spills
- Control: Cleanup using latex gloves and approved disinfectant.
- Control: Engineering controls for reducing exposure potential are in place based on the following exposures and include:

e) Exposure: Contaminated sharps, blades, needles
- Control: Provide approved sharps disposal containers as noted above.
- Control: Keep containers close and accessible to areas where needles or sharps are found and used.

F. Container requirements for regulated waste:
1. Will be leak proof, closeable, and puncture resistant.
2. Will not contain loose sharps!
3. Disposable items such as gauze, towels, cotton products, gloves, and masks will be placed in appropriate waste containers.
4. Will not be overfilled and will be stored upright.
5. Will be handled only by ECP trained and authorized staff.
6. Labeling and signage:
   a) Bio-hazardous waste container will be red in color.
   b) Are labeled with the biohazard symbol:

   c) Will have fluorescent orange label lettering.
   d) Individual containers do not have to be labeled if they are in a larger, properly labeled, container for shipping.

G. Housekeeping to ensure prevention of exposure to bloodborne pathogens;
1. Use spray/wipe/spray technique on all touch and splash surfaces. An EPA registered surface disinfectant will be provided to apply to the surfaces to be cleaned.
2. A second coat will be applied to these same surfaces and allowed to remain in a moist state for the recommended time as per product instructions.
3. Although the areas should remain moist, they should not be dripping wet.

5.0 Personal Protective Equipment (PPE)
A. Availability to employees:
1. All equipment is provided at no cost to employees.
2. PPE supplies are provided by the applicable School of Nursing work area.
3. PPE training is provided by the applicable School of Nursing work area.
4. All PPE to be worn shall be based on a Hazard Assessment done for the tasks and exposures present. The Job Hazard Analysis application in the Rick Management Center can be used for creating these documents. The following information is to be captured, used in training staff and clinical nursing students and its use evaluated using the Safety Observation application in the Risk Management Center.

School of Nursing Work Area	Job Title/Type	Exposure	PPE Equipment

B. Types PPE available to employees:
1. Masks in combination with eye protection devices, such as goggles or glasses with solid side shields, or chin-length face shields, shall be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
2. Appropriate protective clothing such as, but not limited to, gowns, aprons, lab coats, clinic jackets, or similar outer garments shall be worn in occupational exposure situations.
   a) The type and characteristics will depend upon the task and degree of exposure anticipated.
   b) Surgical caps or hoods and/or shoe covers or boots shall be worn in instances when gross contamination can reasonably be anticipated (e.g., autopsies, orthopedic surgery).

C. Handling precautions:
1. Wash hands with antiseptic soap immediately after removing gloves or other PPE.
2. Wear gloves specified on your hazard assessment when there is any potential for hand contact with body fluids or OPIM and when handling or touching contaminated items. Replace gloves if torn, punctured, or contaminated.
3. Wear appropriate face and eye protection, gowns, aprons, lab coats, clinic jackets, or similar outer garments specified on your hazard assessment when splashes, sprays, spatters, or droplets of body fluids pose a hazard to the eyes, nose, or mouth.
4. Remove PPE after it becomes contaminated and before leaving the work area and dispose of ONLY in properly labeled and designated containers.
5. Remove any garment contaminated by body fluids in such a way as to avoid contact with the outer surfaces.

D. Maintenance and care of equipment:
1. Used PPE will be disposed of ONLY in properly labeled and designated containers.
2. PPE will be disposed of in designated containers for cleaning or disposition.
3. Never clean and reuse contaminated disposable gloves.
4. PPE to be reused will be cleaned after every use.
5. Cleaning will be recorded on the organization's preventive maintenance schedule.

E. Latex allergies can result from sensitivity to latex gloves. Alternate materials are available and must be   worn by clinical nursing students both in the nursing labs and in acute and community settings. The applicable School of Nursing work area will provide appropriate gloves for the given risk specified on your hazard assessment.

Appendix A: Illnesses

1.0 Hepatitis B Virus

    A. Defined: Inflammation of the liver that can lead to liver damage and death.
        1. It is more transmissible than HIV.
        2. Infection risk is 6% to 30% for a needle-stick.
        3. 50% of infected people don't know they have it.
        4. The virus can survive for 1 week in dried blood.

    B. Our organization will provide the vaccination for employees that are exposed to blood.
        1. The Safety Officer/ School of Nursing Supervisor will provide training to employees on hepatitis B vaccinations that addresses:
            a) Methods of administration and availability.
            b) Safety: Hepatitis B vaccine and HBIG are considered safe.
            c) Benefits: Hepatitis B vaccine and HBIG can prevent bloodborne virus infection following occupational exposure.
            d) Efficacy: Hepatitis B vaccine and HBIG are approved by the FDA.
            e) Timing following exposure - Preferably within 24 hours, but not later than 7 days.
        2. The hepatitis B vaccination series is available to all exposed employees at no cost to them after initial employee training and within ten days of initial assignment. Vaccination is encouraged unless:
            a) Documentation exists showing the employee has previously received the series.
            b) Antibody testing reveals that the employee is immune.
            c) Medical evaluation shows that vaccination is contra-indicated.
        3. Employees may decline the vaccination.
            a) The declining employee will sign a copy of the Declination form (attached).
            b) Completed Declination forms are kept by the Human Resource Department.
        4. Written report will be provided to the employee.
            a) Within fifteen days following the completion of the medical evaluation a copy of the health care professional's written report will be provided.
            b) The report will be limited to two situations.
                 • If the employee requires the hepatitis vaccine.
                 • If the vaccine was administered.
        5. Post vaccination:
            a) Workers should be tested 1 to 2 months following the vaccine series to ensure that sufficient immunity to HBV is provided.

2.0 Hepatitis C Virus (HCV)

    A. Hepatitis C is the most chronic bloodborne infection in the U.S.
        1. Needle sticks are the most common cause of infection.
        2. Infection rate is 1.8% from needle-stick occurrences.
        3. Typically there are no symptoms.

4. Chronic infection can develop, which could lead to liver disease.
5. There is no vaccination for HCV.

B. The organization will offer employees a medical evaluation if they are involved in an incident where there was an exposure. A 'Bloodborne Pathogen Exposure Incident Report' form is required after an exposure, followed by a confidential medical evaluation.

3.0 Human Immunodeficiency Virus (HIV)
A. HIV has been reported to occur from skin contact and splashes in the mucous membranes. But the most common cause is from needle sticks and cuts.
   1. Infection rate is 0.3%, or 1 in 3000 cases.

B. Check with the organization about providing post-exposure prophylaxis for HIV to employees who were involved in an exposure incident.
   1. Be aware that prescription drugs may reduce side effects but still have side effects.
   2. A confidential medical evaluation is required after an exposure.
   3. Treatment should begin as soon as possible, preferable within hours.
   4. The worker should discuss treatment risks and side effects with their physician.
   5. These drugs are FDA approved for treatment of existing infection only.

4.0 Severe Acute Respiratory Syndrome (SARS)
A. SARS defined:
   1. Viral respiratory illness that begins with a high fever and leads to other symptoms, e.g. headache, feeling of discomfort, body aches, chills, diarrhea.
   2. SARS patients may develop a dry unproductive cough at about 2-7 days later.
   3. Most patients develop pneumonia.
   4. Incubation periods can vary. In some cases it could take up to 10 days to fee sick. In rare cases it has been reported to take as long as 14 days.

B. Spread of SARS:
   1. Person to person contact
      a) Droplet spread from infected persons who cough or sneeze in a 3 feet vicinity.
      b) Touching a contaminated surface and then touching your nose, mouth, or eyes.
      c) Close contact with respiratory secretions or body fluids from infected people through kissing, sharing food, utensils, close conversation within 3 feet, physical examination etc.

C. Protecting against the spread of SARS:
   1. Frequent hand washing with soap and water.
   2. Avoid touching your mouth, nose and eyes with unclean hands.
   3. Cover the nose and mouth when coughing or sneezing.

4. SARS patients are generally most contagious when they are feeling symptoms. And this is usually in the 2nd week.
5. The Center for Disease Control recommends persons with SARS limit their interactions outside the home until 10 days after their fever has gone away and respiratory symptoms have normalized.

D. Medical treatment for SARS:
1. Treatment is the same as that used for any serious atypical pneumonia.

Miscellaneous

Contact by Liberty University

By enrolling in the nursing program, students provide their consent to be contacted by Liberty University by telephone and email regarding the nursing program and other programs and services offered by Liberty University.

Release of Confidential Information

Student hereby authorize Liberty University to release information about him or her to his or her clinical study site, and student waives any right of confidentiality afforded him or her by the Family Education Rights and privacy Act regarding such information.

Indemnity

Student hereby releases, waives his or her right to recover against, and agrees to indemnify, defend, and hold harmless Liberty University, and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and insurers (hereinafter jointly referred to as the "Indemnitee") from and for any and all claims or causes of action for any losses, damages, property damage, property loss or theft, costs, expenses (including attorney's fees and opinion witness fees) , complaints, personal injury , death or other loss arising from or relating in any way to student's participation in practicum study, including, without limitation, his or her travel to, from and during the practicum study, and wrongful acts of others that are harmful to student.

Waiver

Student hereby waives any and all claims that may arise against Liberty University , and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and insurers as a result of or in any way related to student's participation in the nursing program, including, without limitation, students travel to, from and during the clinical study, and wrongful acts of others that are harmful to student, including but not limited to claims alleging negligence, gross negligence, and/or willful and wanton bad acts.

Covenant Not to Sue

Student promises and agrees that he or she will not sue Liberty University, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers for any damages, losses, claims, causes of action, suits, demands, costs, complaints, including those resulting from my illness, injury, and /or death, released and waived in the two preceding paragraphs. The undersigned student further agrees that Liberty University may plead this agreement as a full and complete defense to any suit brought in violation of this promise.

Agreements Not Limited by Actions of Liberty University

The agreements and obligations under the three preceding paragraphs shall not be limited or reduced in any way because any of the losses, damages, property damage, property loss or theft, costs, complaints, personal injury, death or other loss, including those resulting from the undersigned's illness, injury, and/or death, arise or result, in whole or in part, from the negligence of , or breach of any express or implied warranty or duty by Liberty University , or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers.

Bloodborne Pathogens Risk Acknowledgement OSHA Form

All students, staff and faculty are required to access and read all materials listed on the Occupational Safety and Health Administration (OSHA) web site under **"Bloodborne Pathogens and Needlestick Prevention"** http://www.osha.gov/SLTC/bloodbornepathogens

This information is standard health care worker information that you should be familiar with; however, knowing your resources in the event of an exposure is important. Please acknowledge by your signature that you have reviewed and understand the following:

- ➢ Needle stick injuries and legislation
- ➢ Occupational exposure and prevention
- ➢ Information for health care workers about blood borne pathogens
- ➢ Procedures following exposure to blood borne pathogens
- ➢ Exposure control in home care
- ➢ Precautions for emergency responders
- ➢ Post-exposure evaluation and follow-up

After reviewing these publications please read, print name, sign signature and date the following statement:

I have read the OSHA publications regarding the risk to health care workers associated with exposure to blood borne pathogens. I have been informed of this risk through these publications and affirm my understanding of the materials. I will familiarize myself with policies and procedures for post exposure management at the clinical and practicum facilities. I will report any exposure to blood or body fluids during a course-related experience to nursing faculty, clinical preceptor and report the exposure in accordance with the policies and procedures of the clinical, practicum facility and the School of Nursing. I understand I may be responsible for healthcare and payment associated with needle sticks or blood or body fluid exposures including but not limited to HIV/Hep B testing and/or other follow up testing and healthcare. I may ask lead faculty and the Director of Clinical Experience for additional information if I have any questions prior to signing.

By signing the 2019-2020 Student Handbook Agreement at the end of this document, you confirm that you agree to the policy above. Your electronic signature will serve as your handwritten signature for this form.

Signed Document Expires on July 31, 2020

HIPAA AGREEMENT FORM

I have read, understand, and agree to the Health Insurance Portability and Accountability Act (HIPAA) Policies and Guidelines as stated by the U.S. Department of Health & Human Services HIPAA Professionals website: https://www.hhs.gov/hipaa/for-professionals/index.html as they pertain to the protection of patients' rights and confidentiality.

I agree to maintain HIPAA policies of Liberty University and any practicum sites in which I facilitate clinical or practicum hours.

I agree to follow HIPAA policies and procedures of Liberty University and any practicum affiliation site in which I facilitate clinical or practicum hours.

I agree and understand that I may be responsible for payment of any personal medical care that may be necessary while on site of any practicum affiliation site in which I facilitate clinical or practicum hours.

By signing the 2019-2020 Student Handbook Agreement at the end of this document, you confirm that you agree to the policy above. Your electronic signature will serve as your handwritten signature for this form.

Signed Document Expires on July 31, 2020

SIMULATION CENTER USE AGREEMENT AND FERPA CONSENT FORM

I, _____, desire to participate in Liberty University School of Nursing (LUSON)'s Simulation Center. I understand that participation in the LUSON Simulation Center requires me to submit to a complete head-to-toe medical assessment by a non-licensed student nurse (excepting only the breast, rectal, and prostate portions of the assessment). I understand that, because this medical assessment is being performed by a non-licensed student nurse for only educational purposes (not for medical diagnosis, treatment, or other non-educational purposes), certain signs and symptoms of any medical condition, including serious ones, might be missed or assessed incorrectly by the student nurse and/or supervising faculty. I understand that any abnormalities noted by a student nurse and/or supervising faculty will be provided to me to follow up with a primary care provider or a medical specialist. I understand that this medical assessment by a student nurse and/or supervising faculty does not substitute for or supplement any examination, diagnosis, and/or treatment by a licensed primary care provider or medical specialist.

I understand that simulation experiences, such as those provided through the LUSON Simulation Center, are designed to achieve maximum realism in a standardized patient encounter. I agree to suspend my disbelief, communicating and interacting with the manikins and standardized patients as if they were real patients. I also understand that, because the simulation is intended to be treated as an actual patient encounter, I must follow all applicable laws, regulations, and internal policies and procedures during my participation in the LUSON Simulation Center. For example, pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), a student nurse will not access a simulation video of another student nurse's patient encounter. However, I understand that simulation scenarios and student performances will be shared with Simulation Center faculty, instructors, and members of a student nurse's simulation group via video for debriefing purposes only. I understand that videos will be securely maintained by LUSON for eight years, after which they will be deleted. I understand that student nurses and facilitators will only access videos assigned to them by Simulation Center faculty.

I further understand that all equipment in the LUSON Simulation Center is the property of Liberty University and should not be misused or removed from the Simulation Center without prior permission from an authorized LUSON representative. I will be responsible for all damage I cause to equipment in the LUSON Simulation Center, and I agree to pay the cost of such damage.

FERPA RELEASE

I voluntarily grant Liberty University and LUSON my consent to use certain information related to me, including my name; my enrollment status in Liberty University courses, including LUSON courses; my assignments and participation in Liberty University courses and the LUSON Simulation Center (without my grades included); and photographs and videos featuring me, including photographs and videos of me participating in the LUSON Simulation Center and other LUSON activities, at Liberty University. I agree that Liberty University and its LUSON may use, share, reproduce, copy, publish, display, and distribute such information in any medium (e.g., print publication, digital, video, Internet, podcasts, simcapture) for any legal purpose, including publication on Liberty University and LUSON websites, social media, and marketing materials, as well as for accreditation review and other educational purposes (e.g., debriefing, evaluation, and instruction). I understand that I will not be compensated in any way by Liberty University or its LUSON for their use of this information or for use thereof by third-parties.

I understand that the above information may also be my education records protected by the Family Educational Rights and Privacy Act (FERPA). I understand that FERPA prohibits an educational institution, such as Liberty, from releasing confidential, non-directory information from a student's education records without the student's consent, subject to certain exceptions. I authorize Liberty University and its LUSON to release all of the above information from my education records.

I understand that, although I am not required to grant consent for release of my education records, as specified herein, I grant such consent to Liberty University and its LUSON. I understand that this release will remain in effect unless I revoke such consent in writing and the revocation is received and processed by Liberty University. Any such revocation will not affect the uses and releases made by Liberty University or its LUSON prior to the receipt of my written revocation.

By signing below, I agree that I have carefully read and understand this use agreement and the FERPA release form, and I agree to all the terms above.

By signing the 2019-2020 Student Handbook Agreement at the end of this document, you confirm that you agree to the policy above. Your electronic signature will serve as your handwritten signature for this form.

Signed Document Expires on July 31, 2020

LIBERTY UNIVERSITY
SCHOOL *of* NURSING

ACADEMIC MISCONDUCT FORM

The following are instances of academic misconduct that will result in a Beacon Academic Misconduct Incident Report being filed as a permanent part of your student record at Liberty University.

In tiers where there is more than one sanction listed, the sanction selected is at the discretion of the Chair of the BSN program and the lead faculty for the course.

Any Tier 4 or 5 sanction will result in an Ethics and Clinical Quality Board hearing within Liberty University's School of Nursing.

Guidance for Violations and Possible Sanctions

The following guidance includes a non-exclusive list of examples of violations of the Standards of Conduct and possible sanctions that may be imposed for such violations. Please note that the School of Nursing has considerable discretion to determine the tier of the violation based on its seriousness and an appropriate sanction when a violation has been found to have occurred. The examples of violations and possible sanctions below should serve as a guide to faculty. Moreover, multiple sanctions may be imposed for each violation, if considered appropriate. As indicated above, these violations and sanctions occur within the School of Nursing, and other violations and sanctions may occur within other Liberty University departments or offices (e.g., the Office of Community Life).

Tier 1 Violations

- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).
- First time occurrence of non-attendance without sufficient excuse, failure to communicate appropriately, or addressing one in a position of authority, a patient, or a patient's family member without using the appropriate title (e.g., Dr., Mrs., Ms., Mr.).
- Omitting quotation marks/markings around quoted material <u>BUT</u> providing citation on the source.
- Tardiness.
- Failure to follow email/etiquette and other professional guidelines.
- Failure to timely submit required medical and certification documents to online clinical database.
- Other similar types of violations, in the Program Chair's discretion.

Possible Tier 1 Violation Sanctions

- Warning.
- Probation.
- Written apology.
- Reduced grade.
- Restriction from participation.
- Skill remediation.
- In-course assignment rubric or Beacon penalty.
- Instructor feedback and guidance.
- Corrections may be made and assignment resubmitted.
- Any other sanction not listed above, as determined appropriate under the circumstances.

Tier 2 Violations

- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).
- Failure to demonstrate any of the Essential Attributes for nursing at a sufficient level (with or without reasonable accommodation), in the discretion of the School of Nursing. The Essential Attributes are outlined in the LUSON Student Handbook.
- First time occurrence or insubordination or being unprepared for a clinical experience, in the discretion of the clinical faculty.
- Second time occurrence of non-attendance without sufficient excuse, failure to communicate appropriately, or addressing one in a position of authority, a patient, or a patient's family member without using the appropriate title (e.g., Dr., Mrs., Ms., Mr.).
- Including a source in a bibliography that was neither cited nor consulted in the body of the paper.
- One instance of referencing a specific passage from a source without proper citation/reference.
- Submitting previously used course work from an institution without permission from faculty members.
- Unauthorized collaboration on any coursework.
- Multiple Tier 1 violations or an egregious Tier 1 violation.
- Other similar types of violations, in the discretion of the Program Chair.

Possible Tier 2 Violation Sanctions

- Community service.
- Educational programs, assignments, or training.
- Corrections must be made and the assignment resubmitted in order to receive a non-zero grade for the assignment.
- Final grade for the resubmitted assignment can include up to a 20% reduction of assignment grade.
- Restorative practices.

- Any sanction listed for Tier 1 violations above.
- Any other sanction not listed above, as determined appropriate under the circumstances.

Tier 3 Violations

- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).
- Failure to demonstrate any of the Essential Attributes for nursing at a sufficient level (with or without reasonable accommodation), in the discretion of the School of Nursing. The Essential Attributes are outlined in the LUSON Student Handbook.
- First time occurrence of medication error, failure to timely and appropriately report known or suspected violation of the Standards of Conduct, or lack or insufficient demonstration of required psychomotor/technical skill.
- Second time occurrence of insubordination or being unprepared for a clinical experience, in the discretion of the clinical faculty.
- Abuse of property.
- Allowing another student to copy any part of one's work not described in this list of violations.
- Citing a source that is known not to exist.
- Multiple instances referencing a specific passage from a source without proper citation/reference.
- Partially replicating another person's work and submitting it as an original work.
- Using unauthorized aids of any kind.
- Multiple Tier 1-2 violations or an egregious Tier 2 violation.
- Other similar types of violations, in the Program Chair's discretion.

Possible Tier 3 Violation Sanctions

- Assignment is to be redone to eliminate all instances of plagiarism, cheating, and/or falsification in order to receive a non-zero grade for the assignment. If the student does not take this opportunity, a zero (0) can be given for the assignment, test, or project.
- Final grade for the resubmitted assignment can include at least 20% and no greater than 50% reduction in assignment grade.
- Any sanction listed for other tier violations above.
- Any other sanction not listed above, as determined appropriate under the circumstances.

Tier 4 Violations

- Violation of an applicable code of ethics or applicable law, including HIPAA. This also includes publishing information on cellular or mobile devices, social media, the Internet, or another platform that can lead to identification of a patient.
- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).

- Failure to demonstrate any of the Essential Attributes for nursing at a sufficient level (with or without reasonable accommodation), in the discretion of the School of Nursing. The Essential Attributes are outlined in the LUSON Student Handbook.
- Failure to document accurately in an effort to minimize or cover up an error or omission of professional duty in the clinical setting.
- Disrespect to a faculty member, another student, a patient or patient's family member, or a colleague.
- Furnishing false information.
- Second time occurrence of a medication error, a failure to accurately and timely report a known or suspected violation of the Standards of Conduct, or lack or insufficient demonstration of required psychomotor/technical skill.
- Collaborating on any assignment with another person without the permission of the instructor.
- Copying from or viewing another student's work during an examination.
- Facilitating or aiding in any act of academic dishonesty.
- Knowingly assisting on any form of academic misconduct.
- Purchasing material of any kind and representing it as one's own work.
- Replicating another person's work and submitting it as an original work.
- Stealing, buying, receiving, selling or transmitting coursework of any kind.
- Multiple Tier 1-3 violations or an egregious Tier 3 violation.
- Other similar types of violations, in the Program Chair's discretion.

Possible Tier 4 Violation Sanctions

- An immediate grade of zero (0) for the assignment, test, or project.
- Clinical experience or course failure.
- Suspension for a certain period of time or Permanent Dismissal from the School of Nursing program.
- Administrative withdrawal from Liberty University.
- Any sanction listed for other tier violations above.
- Any other sanction not listed above, as determined appropriate under the circumstances.

Tier 5 Violations

- Violation of an applicable code of ethics or applicable law, including HIPAA. This also includes publishing information on cellular or mobile devices, social media, the Internet, or another platform that can lead to identification of a patient.
- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).
- Failure to demonstrate any of the Essential Attributes for nursing at a sufficient level (with or without reasonable accommodation), in the discretion of the School of Nursing. The Essential Attributes are outlined in the LUSON Student Handbook.
- Lack of clinical judgment that fails to prioritize patient care.

- Abuse, abandonment, or neglect of patient care or other professional duty.
- Misuse or abuse of a controlled drug, as described above.
- Altering any document, correspondence, or assignment that may mislead or distort the truth.
- Attempt to solicit another student to complete any assignment.
- Making threatening, harassing, profane, obscene, sexually explicit, or seriously offensive or derogatory communications or gestures to another person or entity.
- Dishonestly answering or providing false information to the university.
- Falsification of attendance and/or participation.
- Intentionally distorting the meaning or applicability of data.
- Inventing or intentionally distorting data or statistical result.
- Sabotaging another student's work.
- Submitting altered or falsified data.
- Substituting for another person or permitting another person to complete any assignment.
- Multiple Tier 1-4 violations or an egregious Tier 3-4 violation.
- Other similar types of violations, in the Program Chair's discretion.

Possible Tier 5 Violation Sanctions

- Any sanction listed for other tier violations above.
- Any other sanction not listed above, as determined appropriate under the circumstances.

By signing below, I agree that I have carefully read and understand the Academic Misconduct form, and I acknowledge my understanding of these acts of academic misconduct and the resulting sanctions resulting from such misconduct.

By signing the 2019-2020 Student Handbook Agreement at the end of this document, you confirm that you agree to the policy above. Your electronic signature will serve as your handwritten signature for this form.

Signed Document Expires on July 31, 2020

LIBERTY UNIVERSITY
SCHOOL *of* NURSING

2019-2020 Student Handbook Agreement

*I have read the **2019-2020 Nursing Undergraduate Student Handbook** and understand how the policies will affect my educational standing here at Liberty University. I pledge to abide by all the policies stated herein. I have carefully read, understand, and agree to the following policies:*

- *Bloodborne Pathogens Risk Acknowledgement OSHA Form – p 70*
- *HIPAA Agreement Form – p 71*
- *Simulation Center Use Agreement And FERPA Consent Form – pp 72-73*
- *Academic Misconduct Form – pp 74-78*

_____

By electronically signing the Handbook Agreement form, you agree to the statements above.

All students who have been accepted to continue in the nursing program are required to sign the Student Handbook Agreement annually. To sign the 2019-2020 Nursing Student Handbook Agreement, go to the Residential BSN Nursing Forms Page, and click the "Handbook Agreement" button. Type your name and the date. Please be aware that your typed name will serve as your signature.

Signed Documents Expire on July 31, 2020

Nursing Faculty/Staff Directory 2019-2020

Faculty

Dr. Shanna Akers	Dean, School of Nursing	sakers@liberty.edu
Dr. Diane Bridge	Administrative Dean of Online Undergraduate & Graduate Nursing	dcbridge@liberty.edu
Dr. Mary Lynn Clarke	Associate Professor	mlclarke2@liberty.edu
Ms. Cindy Drohn	Assistant Professor	ladrohn@liberty.edu
Dr. Cindy Goodrich	Professor	cgoodrich@liberty.edu
Mrs. Linda Gregory	Assistant Professor	lgregory@liberty.edu
Mrs. Emilee Harker	Assistant Professor	eharker@liberty.edu
Mrs. Carol Harvey	Assistant Professor	caharvey@liberty.edu
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Dr. Mary Highton	Associate Professor	mahighton@liberty.edu
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Mr. Bo Kail	Assistant Professor	fkail@liberty.edu
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Dr. Katherine Rivera	Associate Professor	krivera2@liberty.edu
Mrs. Stacey Taylor	Assistant Professor	sntaylor@liberty.edu
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Mrs. Dena Todd	Assistant Professor	dtodd17@liberty.edu
Mrs. Sandra Tordoff	Assistant Professor	sltordoff@liberty.edu
Dr. Tracey Turner	Chair, Residential BSN Program	tturner5@liberty.edu
Dr. Elizabeth Whorley	Associate Professor	ecwhorley@liberty.edu
Dr. Dana Woody	Associate Professor	dwoody5@liberty.edu

NURSING FACULTY/STAFF DIRECTORY 2018-2019

Nursing Advisors

Mrs. Martha Magee	Embedded Student Advisor (A-K)	mrmagee@liberty.edu

Nursing Office

Mrs. Shannon Carroll	Administrative Assistant	slcarroll@liberty.edu
Mrs. Jinny Laughlin	BSN Practicum Coordinator	vnlaughlin@liberty.edu
Mrs. Shirley Lee	Practicum Coordinator	sklee@liberty.edu
Mrs. Tara Miller	Director of Nursing Operations	twmiller3@liberty.edu

Simulation Center Directors/Coordinators

Mrs. Amber Bruffy	DNP/FNP Simulation Center Director	anbruffy@liberty.edu
Mrs. Mary Dowell	BSN Simulation Center Director	mvdowell@liberty.edu
Mrs. Tara Smith	BSN Simulation Center Coordinator	tsmith117@liberty.edu

Student Accounts

Mrs. Veronica Campbell	Embedded Student Accounts Rep	vcampbell2@liberty.edu

References

American Nurses Association (2011). *ANA's principles for social networking and the nurse.* Retrieved from https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf

Institute of Medicine. (2010). *The future of nursing: Focus on education*. Retrieved from

http://www.nationalacademies.org/hmd/~/media/Files/Report%20Files/2010/The-Future-of-

Nursing/Nursing%20Education%202010%20Brief.pdf