

2019 - 2020



Labouré College

Division of Nursing
RN to BSN Student Handbook

**Division of Nursing
RN-BSN Program Handbook
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MESSAGE FROM THE CHAIR

Dear Labouré College RN - BSN students:

Welcome, and for many students, welcome back to Labouré College. The College is thrilled you have chosen the RN to BSN Program to continue your professional education while also demonstrating a commitment to lifelong learning.

The RN-BSN Program at Labouré College recognizes registered nurses as adult learners and active professionals. We seek to provide you with an experience that will help you not only advance your degree but also meet your personal learning preferences. We have designed our program to include necessary components required in a professional nursing curriculum; however, we believe objectives should be met with critical thinking, innovation, and creativity. We encourage and expect our learners to be self-directed and actively involved in learning.

This RN-BSN Nursing Program Student Handbook provides you with information about the Department, the curriculum, and policies specific to the RN to BSN program. You are expected to review the handbook each semester and ask questions to clarify any policy or information included in the Handbook that is unclear or a concern. Knowing and adhering to the policies and procedures of the RN-BSN Student Handbook is essential to your success. You will be asked to sign a confirmation page stating you have received and understand the contents of the RN-BSN Student Handbook at the beginning of each semester.

The student policies within this handbook are publicly accessible, nondiscriminatory, and consistently applied. The policies are congruent with those of the College and those that are different are justified by the goals and outcomes of the Division of Nursing. The College Catalog & Student Handbook is the main source for generic policies and procedures of the college and can be found at <http://www.Labouré.edu/>.

The RN-BSN faculty and staff at Labouré College are committed to assisting you throughout the learning process. We look forward to having you as a student in the RN to BSN Nursing Program and encourage you to use all available Labouré resources on your path to success. The rewards will be immeasurable.

Karen Manning, MSN, RN
Division of Nursing Chair

Disclaimer

The Division of Nursing Student Handbook is reviewed and updated every Summer according to the systematic evaluation plan and as needed. The Division of Nursing reserves the right to alter contents of the Student Handbook with notice to students as necessary. Students will be notified of the change in a timely manner, given an electronic copy of the change, and must sign that they have received and understand the change.

Nondiscrimination Policies

Labouré College does not discriminate based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran. The College complies with local, state, and federal regulations prohibiting such discrimination in the administration of its academic, admissions, financial aid, and employment policies. The Division of Nursing adheres to the College nondiscrimination policy.

RN-BSN DEGREE NURSING PROGRAM ACCREDITATION AND APPROVAL STATUS

Labouré College is accredited by the **New England Commission of Higher Education** (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
Phone: (781) 425 7785
E-Mail: info@neche.org



The baccalaureate degree program in Nursing at Labouré College is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Website: ccneaccreditation.org.

ACADEMIC CALENDAR

SUMMER 2019 SEMESTER DATES

Summer All: May 13 to August 18

Summer Session I: May 13 to June 29

Summer Session II: July 8 to August 18

May	(M) 13	First class day: Summer All and Summer Session I
	(M-M) 13 - 20	Course adjustment period: Summer All and Summer Session I
	(M) 27	Memorial Day – HOLIDAY – College closed
June	(M) 3	Registration opens for Fall 2019
	(F) 7	Last day for course withdrawal: Summer Session I
	(W-Su) 26 – 29	Final class week: includes classes, final exams & standardized tests
	(Su) 29	Last class day: Summer Session I
July	(Th) 4	Independence Day – HOLIDAY – College closed
	(M) 8	First class day: Summer Session II
	(M-F) 8-12	Course adjustment period: Summer Session II
	(F) 12	Last day for course withdrawal: Summer All
	(F) 26	Last day for course withdrawal: Summer Session II
August	(F-Sa) 2 - 3	PASS Program: For all Fall 2019 NUR1015 students
	(M-Su) 12 - 18	Final class week: includes classes, final exams & standardized tests

The recess period between Summer and Fall semester is August 19, 2019 – September 2, 2019.

Fall 2019 SEMESTER DATES

Fall All: September 4 - December 16

Fall Session I: September 4 to October 22

Fall Session II: October 23 to December 16

September	(M) 2	Labor Day – HOLIDAY – College closed
	(Tu) 3	Pro Staff Day – No classes
	(W) 4	First class day: Fall All and Fall Session I
	(W-Tu) 4 - 10	Course adjustment period: Fall All and Fall Session I
	(W) 25	Pinning Ceremony
October	(F) 4	Last day for course withdrawal: Fall Session I
	(M) 14	Columbus Day – HOLIDAY – College closed
	(W-Tu) 16 - 22	Final class week Fall Session I: includes classes, final exams & standardized tests
	(W) 23	First class day: Fall Session II
	(W-Tu) 23 - 29	Course adjustment period: Fall Session II
November	(M) 4	Registration opens for Spring 2020
	(F) 8	Last day to withdraw from Fall All courses
	(M) 11	Veteran's Day (Observed) – HOLIDAY – College closed

	(F-Sa) 22 - 23	PASS Orientation for Spring 2020 NUR 1015 students
	(Tu) 26	Last day to withdraw from Fall Session II
	(Th-Su) 28 - Dec. 1	Thanksgiving – HOLIDAY – College closed
December	(Tu-M) 10 - 16	Final class week: includes classes, final exams & standardized tests
	(Tu-Su) Dec. 17 - Jan.12	Christmas RECESS – No classes
	(Tu-W) 24 - 25	Christmas Eve/Christmas Day – HOLIDAY – College closed
	(Tu-W) 31	New Year's Eve – HOLIDAY – College closed

The recess period between Fall and Spring semester is December 17, 2019 - January 12, 2020.

SPRING 2020 SEMESTER DATES

Spring All: January 13 to April 27

Spring Session I: January 13 to March 8

Spring Session II: March 9 to April 27

January	(W) 1	New Year's Day – HOLIDAY – College closed
	(F) 10	Professional Staff Day – No classes
	(M) 13	First class day: Spring All and Spring Session I
	(M-F) 13 –17	Course adjustment period: Spring All and Spring Session I
	(M) 20	Martin Luther King Day – HOLIDAY – College closed
	(W) 29	Pinning Ceremony
February	(F) 7	Last day for course withdrawal: Spring Session I
	(M) 17	President's Day – HOLIDAY – College closed
	(Tu-Su) 18 – 23	Winter break – Recess – No classes
March	(M) 2	Registration opens for Summer 2020
	(M-Su) 2 - 8	Final class week Spring Session I: includes classes, final exams & standardized tests
	(F) 6	Last day for course withdrawal: Spring All
	(M) 9	First class day: Spring Session II
	(M-M) 9 - 16	Course adjustment period: Spring Session II
	(W) 11	Scholarship Ceremony
April	(F) 3	Last day for course withdrawal: Spring Session II
	(F-Sa) 3 - 4	PASS Orientation for Summer 2020 NUR1015 students
	(Th-Su) 9 - 12	Easter RECESS– No classes (Holy Thursday, Good Friday - Easter)
	(F-Su) 10 - 12	Easter – HOLIDAY – College closed
	(M) 20	Patriot's Day – HOLIDAY – College closed
	(Tu-M) 21 - 27	Final class week: includes classes, final exams & standardized tests
May	(W) 6	Pinning Ceremony
	(Sa) 16	Commencement

The recess period between Spring and Summer is April 28, 2020 – May 10, 2020.

SUMMER 2020 SEMESTER DATES

Summer All: May 11 to August 24

Summer Session I: May 11 to June 29

Summer Session II: July 6 to August 24

May	(M) 11	First class day: Summer All and Summer Session I
	(M-M) 11 - 18	Course adjustment period: Summer All and Summer Session I
	(M) 25	Memorial Day – HOLIDAY – College closed
June	(M) 1	Registration begins for Fall 2020
	(F) 5	Last day for course withdrawal: Summer Session I
	(Tu-M) 22 - 29	Final class week Summer Session I: includes classes, final exams & standardized tests
July	(F) 3	Independence Day Observed – College closed
	(Sa) 4	Independence Day – HOLIDAY – College closed
	(M) 6	First class day: Summer Session II
	(M-M) 6 - 13	Course adjustment period for Summer Session II
	(F) 10	Last day for course withdrawal for Summer All
	(F) 31	Last day for course withdrawal for Summer Session II
August	(F-Sa) 7 - 8	PASS Orientation for Fall 2020 Nursing 1015 students
	(Tu-M) 18 - 24	Final class week: includes classes, final exams & standardized tests
	(M) 24	Last class day: Summer All and Summer Session II

The recess period between Summer and Fall is August 25, 2020 – September 8, 2020.

Nursing Administration

Chair: Karen Manning, MSN, RN, CRRN, CHPN

Assistant Chair of the RN-BSN program: Eileen Costello, DNP, RN, CNE

Assistant Chair of Clinical: Denise Edinger, MS, RN

Assistant Chair of Assessment and Program Effectiveness: Kathleen S Ashe MSN, RN, CNE

Administrative Assistant of Nursing: Gigi Bleiler

Nursing Course Faculty List

Full-time Faculty

Jo Anne Foley DNP, RN, CNE CCRN

Virginia Mason, PhD, RN-BC, CCRN, ACNS-BC

Adjunct Faculty

Debra Abele, DNP, RN, PCCN

Marie Borgella, DNP, RN

Stephanie Colman-Brochu, DNP, RN

Ifeoma Ogbonna, DNP, RN

Patricia White, PhD, RN, ANP-BC, FAANP

PROGRAM OVERVIEW

The RN-BSN program was developed in response to the needs of the communities it serves and enrolled its first cohort of students in 2009. Our purpose, consistent with the Institute of Medicine's recommendation, is to help move towards a nursing workforce with 80% of nurses holding a bachelor's degree. The RN-BSN Program provides educational opportunities for registered nurses with an associate degree in nursing who want to advance their academic qualifications and acquire a Bachelor of Science in Nursing. Consistent with the mission of Labouré College and the Division of Nursing, the RN-BSN program is dedicated to provide a high-quality education for registered nurses for a generalist role and for the necessary foundation for graduate education and continued professional development.

The curriculum is based on sound educational principles and follows the philosophy, mission and outcomes identified for the program and for the students. The student learning outcomes were used to organize the curriculum, guide the delivery of instruction, and direct learning activities. The RN-BSN program has integrated the American Association of Colleges of Nursing *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the *Massachusetts Nurse of the Future Core Competencies*® (NOFNCC) (2016) into the nursing curriculum and promotes learning that emphasizes evidence-based practice, leadership, quality improvement approaches, and the use of information technology.

Total RN-BSN Professional Course credits: 31 credits with 45 hours of mentorship project experience

Total Program Credits to Graduate: 120 credits

The curriculum has been developed by the faculty and is regularly reviewed to ensure integrity, rigor, and currency. All of the RN-BSN Program courses are online. The RN-BSN program can be completed in as little as 12 months, but is dependent on the number of classes in which the student enrolls each semester and the number of credits transferred. Evaluation methods are varied and measure student progression of competencies as well as program outcomes.

Reference

- American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Retrieved from <https://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>
- Massachusetts Department of Higher Education Nurse of the Future Competencies Committee. (2016). *The Nurse of the Future Nursing Core Competencies-Registered Nurse*. Department of Higher Education: Boston, Massachusetts. Retrieved from http://www.mass.edu/nahi/documents/nofrncompetencies_updated_march2016.pdf

PROGRAM OUTCOMES

A. Program completion: At least 70% of the students admitted will graduate within 150% of the time of the stated program length beginning with the enrollment in the RN-BSN program

Overall Graduation Rates: Baccalaureate Program (RN-BSN) for 2015, 2016, 2017, 2018.			
	Entry Year	Semester	Graduation percentage
2015	2009	Spring	0
	2009	Summer	0
	2009	Fall	82%
		total	82%
2016	2010	Spring	100%
	2010	Summer	100%
	2010	Fall	50%
		total	69%
2017	2011	Spring	0%
	2011	Summer	0%
	2011	Fall	93%
		total	93%
2018	2012	Spring	88%
	2012	Summer	75%
	2012	Fall	75%
		total	80%
		TOTAL	81%

B Job placement rates: At least 80% of the graduates will be employed at the time of the completion of the RN-BSN program.

Academic Year	Employment rate done at the time of program completion
2014-2015	100 %
2015-2016	100 %
2016-2017	100 %
2017-2018	100 %
2018-2019	100%

C. Program Satisfaction: A mean of at least 4 out of a 1 -7 point Likert scale for graduates responding to the graduate survey distributed within one year after graduation will indicate overall satisfaction with the program and preparation as a nurse according core competencies.

Academic Year	Overall satisfaction	Overall program effectiveness
2014 - 2015.	5.78	6.02
2015 - 2016	5.18	5.43
2016 - 2017	5.67	5.84
2017 - 2018	5.82	6.08
2018-2019	5.96	5.92

MISSION / VISION / PHILOSOPHY

Mission of Labouré College

The mission of Labouré College is to provide high-quality education and to prepare women and men for careers in nursing and allied health fields. Inherent in the Catholic identity of the college and its educational mission is a commitment to Judeo-Christian principles, which influence the academic curricula and the college environment. Consistent with these principles, the college seeks to give opportunities to a diverse population of students to continue their education as mature adults and responsible world citizens.

Vision

We aspire to be a model of excellence, recognized for innovative and collaborative approaches to education for practice in the health sector. We are committed to preparing practitioners who reflect on and care for a diverse patient population, and to fostering interdisciplinary approaches to address complex issues within healthcare and society.

Mission of the Division of Nursing

Consistent with the Labouré mission and vision, the nursing program provides quality nursing education at the associate and baccalaureate level to develop competent, caring nursing professionals. Graduates are prepared to meet the diverse and changing health care needs of a challenging health care environment. This education occurs in an environment that is centered in the Catholic academic tradition and incorporates liberal arts and science into nursing practice. Graduates are prepared to assume roles within the various levels of the health care system and are encouraged to continue the process of life-long learning.

Philosophy of the Division of Nursing

The faculty values the roles of both the associate degree and the bachelor's degree nurse within the nursing profession. Faculty believes that the associate degree graduate is prepared to function as a competent entry level practitioner in a variety of health care settings. The faculty educates baccalaureate generalist nurses to assume increasing professional responsibilities in health care. Inherent within our Mission for life-long learning, all graduates are encouraged to advance their professional education to meet the demands of an ever-changing diverse healthcare environment.

The faculty believes that:

- Learning is a lifelong process. The relationship between teacher and learner is one that remains dynamic and fosters the development of self-regulated learning and critical thinking.
- Nursing education is an interactive process between student and faculty. This process promotes the integration and application of knowledge that leads to professional nursing practice.
- Students should be empowered to implement and maintain standards of nursing practice and patient care consistent with evidence-based practice.
- Students need to acquire an awareness of social justice to advocate for patients, themselves, and their communities.

- Cultural, ethnic, racial and religious diversity is evident and supported throughout the nursing program. The faculty acknowledges diversity and is committed to meeting the unique learning needs of every student.
- A climate of mutual respect, honesty and professionalism should exist between faculty and students. The faculty feels that these are important qualities inherent to professional nursing practice.

The Labouré College Division of Nursing faculty develop, implement and evaluate program outcomes for both the associate and baccalaureate graduates and both programs subscribe to the same mission and philosophy.

ORGANIZING FRAMEWORK / BSN Essentials /Nurse of the Future Nursing Core Competencies

The RN-BSN program **incorporates** the *2008 Essentials of Baccalaureate Education for Professional Nursing Practice* to provide the organizing framework for the program. The *2008 Essentials of Baccalaureate Education for Professional Nursing Practice*, as a framework, provide the design and assessment methods for baccalaureate education programs preparing graduates for professional nursing practice. Additionally, the program integrates the Massachusetts Nurse of the Future Core Nursing Competencies (NOFNCC) to provide structure and measurements of competency for professional nursing practice across the curriculum.

The *Essentials of Baccalaureate Education* are identified below

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
 - *A solid base in liberal education provides the cornerstone for the practice and education of nurses.*
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 - *Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.*
- III. Scholarship for Evidence-Based Practice
 - *Professional nursing practice is grounded in the translation of current evidence into practice.*
- IV. Information Management and Application of Patient Care Technology
 - *Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.*
- V. Healthcare Policy, Finance, and Regulatory Environments
 - *Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.*
- VI. Interprofessional Communications and Collaboration for Improving Patient Health Outcomes
 - *Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.*
- VII. Clinical Prevention and Population Health
 - *Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.*
- VIII. Professionalism and Professional Values
 - *Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing.*
- IX. Baccalaureate Generalist Nursing Practice
 - *The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.*
 - *The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients (AACN, 2008).*

Massachusetts Nurse of the Future Nursing Core Competencies are identified below

The NOFNCC emanate from the foundation of nursing knowledge. The competencies, which inform future nursing practice and curricula, consist of the following:

- **Patient-Centered Care:** will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.
- **Leadership:** will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.
- **Communication:** will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
- **Professionalism:** will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Systems-Based Practice:** will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).
- **Teamwork and Collaboration:** will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (Adapted from QSEN, 2007)
- **Informatics and Technology:** will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015)
- **Safety:** will minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).
- **Quality Improvement:** uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2007)
- **Evidenced-Based Practice (EBP):** will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions (Adapted from QSEN, 2007).

Nurse of the Future: Nursing Core Competencies© (revised 3.2016)

RN-BSN PROGRAM END OF PROGRAM STUDENT LEARNING OUTCOMES

The program outcomes are derived from the mission, philosophy, organizing framework inclusive of the *Essentials of Baccalaureate Education* and the *NOFNCC*. At the completion of the RN- BSN program, the graduate will be able to:

1. Synthesize knowledge from a broad-based Liberal Arts and Sciences core curriculum with Nursing arts and sciences to make safe **patient-centered** clinical decisions.
2. Use **systems-based practices** while exhibiting **leadership** skills in multiple health care settings.
3. Implement patient-centered care using **evidence-based practices**.
4. Effectively use **communication, informatics and technology** when **collaborating** with the health care team members to improve patient outcomes.
5. Apply **quality improvement and safety** measures to improve patient outcomes.
6. Integrate concepts of health, population health, and disease prevention across the life span.
7. Engage in **professionalism** and **leadership** that influence health care policy, financial and regulatory environments.

RN-BSN Courses

NUR 3110: Professional Nursing Perspectives (3 credits)

This is an introductory bridge course for RN-BSN students. Core concepts of professional nursing practice are explored and analyzed within the framework of selected theories, trends, and issues of contemporary professional nursing practice.

NUR 3225: Pathophysiology (3 credits). *Last Offered Fall 2019*

This course explores the pathologies of the human body to altered states of health throughout the lifespan. Factors that influence health and illness, such as genomics, culture, and environment, are examined in relation to disease processes.

NUR 3226 – Patho-pharmacology (3). *Implement Spring 2020*

This course more fully explores the pathophysiology of selected human diseases across the lifespan based on global, national and local health data. Clinical reasoning and judgment will be promoted through examination of correlation of disease, symptomology and pharmacology therapy and cost-effective quality care. Concepts of pharmacology and evidenced based drug therapy are integrated.

NUR 3330: Health Assessment (3 credits)

The Health Assessment course is designed to provide the RN student with the knowledge and skills to perform a comprehensive health assessment. This course will expand upon prior knowledge of health assessment and will address cultural, developmental, psychosocial, environmental and societal factors inherent in promoting health across the lifespan. Techniques of data collection and documentation will be expanded upon to enhance critical thinking skills. This course will then shift the paradigm focus from the individual to the community with a focus on prevention and early detection of disease. Students will be introduced to the health care needs of diverse and vulnerable populations.

NUR 3445: Communications and Informatics in Healthcare (3 credits)

Interdisciplinary communication within the present-day healthcare arena encompasses many forms. The professional nurse as an effective communicator has to be able to deliver clear and concise communication, which is essential to safe patient care. This course will examine the role and impact that effective communication skills have on patient care outcomes and in clinical practice. In addition, communication and informatics as they relate to professional nursing will be explored. The concepts and skills of communication, informatics, and information literacy will be presented.

NUR 3660: Evidence-Based Nursing Practice (3 credits)

This course provides a basic understanding of the research process and its application to nursing practice. Components of both quantitative and qualitative research techniques and ethical conduct required of nurse researchers are explored.

Prerequisite: MAT 3410

NUR 4225: Leadership and Management in Healthcare (4 credits). *Last offered Fall 2019*

This course will explore key organizational structures and operation of healthcare within the United States with a focus on quality of healthcare and error reduction. This course will provide an overview of the functions of leadership and management within a changing healthcare environment. Emphasis will be placed on current issues that affect leadership and management in the practice setting. The science of management and the integration of leadership principles are explored within the context of clinical microsystems. Students are required to attend one nursing organization meeting that will be approved by the professor.

NUR 4226: Leadership and Management in Healthcare (3). Implement Spring 2020

This course will explore key organizational structures and operation of healthcare within the United States with a focus on quality of healthcare and error reduction. This course will provide an overview of the functions of leadership and management within a changing healthcare environment. Emphasis will be placed on current issues that affect leadership and management in the practice setting. The science of management and the integration of leadership principles are explored within the context of clinical microsystems.

NUR 4230: Foundations in Community/Public Health Nursing (3 credits). Last offered Fall 2019

This course provides an overview of the field of community/public health nursing in assessing the healthcare needs of aggregates and communities. This course explores the physical, economic, societal and environmental factors that affect public health. Selected extramural activities augment the theoretical aspects of the course in relation to multidisciplinary collaboration and coordination of care in the community.

NUR 4235: Population Focused Health Care (3). Implement Spring 2020

This course explores the concepts of community health, epidemiology, and data determinates of health when providing interdisciplinary population focused care. The tenets of creating a culture of health will be explored, including the Robert Wood Johnson Foundation principles of creating a Culture of Health connecting health and social, economic, physical, and environmental factors. This course will provide a foundation for further graduate education in population health.

NUR 4335: Application of Evidence-Based Practice and Practicum (6 credits). Spring 2020. Last offered Spring 2020

This course and practicum offers the student the opportunity to identify a substantive, research problem related to improving patient outcomes in a healthcare setting, and will assist the student to synthesize concepts and knowledge learned in the RN-BSN program. The student will work in conjunction with a mentor to identify a research problem related to the mentorship experience. The previous nursing research course serves as the foundation for implementing the principles of evidence-based practice. The student will begin to develop the first three phases on an evidence-based proposal. This course involves six hours per week of clinical time; this time is flexible to maximize the student learning by allowing practical application of theory and principles in a practice setting. Consideration is given to the student's career objectives whether they are related to service, education, or administration. Mentorship: Six hours per week working with mentor. Students need to complete a total of 72 mentorship hours. Students are required to attend one legislative or executive branch meeting/ hearing at the State House and/or MA Board of Registration in Nursing meeting. This meeting is to be included as part of the student's mentorship hours.

Prerequisite: All 3000- 4000-level nursing courses.

NUR4336: Application of Evidence-Based Practice (3 credits). Implement Spring 2020

This course and mentorship experience offers the student the opportunity to identify a substantive research problem related to improving patient outcomes in healthcare, and will assist the student to synthesize concepts and knowledge learned in the RN-BSN program. The student will work in conjunction with a mentor to identify a current healthcare research problem. The previous nursing research course serves as the foundation for implementing the principles of evidence-based practice. The student will begin to develop the first three phases on an evidence-based proposal. Mentorship project: Students need to complete a total of 45 mentorship hours.

Prerequisite: All 3000- 4000-level nursing courses.

Nursing Elective (3 credits). Implement Spring 2020

- NUR4337 - Opioid Disuse Syndrome and the Epidemic (3)

This course will explore healthcare organizational structures and medical and non-medical and alternative treatments and health prevention strategies for opioids misuse within the United States with a focus on quality and safety of healthcare provision across the lifespan. This course will provide an overview of the opioid crisis within a changing healthcare environment. Barriers affecting systems issues, clinicians, patients/families and health insurance coverage. Emphasis will be placed on current ethical and legal issues that affect nurses, physicians, pharmacists, social workers, physical therapists, addiction counselors, and recovery coaches in varied practice settings. The science of addiction treatment, exposure, use/misuse of opioid management and the integration of nursing principles are explored within the context of clinical microsystems.

SES 4350: Senior Capstone (3 credits). Last offered Spring 2020

The Senior Capstone demands reflection, insight, and synthesis. This is an interdisciplinary course taught by both a General Education professor and a Nursing professor. This teaching team will assist the student to investigate, demonstrate, and synthesize course and program learning for problem solving and applications of undergraduate coursework across the entire curriculum. This course synthesizes concepts throughout the disciplines to create a unified framework for developing pathways for understanding the value, applications, and transferable use of the cumulative study at Labouré College. Students demonstrate collective competencies; pedagogical, practical, and personal advancement for the benefit of self and others; personal and professional growth that reflect cognitive and emotional intelligence; and knowledge and understanding of lifespan challenges and choices. Future contexts of professional growth are considered. Students will complete a professional portfolio to demonstrate achievement of program outcomes from the RN-to-BSN curriculum.

Prerequisite: All 4000- level general education courses.

SES 4355: Senior Capstone (4 credits). Implement Spring 2020

The Senior Capstone demands reflection, insight, and synthesis. This is an interdisciplinary course taught by both a General Education professor and a Nursing professor. This teaching team will assist the student to investigate, demonstrate, and synthesize course and program learning for problem solving and applications of undergraduate coursework across the entire curriculum. This course synthesizes concepts throughout the disciplines to create a unified framework for developing pathways for understanding the value, applications, and transferable use of the cumulative study at Labouré College. Students demonstrate collective competencies; pedagogical, practical, and personal advancement for the benefit of self and others; personal and professional growth that reflect cognitive and emotional intelligence; and knowledge and understanding of lifespan challenges and choices. Future contexts of professional growth are considered. Students will complete a professional portfolio to demonstrate achievement of program outcomes from the RN-to-BSN curriculum.

Prerequisite: All 4000- level general education courses, all 3000 level nursing courses, and all 4000 level courses except NUR4336 which can be taken concurrently.

General Education Courses

Students may be eligible for transfer credit for some of the following general education courses; please refer to our [Transfer Credit Policy](#) for the RN-BSN for details.

MAT 3410: Essentials of Statistics (3 credits)

This course introduces the various methods used to collect, organize, summarize, interpret and reach conclusions about data. An emphasis is placed on demonstrating that statistics is more than mathematical calculations. By using examples gathered from real life, students learn to use statistical methods as analytical tools to develop generalizations and meaningful conclusions in their field of study.

ETH 3000: Ethics Elective: Choose one (1) of the following courses:

ETH 3210: Ethical Domains and Dilemmas (3 credit)

This course compares and contrasts views of human nature that underlie social, business, and personal ethical dilemmas. Catholic philosophical perspectives are explored as they relate to the formation of human agents and the performance of human actions. Course readings are analyzed and evaluated for meaning, implications, and consequences of views of human nature as they impact theories of ethics within a sampling of historical turning points. Case studies, selections, and accounts of major contributions to human knowledge and understanding are analyzed from the perspectives of varied schools of ethics. Cultural relativism, utilitarianism, deontological ethics, virtue theory and contemporary theories of justice, among other schools of thought, are studied within contexts, categories of understanding or domains, and themes of human nature.

OR

THE 3010: Religion, Medicine, and Ethics (3 credits)

This course offers an interdisciplinary analysis of the intersections of Religion, Medicine, and Ethics. In particular, it will offer an alternative to the Western trend to bifurcate spiritual care from physical care. As Max Weber pointed out a century ago, modern society treats the human being as a substance to be manipulated and controlled. The current technocratic paradigm views healthcare as merely the application of the latest scientific knowledge and technique without concern for the spiritual nature of the human being. In juxtaposition to this current trend, this course will explore how illness, health and healing are religious experiences requiring analysis through a theological-ethical paradigm. We will demonstrate the need for a complementary understanding of the roles of medicine and religion in order to incorporate holistic care into more clinical settings. Specifically, this course will highlight the importance of integrating a holistic approach to health and wellbeing that addresses the physical, spiritual, social and emotional dimensions of the patient. Lastly, this course will examine how health and wellbeing were constitutive elements of the Christian faith and the need to recover religious practices aimed at restoring holistic wellbeing.

HUM 3010: Critical Analysis (3 credits)

This course focuses on the skills and concepts needed to develop reading and listening habits necessary for critical thinking. The course emphasizes thinking skills: comprehension, application, analysis, synthesis, and evaluation in order to develop inter-related questions, which serve as the direction toward better opinions and decisions. Current topics from a variety of sources will provide the basis for analysis and application of skills. Students synthesize learning to present their own positions and arguments.

SSC 3000: Social Science Elective: Choose one (1) of the following courses:**SSC 3310: Intercultural Communications (3 credits)**

This course explores different forms of communication in contexts of varied backgrounds, experiences, ideas, and styles of expression. Contemporary viewpoints are situated in historical perspective. Students identify, compare, contrast, and critique communication behaviors within and among cultures. Readings and discussions stress a positive appreciation of commonalities and differences between individuals and groups, locally and globally.

OR

SSC 3020: Psychological, Social, and Physiological Effects of Trauma (3 credits)

Trauma is a ubiquitous experience that can take many forms – acute, persistent, physical, psychological, collective, and/or individual to name a few. While the experience of trauma may be universal, each person's response to trauma is unique. The manner in which one responds to trauma also has profound implications for physical and mental health. It is, therefore, critical that healthcare providers have a thorough understanding of the effects of trauma and trauma-informed care. This course provides with a thorough grounding in the psychological, social and physiological effects of trauma and how to care for individuals with trauma-related illnesses. The effects of trauma and trauma-informed care will be examined from the perspective of the patient as well as the healthcare professional. Students will learn healthy professional and personal responses to their own trauma and how this impacts their patients. This focus will increase awareness, provide understanding and assist students in developing a personal skill set supportive to all aspects of trauma response.

SCI 4000: Natural Science Elective: Choose one (1) of the following courses:**SCI 4010: Scientific Revolutions (3 credits)**

This course outlines several major scientific advances through history. The impact of those advances on the scientific field and on the broader society is highlighted. The nature of scientific change—from the scientific method of empirical observation to the paradigm shifts of scientific revolution—will be examined. By the end of the course, students will have a broad understanding of major advances in several different scientific fields and the human components that are part of bringing those advances forward.

OR

SCI 4020: Biology of Cancer (3 credits)

This course explores the etiology, diagnosis, and treatment of cancer and its effects on individuals and society. In particular, it provides students with a basic understanding of the nature of cancer and the genetic, molecular and cellular mechanisms that lead to cancer. It also includes a survey of the fundamental principles behind cancer diagnosis, prevention, and therapeutic intervention, including risk factors for the major forms of cancers and how they vary according to gender, ethnicity, culture, and socioeconomic status. While based primarily on content from the life sciences, SCI 4020 incorporates insights from the fields of Sociology, Psychology, History and Economics.

INT 4010: Integrative Seminar II (3 credits)

Integrative Seminar II is a course that provides students with the opportunity to integrate what they have learned in discipline-specific and multidisciplinary courses in the liberal arts and sciences. It uses an interdisciplinary approach to examine a specific topic through a variety of information sources, including scholarly texts and popular media. Sample topics include *Agents of Social Change* and *Faith and Reason*.

16-MONTH COURSE FLOWSHEET SEQUENCE with Current Curriculum

Semester 1		Semester II	
Quarter 1	Quarter II	Quarter 1	Quarter II
HUM3010: Critical Analysis	MAT3410: Statistics	SSC3310: Intercultural Communication OR SSC3000: Effects of Trauma	ETH3210: Ethical Domains & Dilemmas OR THE3000: Topics in Theology
NUR3110: Professional Nursing Perspectives	NUR3330: Health Assessment	NUR3225: Pathophysiology	NUR3445: Communication & Informatics of HealthCare

Semester III		Semester IV	
Quarter I	Quarter II	Quarter I	Quarter II
SCI4010: Scientific Revolutions OR SCI4020: Biology of Cancer	INT4010: Integrated Seminar II	SES4350: Integrated Seminar Senior Capstone	
NUR3660: Evidence-Based Nursing Practice	NUR4230: Foundations of Community/Public Health Nursing	NUR4225: Leadership & Management in HealthCare	NUR4335: Evidence-Based Nursing Practice & Practicum

16-MONTH COURSE FLOWSHEET SEQUENCE with New Curriculum

Semester 1		Semester II	
Quarter 1	Quarter II	Quarter 1	Quarter II
HUM3010: Critical Analysis	MAT3410: Statistics	SSC3310: Intercultural Communication OR SSC3000: Effects of Trauma	ETH3210: Ethical Domains & Dilemmas OR THE3000: Topics in Theology
NUR3110: Professional Nursing Perspectives	NUR3330: Health Assessment	NUR3226: Pathopharmacology	NUR3445: Communication & Informatics of HealthCare

Semester III		Semester IV	
Quarter I	Quarter II	Quarter I	Quarter II
SCI4010: Scientific Revolutions OR SCI4020: Biology of Cancer	INT4010: Integrated Seminar II		SES4355: Integrated Seminar Senior Capstone
NUR3660: Evidence-Based Nursing Practice	NUR4235: Population-Focused Health Care	NUR4226: Leadership & Management in HealthCare Nursing Elective: NUR4337 - Opioid Disuse Syndrome and the Epidemic	NUR4336: Application of Evidence-Based Practice

RN-BSN POLICIES AND PROCEDURES

REVIEW PROCEDURE POLICY

All student policy and procedures are annually reviewed and revised as necessary by the Division of Nursing Faculty. Students are invited to present student concerns, questions, and recommendations regarding the policies and procedures through Open Forums or designated student representative on the Student Advisory Group. Revised and new policies and procedures in the Division of Nursing Student Handbook are communicated to all nursing students and available on each of the nursing course e-learning sites. Students will be required to sign a Student Handbook acknowledgement form. If there are revisions of old policies/procedures or new policies and procedures during the academic year, those will be communicated to student and another acknowledgement form with the revised/edited/new policy will be required to be signed by students. All students are expected to read each policy and procedure, clarify any questions or concerns, and adhere to the policies and procedures for the current academic year.

GENERAL

Please refer to the [College Catalog/Handbook](#) for information on all academic policies

Admission

The Admission policy is detailed and can be accessed in the [College & Student Handbook under Admission to the College](#).

Academic Advisement

Students are expected to review the required course of study for their concentration at the time of enrollment. Each semester students are responsible for communicating with their assigned Academic Advisor who will advise them on the courses being offered the next semester, the courses they need. Students are responsible for registering for their classes. Anne Marie Conneely is the RN-BSN academic advisor. Students can call 617-322-3579 to schedule an appointment with your Advisor.

Progression within the Nursing Division

Progression within the nursing program at Labouré College is dependent upon satisfactory completion of RN-BSN courses. A student who fails any two nursing courses will not be allowed to continue in the Nursing program. A minimum grade for all nursing courses is C (73%). RN-BSN students must complete all requirements for the BSN within six years.

*(*See Labouré College Handbook regarding Satisfactory Academic Progress (SAP) policy.)*

Program Withdrawal & Leave of Absence

Please refer to the [College Catalog/Handbook](#) for information on program withdrawal and Leave of Absence.

Nursing Course Credit Transfer Policy

Up to 75 credits can be transferred from a qualifying associate's degree or nursing diploma and up to 90 credits can be transferred from a qualifying bachelor's degree. To be awarded a Bachelor of Science in Nursing degree, students must complete a minimum of 30 credits at Labouré College, regardless of the number of transfer credits awarded.

Dismissal

Students may be dismissed from the nursing program for several reasons, including, but not limited to, violation of the confidentiality policy, academic integrity policy, student attendance policy, and assignments policy. Students will be dismissed from the nursing program after two nursing course failures.

Degree Completion: graduation requirements as outlines in College Catalog

Students are awarded the degree after meeting the following requirements:

Bachelor of Science in Nursing (RN-BSN):

- Completion of a minimum of 30 credit hours at the College
- Successful completion of the degree program as prescribed by the College
- A cumulative grade point average of 2.0, or higher
- A minimum grade of C in degree professional courses
- A minimum grade of D- in other degree requirements
 - A failing grade (F) in a general education course will not count toward a program requirement and the course must be retaken, or a chairperson-approved substitute course taken
- Completion of all program requirements within six years of enrollment at the College

Readmission to the Program

Readmission or re-entry to the Nursing Program is not guaranteed. See Readmission to a Program in a College Catalog and Student Handbook.

Attendance

Students are expected to attend class (defined as logging into the course and interacting as stipulated, posting questions, thoughts, or homework assignments by stated deadlines). The College tracks class participation for all students registered for either on-campus or online courses of any type. It is the expectation that RN-BSN students will attend and participate in all classes and engage in the course content. A student's class syllabus, published by the faculty will establish attendance policies and certain criteria for participation.

See Labouré [College Catalog & Handbook for attendance policy.](#)

Educational Mobility

Educational Mobility is the process by which individuals complete formal and/or informal educational offerings to acquire additional knowledge and skills. To the extent possible, educational mobility should build on previous learning without unnecessary duplication of that learning and be focused on outcomes.

Student Social Media Policy

The Division of Nursing of Labouré College supports the use of social media to reach audiences important to the College such as students, prospective students, faculty and staff.

This Student Social Media Policy applies to nursing students who engage in internet conversations for school related purposes or school-related activities such as interactions in or about mentorship and course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

General Information on Social Media:

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include

but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Instagram, Snapchat, Allnurses.com, Twitter, Facebook, YouTube, and Myspace.

As students you will want to represent the College and the nursing profession in a fair, accurate and legal manner while protecting the reputation of the institution.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others.

Social Media Policy:

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary (identifying) information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Labouré College nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the college.
- Do not use Labouré College or Nursing Division marks, such as logos and graphics, on personal social media sites. Do not use Labouré College's name to promote a product, cause, or political party or candidate.
- No student shall videotape professors or fellow students for personal or social media use without the permission of the faculty or fellow student.
- At NO time shall patients/clients be videotaped or photographed.
- Be aware of your association with Labouré College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Labouré College's behalf, unless you are authorized to do so in writing.
- HIPPA guidelines must be followed at all times. Identifiable information concerning mentorship must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your own and others privacy and confidential information.

Violation of Social Medial Policy will result in:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and dismissed from the program.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Complaint Procedure

A formal complaint is any complaint documented by a student or external stakeholder. This may range from minor reports of dissatisfaction, to a direct violation of rights, resulting in harm, or impeding the ability to study or learn. For concerns related to grades on an exam, an assignment within the Professional Nursing

courses, or if there is dissatisfaction of a faculty member in the Nursing Division; students must follow the chain of command:

Chain of Communication Policy

First link in the chain: contact and make an appointment to meet with the faculty member. If the concern or complaint cannot be resolved or no response within two (2) business days from faculty member, proceed to second link.

Second link: The student will make an appointment with the Assistant Chairperson or Chairperson.

RN-BSN Assistant Chair	Eileen Costello DNP, RN, CNE	Phone # 617-270-3630
Division Chairperson	Karen Manning, MSN, RN, CRRN	Phone # 617-322-3428

*** Any concerns that a student has with a faculty member should be addressed FIRST and foremost with that faculty member. This is a professional courtesy. Any student who seeks out administration before meeting with faculty will be REDIRECTED back to faculty.

All concerns will be handled on an individual basis and faculty will be informed of all communication and discussions. This policy & procedure provides an appropriate and professional chain of communication in which information is shared at all levels.

Please refer to the [Student Rights and Responsibilities Handbook](#) for information on complaint procedures within an academic course.
all academic policies

Grade Appeal

Every student has a right to receive an assigned grade that is fair and unprejudiced based on a method that is neither random nor unpredictable. Students who wish to appeal a final grade are responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally. Faculty have the responsibility to provide the careful evaluation and timely assignment of all grades. Course grading methods should be clearly explained to students at the beginning of the term. Labouré College assumes that the judgment of the professor is valid, and the final grades assigned are correct. Faculty members and students have a responsibility to attempt to resolve grade disputes informally.

- A grade appeal shall be restricted to charges of unfair action toward an individual student and may not involve a challenge of a professor's grading standard.
- Dissatisfaction with a grade is not a rationale for appeal.
- A student has a right to expect thoughtful and clearly defined approaches to course and project grading, but it must be recognized that standards can vary and individual approaches to grading are valid. If a grade has been assigned in a manner other than that stated on the course syllabus or other published course documents, or are inconsistent with how they were assigned to other students, then a grade appeal will be considered.
- The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or projects.
- It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment, compared to the standard applied to other students. It is up to the student to provide any and all documentation supporting his/her case.

- A student may appeal a Final Course Grade within (10) days after the final grade has been submitted. For the purpose of the grade appeal policy, days will be measured as business days (Monday-Friday).
- The formal process may be used only for grading issues that impact the final course grade. For example, if a student disagrees with a grade given on a particular exam or assignment, but changing the grade on that particular exam or assignment will not affect the outcome of the student's final course grade, then the issue is not appropriate for a formal appeal.

Please refer to the [Student Rights and Responsibilities Handbook](#) for information on Grade Appeal Final Course Grade Procedure.

GENERAL BEHAVIOR

Ethical Behavior

The highest level of academic honesty is expected at Labouré College. Forms of academic dishonesty include:

- Cheating on quizzes and exams
- Plagiarism (misrepresenting someone else's work as your own)

As per Charles Lipson, in his book entitled, *Doing Honest Work in College*: "Academic honesty boils down to three simple but powerful principles:

- When you say you did the work yourself, you actually did it.
- When you rely on someone else's work, you cite it. When you use their words, you quote them openly and accurately, and you cite them too.
- When you present research materials, you present them fairly and truthfully. That's true whether the research involves data, documents, or the writings of other scholars.

Academic Integrity

Students assume full responsibility for the content and integrity of the coursework they submit either formally in class or via electronic means. Students should review the academic integrity policies below along with the netiquette guide, found in section five, for guidelines and examples related to eLearning. To assist students in observing academic integrity, the following guidelines have been developed:

- Students must do their own work and submit only their own work, unless otherwise permitted by their instructor. If appropriate citation guidelines are not stated on the syllabus, students are encouraged to contact their instructor for guidance.
- Students may collaborate or cooperate with other students on assignments or examinations only as directed by the instructor.
- Students must follow all written and/or oral instructions given by instructors or designated College representatives for taking exams, placement assessments, tests, quizzes, and other evaluative instruments.
- Students who are concerned about a policy or procedure within an individual academic course may follow the complaint procedures listed below. The Academic Integrity policy and procedures can be accessed in the College and Student Handbook under Student Rights & Responsibilities at

Please refer to the [Student Rights and Responsibilities Handbook](#) for information on Academic Integrity Policies & Procedures.

Code of Conduct Policies & Procedures (formerly known as Grievance Policy)

Labouré College ('the College') strives to maintain a positive environment for teaching and learning. By outlining the behavioral expectation for students and the procedures of enforcement, the Code of Conduct fosters a climate of honesty, integrity, civility and respect to engender a spirit of personal responsibility in our students.

The intent of the College is to develop traits and behaviors in students, such as critical thinking, self-motivation, and the ability to foresee consequences for their actions. This Code of Conduct reasonably limits some activities and prohibits certain behaviors that could interfere with the classroom setting, the orderly operation of the College and the pursuit of its goals and values. Each student shall be responsible for reading and complying with the policies listed below, which shall be developed, maintained and implemented by the Vice President of Student Affairs or his/her designee.

The College reserves the right to take any reasonable and appropriate action to protect the rights, safety and well-being of all members of the College community, and to review the behavior of any student who, in the judgment of the College, conducts himself/herself in a manner incompatible with the purpose and mission of the College. Student need to review the Code of Conduct Policies and Procedures.

The Code of Conduct is published as a College procedure and available to students through the College Catalog and the Labouré College website at <https://laboure.smartcatalogiq.com/2019-2020/Catalog-and-Student-Handbook/Student-Rights-Responsibilities>

Students who wish to file a concern of any violation(s) of the Code of Conduct and wish to submit documentation, should reach out directly to the Vice President of Student Affairs or Public Safety to complete the proper paperwork. If the student is filing a concern against a faculty or staff member, this process is handled by Human Resources, not the procedures noted in this section. Students can use the Complaint Form as a template, which can be found under the Downloadable Forms section of my.laboure.edu.

Student Access Policies & Procedures

The Student Verification, Social Media and Online Access Policies and Procedures can be accessed in the College and Student Handbook under [Student Rights & Responsibilities](#).

Netiquette Guidelines for eLearning Coursework

a. General Guidelines - When communicating online, you should always:

- i. Treat the professor with respect (in all online communication).
- ii. Use your professor's proper title: Dr. or Prof., or, if you are in doubt, Mr. or Ms.
- iii. Avoid referring to your professor by first name, unless specifically invited to do so.
- iv. Use clear and concise language.
- v. Have correct spelling and grammar for all College level communication.
- vi. Avoid slang terms, such as "wassup?" and texting abbreviations, such as "u" instead of "you."
- vii. Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font.
- viii. Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- ix. Limit and possibly avoid the use of emoticons like :) or \o/.
- x. Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post and your message might be taken seriously or considered offensive.

- xi. Post only personal photographs into eLearning and forum posts that are professionally dressed head shots.
- xii. Be careful with personal information (both yours and others).
- xiii. Avoid sending confidential patient information via email.

E-Mail Guidelines – When communicating online, you should always:

- i. Use a descriptive subject line.
- ii. Write a greeting at the beginning of your first email.
- iii. Keep your message brief and focused.
- iv. Avoid attachments, unless you are sure your recipients can open them.
- v. Avoid sending email to large numbers of people unless you have a legitimate reason to do it.
- vi. Proofread your emails.
- vii. Be careful of your tone in emails. When communicating in person or phone, your facial expressions and voice convey so much information. That information is lost in an email. Choose your words thoughtfully. Sarcasm can (and will) backfire.
- viii. Check your email at least once a day.
- ix. Attempt to find the answer to your question in the course syllabus or handouts before emailing the professor or classmates.
- x. Sign your message with your name.
- xi. Read all emails sent by your professor.
- xii. Think before you send an email to more than one person. Does everyone really need to see your message?
- xiii. Be sure you really want everyone to receive your response when you click, “reply all.”
- xiv. Be sure that the message author intended for the information to be passed along before you click the “forward” button.
- xv. Be kind.

c. Forum/Discussion Board Netiquette Guidelines – When posting on a discussion board in your eLearning course, you should:

- i. **Participate.** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
- ii. Check if anyone has asked a question or made comments already and received a reply, before posting your question or comments to a discussion board. Just as you wouldn’t repeat a topic of discussion right after it happened in real life, don’t do that in discussion boards either.
- iii. Make posts that are on topic and within the scope of the course material. Don’t post irrelevant links, comments, thoughts, or pictures.
- iv. Take your posts seriously and review and edit your posts before sending.
- v. Be as brief as possible while still making a thorough comment.
- vi. Be sure to read all messages in a thread before replying.
- vii. Avoid repeating someone else’s post without adding something of your own to it.
- viii. Avoid short, generic replies such as, “I agree.” You should include why you agree, or add to the previous point.
- ix. Summarize all answers and post that summary to benefit your whole class, if you ask a question and many people respond.

- x. Quote just a few key lines from their post so that others won't have to go back and figure out to which post you're referring, if you refer to something your classmate said earlier in the discussion.
- xi. **Recognize and respect diversity.**
- xii. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.
- xiii. Run a spelling and grammar check before posting anything to the discussion board.
- xiv. Express your differing opinion in a respectful, non-critical way, when you disagree with someone.
- xv. Always give proper credit when referencing or quoting another source.
- xvi. **Refrain from being personal; do not take things personally.**
- xvii. Avoid flaming! Criticism must be constructive, well-meaning, and well-articulated.
- xviii. Return to the conversation regularly.
- xix. Refrain from :-) faces and **c u l8r's**, even though social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue.
- xx. Always remember to say "Please" and "Thank you" when soliciting help from your classmates.
- xxi. Avoid writing anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you are joking.
- xxii. Be open-minded.
- xxiii. Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

STUDENT HEALTH & SAFETY COMPLIANCE**Background Checks**

All students registered for any class at the College, on-campus or online, need to submit to a Criminal Offender Record Information (CORI) background check. Students registered for a clinical course, or a course with a professional practice experience involving the care of minors, will undergo a Sex Offender Record Information (SORI) background check prior to the start of the course. Students may be required to undergo additional background checks, in accordance with affiliation agreements between the College and sites to which they are assigned.

The Student Health and Safety Requirements can be accessed in the College and Student Handbook at <https://www.laboure.edu/students/student-health-safety-requirements>

MENTORSHIP

Nursing license Name Statement

Students in the RN-BSN program at Labouré College are required to use their name as stated on their nursing license throughout the program. Name should appear as printed on their nursing license. Students must always use their license name on forms including mentorship experience documents, ID badges for the college, when requesting a background check, and for any form of legal documentation related to the nursing program. It is the student's responsibility to make sure that all Labouré College records reflect their current license name.

Dress Code Professional Attire

Any student attending mentor meeting in the clinical community or academic environment must adhere to minimally, business attire and in some settings, such as conference, clinical partner leadership meetings then professional attire is required.

Professional Attire Standards

Professional attire almost always means:

- Suits (with tie) for men, paired with a solid-colored dress shirt
- Suits, pants suit or dresses with jacket for women
- Neutral colors and conservative footwear for all
- Clean grooming, ironed clothes and attention paid to the details.

Business Casual

Business casual may not be as casual as expected, as example; jeans and sneakers do not apply to business casual.

- **For women:** From tailored pants to dresses (not more than an inch or two above the knee), women have options. Aim to keep footwear relatively conservative.
- **For men** Dress pants, a collared shirt and a belt are standard. Blazers, tailored sweaters and leather shoes work as well.
- **For everyone:** Avoid jeans until you're certain when they are acceptable...which can range from Fridays-only to never. This is not an area in which to be a trailblazer. Jewelry should be conservation, **avoid** trending cloths and certainly avoid after work attire.

Evidence-Based Practice and Mentorship Guidelines and Procedure for Experience

The RN-BSN program at Labouré College has a mentorship experience that is in Evidence-Based Practice & Practicum course. The nursing division recognizes that registered nurses enrolled in the nursing program have passed NCLEX-RN examination, and believes the mentorship experience provides for professional role development for the RN-BSN student. The document below outlines the procedure for this course, as students are encouraged to consider areas of interest during their educational progression at the college. The purpose of the mentorship experience is to work on an evidence-based project during the experience.

***Directions:** Please carefully review the guidelines and procedure for the Mentorship Practicum to prepare for enrollment in this course. It is important for students to comply with these guidelines for this course. **Planning for the mentorship is required to begin prior to starting NUR4335/4336 Evidenced-based Practice & Practicum course.** Students should develop their research question and identify and seek out their own mentor during **NUR 4225/4226: Leadership and Management in**

Healthcare. Students should seek out a mentor that has experience with the evidence-based research question. The mentor must be a nurse with a baccalaureate degree or higher. If unable to find a mentor, please contact course faculty prior to the start of the semester.

The following guidelines in the Mentorship Practicum Handbook to assist in NUR 4335/4336.

1. To begin this course - you must already have a mentor in place. You cannot be looking for a mentor the week this course starts. Your course faculty will plan a mandatory conference calls with you and your mentor the first week of the course.
2. The mentor must be a nurse with a baccalaureate degree or higher. If the student is completing the mentorship experience at place of employment the mentor must not be the student's immediate supervisor.
3. All required mentorship paperwork is due by the required due date and must be uploaded into the appropriate section of eLearning. It is the student's responsibility to upload the material. Final grades may be withheld if the documents /paperwork are not uploaded.
Required paperwork:
 - a. Student/MENTOR resume
 - b. Mentor/faculty evaluation of student
 - c. Student evaluation of mentorship experience
4. Students are responsible for completing 72 hours of mentorship for NUR4335 and 45 hours for NUR4336 which focuses on your Evidenced-based PICOT problem.

COURSE POLICIES

Course Load

For the RN to BSN a normal part-time course load is six to ten (6 – 10) credits per seven-weeks. Permission from the Assistant Chair or Chair is required if a student wishes to carry more than nine (9) credits in a seven-week semester.

Laboure College Division of Nursing Instructional Material Copyright

Laboure College Division of Nursing students should be aware that course lectures and instructional materials for any nursing course including audio or video recording of lecture(s), PowerPoint presentations, handouts, learning activities posted on nursing course eLearning websites, tests, and other lecture, lab, and clinical instructional materials are protected by copyright. Students may take notes and make copies of course materials for their personal use or to share with other students enrolled in their class within the nursing program. Students may not reproduce or distribute any course instructional materials publicly, in any form (hard copy or electronic) without the express written consent of the nursing program faculty member who developed the materials

Grading Policy

Professors determine grading methodology for each course. This will be identified in writing on the syllabus. All student nursing course grades are posted on e-Learning®.

All RN-BSN nursing courses are based on 100% (percent). A grade of C (73-76) is the passing grade for all RN-BSN professional nursing courses. Grades are determined as follows:

<u>Quality Points</u>	<u>Grade</u>	<u>Grade Equivalencies</u>
4.0	A	100-93
3.7	A-	92-90
3.3	B+	89-87
3.0	B	86-83
2.7	B-	82-80
2.3	C+	79-77
2.0	C	76-73
1.7	C-	72-70
1.3	D=	69-67
1.0	D	66-63
0.7	D-	62-60
0.0	F	59 or below

The average of all numerical grades in a course must be 73 or greater to pass the professional nursing course. Individual components making up the final course grade are not rounded separately. The 'rounding up' of a final grade is based on a 0.50 or above. Example: a student grade of 72.49, or less, rounds to 72; conversely, a student grade of 72.50, or above, rounds to 73.0.

Grade Appeal Policy & Procedures

Every student has a right to receive an assigned grade that is fair and unprejudiced based on a method that is neither random nor unpredictable. Students who wish to appeal a final grade are responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally. Faculty have the responsibility to provide the careful evaluation and timely assignment of all grades. Course grading methods should be clearly explained to students at the beginning of the term. Labouré College assumes that the judgment of the professor is valid, and the final grades assigned are correct.

Please refer to the College Grade Appeal Policy at <https://laboure.smartcatalogiq.com/en/2018-2019/Catalog-and-Student-Handbook/Academic-Information/Grade-Appeal-Final-Course-Grade-Policy>

Online Assignments

Completion of all assignments is mandatory for successful completion of each course. The professor will provide theoretical framework, activities, and assignments to develop critical thinking, knowledge and skills at the Baccalaureate level. The student is responsible for participating in the learning from the activities provided.

Guidelines for Writing a Paper

The format to be used in writing papers at the College is the 6th edition of *Publication Manual of the American Psychological Association*, Washington, D.C. The Labouré Library services offers online support and instruction for APA format.

Incomplete Grade Policy

The grade of "I" is permitted only when unavoidable circumstances prevent the completion of a course and the student's coursework is substantially completed. Refer to the College Catalog & Handbook for the Incomplete Policy.

Dean's List

To recognize and encourage academic achievement, the College names to the Dean's List all degree and certificate candidates who are enrolled for the semester in at least six credits of graded coursework (developmental coursework excluded), who earn a grade of B, or better, in each course, who have a semester GPA of 3.3, or better, and a cumulative GPA of 3.0, or better. This list is published at the end of each semester.

REQUIRED ONLINE MATERIALS

Books

Textbooks are identified for each online course and the student is responsible to secure textbooks prior to the start of the course. Books may be secured from the online College bookstore or via any other online book retailer.

Computer Literacy

Students must have a basic knowledge of computer and Internet skills in order to be successful in an online course. The following are the required aptitudes and skills:

- Knowledge of terminology, such as browser, application, search engines, files, viruses, etc.
- Understanding of basic computer hardware and software; ability to perform computer operations, such as:
 - Using keyboard and mouse
 - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
 - Software installation, security and virus protection
 - Using software applications, such as Word, PowerPoint, Excel, and to email students and professors
 - Knowledge of copying and pasting, spell-checking, saving files in different formats
 - Sending and downloading attachments
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), and chats.

Student Hardware Requirements

The College supports students in attaining the technical knowledge and equipment necessary to take a web-enhanced traditional, hybrid, and/or online course. IT provides aid to students who are experiencing difficulty using the required technology.

Traditional, hybrid, and online courses and programs are web-based and good computer skills and access to an up-to-date computer and high-speed Internet connection are imperative. Laboure's web-enhanced traditional, hybrid and online courses require the following minimum hardware and software requirements.

- Intel Core i3 processor or newer or Mac G4 or later processor with Intel Core i3 or equivalent to 2GB RAM
- Windows 7 preferred or Mac OS
- Firefox or Safari OS 10 or Chrome
- Microsoft 2007 or later
- Adobe PDF reader (link will be provided to free download)
- PowerPoint reader (link will be provided to free download)
- Broadband Internet connection is recommended
- Web-cam and microphone
- Scanner (If required by program)

Learning Management System Usage

All web-enhanced traditional, hybrid, and online courses use the eLearning platform provided by the College. All courses offered at the College have a presence on eLearning. Professors using eLearning for instruction, are responsible for making their course(s) available to students, prior to the first day of class. All courses in a web-enhanced traditional, hybrid, and online courses format must comply with the policies and procedures

outlined elsewhere in this document. All courses are archived on the College's Learning Management System.

It is the responsibility of students to obtain the appropriate technology tools to enroll in courses. Problems associated with technology-based course delivery can happen. Students encountering technical problems, which prohibit them from submitting an assignment on time, participating in a discussion post, attending a synchronous online meeting, and/or meeting any of their coursework responsibilities, should notify their professor immediately as to the issues that are precluding their fulfillment of the course requirements. It is essential for students to identify their options for proper technical support in order to reduce problems and increase technology access and skills. It is also important for students to be familiar with Labouré College's Academic Continuity Plan in case of severe state-wide or regional emergencies.

Additional Skills for Hybrid and Online Courses

Strong reading and writing skills

Students must have strong reading skills and the ability to communicate effectively through writing in a hybrid and online course. Material in an online course will come from textbooks and listening to audio lectures. Therefore, strong reading and critical thinking skills are important for success. Online students communicate through emails, discussion forums, and chats. Students need to feel comfortable expressing themselves in writing.

Self-motivated and independent learner

Online courses offer flexibility in scheduling; however, they require more self-discipline than on-campus courses. Students may miss face-to-face interaction with a professor and peers. In the online environment, students have to be able to start and to work on tasks on their own, without someone keeping them focused. They have to be self-disciplined in order to follow the class schedule and meet deadlines.

Time commitment

Online classes take as much time, or more time, as regular on-campus classes. Students need to set aside sufficient time for study. Students need to plan to spend at least as much time working on the assignments and studying as they would with a traditional course.

Time management

Even though students may not have to "be" in class on some specific day and time, they still have to follow the course schedule provided by the professor. Online classes are not independent study courses; students are still required to "show up" and participate actively.

Professor and student interactions continually evolve in an online course. Therefore, it is critical for students to be online frequently and to log in at least four times per week in order to follow discussions, review completed assignments, and communicate with classmates and the professor.

Online students should never wait until the last minute to complete an assignment. Students may have technical problems or run out of time. Procrastination is a major reason for failing an online class. It is easy to fall behind. It is important to set aside specific times, on a regular basis, to participate in an online course.

Active learner

Online students must be active learners and self-starters who are not afraid to ask questions when they do not understand. Online students, not the professor, must be in control of their learning process. Since a professor cannot see a student, students need to "speak up" right away if they have problems. There is no way others will know that something is wrong. The professor is not the only source of information. Students can post their questions in the discussion forum and classmates will help.

Student Self-Evaluation Quiz

Students who can answer "Yes" to the following questions, are prepared to enroll and succeed in an online course. If you cannot respond "Yes" to all of these questions, you may want to consider enrolling in a hybrid course, which is a combination of online and on-campus, traditional course.

1. When you need help, are you comfortable approaching a professor to ask for clarification?
2. Are you comfortable with a self-learning environment?
3. Do you have good time management skills? Will you be able to schedule your time effectively and to stay on task to complete assignments outside of class?
4. Are you self-disciplined and self-motivated?
5. Do you have the ability to read and follow written instructions?
6. Do you have (or are you willing to obtain) access to the Web at home?
7. Do you have good computing skills, including:
 - Using keyboard and mouse
 - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
 - Software installation, security, and virus protection
8. Do you have strong web browser/Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases?
9. Do you have the ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers?
10. Do you have strong software application skills such as:
 - Using word processing, PowerPoint, and Excel (i.e., Word)
 - Knowledge of copying and pasting, spell-checking, saving files in different formats
 - Sending and downloading attachments
11. Do you have the required equipment and software?

e-Portfolio for RN-BSN Students

An e-portfolio is a collection of a student's academic work in electronic format. Students are encouraged to begin collecting samples of work completed while in the RN-BSN program which will enable them to develop the e-Portfolio by program completion. The e-Portfolio is developed and purchased through the Task-stream platform for the SES 4350/4355 Senior Capstone course. <https://www.taskstream.com/pub/>

The purpose of the e-portfolio is to demonstrate personal and academic growth throughout the program and achievement of program outcomes. It is a tool for self-reflection, learning, and assessment. It serves as a guide for you in understanding your progression in the nursing program and in meeting the program outcomes. Students will be able to download the e-Portfolio and take this work with them upon graduation from the program. Labouré College will retain the e-portfolio of each student for evaluation by accrediting agencies. It is important for the student to address all the program outcomes by completion of the program.

The e-portfolio is divided into five sections on Taskstream: home, personal/introduction, writing samples, program outcomes, and self-reflection/program evaluation.

The e-portfolio will contain the following:

1. Supporting files of various formats (text, pictures, video, etc.)
2. Self-reflection
3. Evidence of General Education competencies
4. Writing samples
5. Projects prepared for class
6. Evidence of creativity and performance

I. Home

- You should include a welcome/introduction to your e-portfolio. This is the first *virtual* impression that people will have of you, so make it a great one! You may even want to include a video welcome to be creative and a picture of yourself (this is optional).

II. Personal/Introduction

- Your personal/education goal statement about being in the RN to BSN program. You may want to include:
 - a. What brought you to the program
 - b. Your learning expectations
 - c. Where you see yourself in three years
- Provide a copy of a current resume or vitae. If you are involved in committee work at your job you would also incorporate that into this section.
- Any professional certifications and organizations you belong to related to professional nursing practice.

III. Writing Samples

- In this section, you will include six samples of your writing. Two writing samples will be required from the following:
 - a. General Education
 - b. 3000-level nursing courses
 - c. 4000-level nursing courses
- The writing samples should be attached as a document in the appropriate section. It is your choice to select which writing samples you include in this section.

IV. Program Outcomes

- In this section you will be expected to reflect on each course in the program and evaluate how each course aligns with the program outcomes. Relate individual course assignments to how the program outcomes were met. The course assignments should be attached as a document under the identified program outcome. You will identify which program outcome is demonstrated from the attached example of work/assignments. It is important to understand that not every program outcome needs to be addressed for every course. However, all program outcomes must be met by the end of the program.

V. Self-Reflection/Program Evaluation

- You will need to review your personal and educational goal statements in your introduction section. Reflect on the development of your personal and educational goals. State how you have reached your goals. Include how specific learning experiences affected your goals.
- Think about a work situation that you experienced during this program and reflect on how you reacted or acted differently related to your educational experience.
- How have you changed due to knowledge gained from your educational experience?
- How do you plan for life-long learning?

Student Participation in Governance

Labouré College encourages and offers students many opportunities to participate in the mission and governance of the college and the Divisions of Nursing programs and include:

1. RN to BSN Committee:

The RN to BSN Committee conducts the work of the program and meets regularly for discussion on relevant issues including curriculum revisions. Students might participate in course revisions and program improvements. The responsibility of the student representative is to seek peer student input and comments to bring to the committee meeting.

2. Student Nurses Association (SNA)

The Student Nurses Association is an integral part of student life at Labouré College. This association of your peers offers you the opportunity to develop new friendships and to keep abreast of what is happening in nursing.

SNA Purpose: to enhance communication among nursing students, nursing faculty and administration; and promote student participation in the Division of Nursing, in the College and in the community. Officers are elected each year during the spring semester. Student Representatives from each nursing course are selected during the fall: Each nursing class will be asked to select one representative and an alternate to communicate information among students, faculty and administration.

3. Student Government Association (SGA)

Beginning in 2018, the Student Government Association works to represent all academic programs as a student voice. Elections are held each Spring semester for the upcoming academic year. The SGA works with the Student Nursing Association (SNA) to provide support for student-sponsored events and to serve as a place student can submit ideas to as it relates to promoting new resources at the College. Visit the Student Success Center on the "Student" tab at my.laboure.edu for more information.

4. RN to BSN Open forum:

An open forum is held each semester and open to all RN-BSN current and prospective students. The forum provides an opportunity for students to receive information, ask questions, share their points of view, and assist in the development of solutions and improvement.

5. Division of Nursing Advisory Board:

The Division of Nursing maintains a formal advisory committee which includes members of the community, healthcare organization partners, faculty, and students from all nursing programs. The Advisory Board provides essential feedback regarding current best practices, improvements and changes to nursing professional standards, and assist the division in maintaining currency and rigor to all Division programs. The Division seeks minimally two students to participate in the annual Advisory meeting. If interested in serving, contact the Division Chair.

PROGRAM SUPPORT SERVICES and RESOURCES

A variety of services are offered by Labouré College to promote student success as well as enrichment of the college experience. These support services include but are not limited to:

- Admission & Enrollment Services
- Student Online Support
- Library
- Student Success/Writing Center/Tutoring
- Academic Advising
- Course Registration

Please refer to the Labouré College Undergraduate Catalog and Student Handbook for more information. Publications are available on the Labouré College website.

Student Success Center (SSC)

The Student Success Center (SSC) is designed to enrich learning opportunities through resources available to students at a distance or on campus. Modeled on best practices for excellence in teaching and learning, the SSC provides students with opportunities to extend and to deepen their classroom learning experiences by participating in academic advising, peer tutoring (focused on course content), basic skill strengthening, career counseling, and/or short-term personal counseling. Located on the 1st floor of the Academic Building in C127, the SSC strives to be a warm and welcoming community of learners dedicated to fostering student growth and success. Walk-in appointments are available daily; however, students are encouraged to make an appointment by calling 617-322- 3579 or emailing StudentSuccess@laboure.edu in advance.

Academic and Support Services

Labouré College is committed to extending reasonable and appropriate accommodations to students whose learning differences are consistent with standards described in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be eligible, students seeking accommodations will provide documentation from a licensed medical or behavioral health professional that describes a legally recognized learning difference and that indicates the accommodations necessary to assure equal access to the College's programs and services. This documentation should be submitted at the time of enrollment to ensure proper accommodations can be made. Access and Support Services are offered by the Student Success Center.

Academic Success Planning (My Academic Plan - MAP)

Labouré College is committed to ensuring that students have the best opportunity to achieve their academic and career goals. Therefore, an individual My Academic Plan (MAP) may be created based on each student's academic background, institutional completion data, and conversation with an assigned academic advisor. These requirements are designed to assist students in the successful completion of their desired programs of study. The Department of Admissions will inform students at the point of acceptance and/or placement testing if they are required to have a MAP. Students who are not required to have a MAP may request a MAP if desired.

Academic Advising

An Academic Advisor outlining the student's curriculum plan will be given to the student at the time of enrollment. Students are encouraged to speak with their academic advisor during academic advising period and as needed.

New Student Orientation

A self-paced student orientation is provided for new students. It includes but not limited to: introduction to online learning, navigating the Learning Management System, time management, communication, information literacy, and academic writing.

my.laboure.edu

My.laboure <https://my.laboure.edu> is the web-based portal through which students can access all their account information, register for classes, and access eLearning. ELearning is the learning management system Labouré College uses to conduct online and hybrid courses as well as to supplement the content of traditional, face-to-face courses. The College supplies a user ID and password. Instructional videos on how to login and establish a password, register for classes, and navigate eLearning are available without logging in.

E-mail

Labouré College provides email accounts to all students utilizing email-hosting services provided by an external vendor, Microsoft's Office 365. The College retains final ownership of these accounts and their contents, but also endeavors to protect the individual privacy and freedom of expression for all users.

Labouré College email accounts are the only accounts which College staff and faculty will use to communicate with students for business or academic activity. All official communication from the College will be sent to the College provided account, and delivery to this account is considered sufficient to demonstrate adequate notification of student educational or financial obligations. The onus for checking and reading received email communications remains solely with the individual assigned the account.

Library Resources

Students are encouraged to take advantage of the expansive network of information and resources at the Helen Stubblefield Law Library. Access to resources and features includes:

- o Access to the library collection, including online services for [remote users](#)
- o Access to a professional librarian to help with one-on-one research strategies, finding good sources, collecting data and assistance with citing references.
- o A diverse collection of physical books, eBooks, streaming videos, and electronic databases
- o Access to the online Library Catalog and [Interlibrary Loan](#).
- o Internet access and Wi-Fi accessibility
- o Bookable Study rooms for single or group study

The library is a member of MAHSLIN (Massachusetts Health Sciences Library Network) and the Boston Regional Library System. Such cooperative arrangements give members of the College community access to resources that may not be present on campus.

The library provides access to the following EBSCOhost Research Databases:

- CINAHL Complete
- Cochrane Collection Plus
- eBook Clinical Collection/ eBook Nursing Collection
- Health Business Elite
- MEDLINE Complete
- Psychology and Behavioral Sciences Collection
- Religion and Philosophy Collection
- SocINDEX with Full Text

Gale databases include:

- Academic OneFile

- Health Reference Center Academic
- Diversity Studies Collection
- Gender Studies Collection
- Nursing and Allied Health Collection
- Psychology Collection
- Physical Therapy and Sports Medicine Collection
- Health & Wellness Resource Center

Additional resources tailored to nursing include:

- OVID--provides students with access to health related journals & eBooks
- Kanopy—provides streaming video on subjects including health sciences, natural sciences, and social sciences.
- LWW Health Library: Made Incredibly Easy!--provides a digital learning tool for nurses at the BSN/RN-level in academic and hospital settings that will aid in their learning experience by providing access to texts designed to enhance their understanding of essential topics.

Technical Support

The College's Information Technology (IT) department has expanded coverage hours with regard to technology help and desktop support. During regular operating hours (Monday – Thursday 8am – 7pm, and Friday 8am – 5pm), the in-house IT staff will continue to service your helpdesk and technology support needs.

If assistance is required during the day or after regular operating hours, students, faculty, and staff may contact BlackBelt Help at 1-877-322-7748. BlackBelt is available 24/7, including weekends and holidays, to provide technology support in the following areas:

- my.laboure.edu portal
- Computers
- Laptops
- Smart phones and tablets
- Email
- Network connectivity / internet issues
- Printers and scanners
- Operating systems
- Password resets
- Classroom technology

APPENDIX

Title of the Paper in Full Goes Here

Student Name Here

Laboure College

TYPE ABBREVIATED TITLE HERE

Abstract

Abstracts are not required for all course papers. Please ask your instructor if you have questions regarding whether an abstract is required for a particular assignment.

TYPE ABBREVIATED TITLE HERE

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Level 1 Heading

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ssss tttt uuuu vvvv wwww xxxx yyyy zzzz. AAA bbb cccc dddd eeee ffff gggg hhhh iiiii jjjj kkkk llll
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**RN-BSN Program
Nursing Policy/Procedure Signature Sheet**

Students are given access to the Nursing Division Student Handbook through E-Learning® for the opportunity to read and review the BSN nursing policies. There are a number of policies specific to nursing that are especially critical to the student's understanding before beginning and continuing in the program. These important policies are listed separately below for ease of access. Students will be afforded the opportunity to ask questions or clarify any information contained within these policies.

Directions: *Initial after each policy/procedure; Sign at the bottom. Upload to course*

For ALL RN-BSN Nursing Students:

☐ Labouré College Nursing Division Student Handbook: I have read, understand, and agree to comply with the contents of the Nursing Division RN-BSN Student handbook.

☐ Mentorship Program:

Print Name: _____ **Student ID #:** _____

Student Signature: _____ **Date:** _____