



Baton Rouge General

School of Nursing

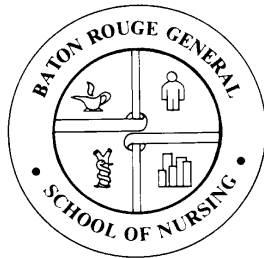
2020 – 2021 Catalog

History and Accreditation Status

The year 1912 is one of great historical significance for the nursing profession in Louisiana, as the first legal registering of nurses was initiated. The year also marks the beginning of Baton Rouge General's commitment to teaching and training of health care professionals with the opening of a nursing school offering a three-year diploma program. In 1951, following nearly 40 years of response to the educational needs of the medical community, the program was turned over to Northwestern State College as a more appropriate educational oversight institution and the General's program was dissolved.

In early 1981, the General completed a study that quantitatively illustrated the need for an additional professional school of nursing in Baton Rouge if we were to recruit and train an adequate number of nurses to meet future community demands. The Board of Trustees unanimously adopted a motion to reestablish a diploma school of nursing.

The Baton Rouge General School of Nursing received initial accreditation by the National League for Nursing (NLN) on January 14, 1986. This is a voluntary form of accreditation, representing excellence. Full approval by the LSBN is a prerequisite to application for NLN accreditation. The NLN Board of Review, Council of Diploma Programs awarded initial accreditation on January 14, 1986, for an eight-year period. In 2013, the NLNAC officially changed its name to the Accreditation Commission for Education in Nursing (ACEN). The BRG School of Nursing has had uninterrupted full accreditation with the next site visit scheduled for February 2021.



Mission Statement

The mission statement of the Baton Rouge General Medical Center School of Nursing is "We will maintain and enhance nursing education one student at a time." As a diploma nursing program, we prepare graduates for entry-level practice as registered nurses. Nursing faculty members exemplify professionalism through our attitudes, spirit, and considerations, recognizing that we portray our character in everything we do. Students and Graduates are prepared to demonstrate professionalism, to practice nursing safely and competently, and with commitment to continuously improve individual performance to enhance patient outcomes and the patient experience. Graduates practice effectively as a novice in a generalist setting. Graduates accept the responsibility for continuing the process of personal and professional growth as they advance from novice to expert. Faculty members and BRGSON alumni expect each graduate to serve as a positive role model in the practice setting by demonstrating genuine caring, pursuing excellence, providing service, reflecting integrity, and treating everyone with respect. The nursing program provides graduates with a foundation to accept responsibility to develop and maintain their expertise in practice and accountability to the public.

Philosophy

The faculty members of the Baton Rouge General Medical Center School of Nursing believe that by mentoring the values of caring, excellence, service, integrity, respect, innovation, and professionalism, we will instruct student nurses in the ability to provide safe, competent, compassionate, quality nursing care to all patients. Seven key concepts of man/individual, nursing, education, communication, safety, ethical/legal, and interdependence have been identified within the curriculum and serve as a guide for our end-of-program student learning outcomes.

Man/Individual:

The man/individual is a unique biophysical, psychophysical, psychosocial, intrapersonal-interpersonal and spiritual human being of innate worth. The man/individual functions within a dynamic environment and responds to stressors with adaptive or maladaptive behaviors. The man/individual's level of growth and development and ethno-cultural identity influence their functioning within the family and community. The man/individual is both a participant and a recipient of health care. Nursing is a process that assists individuals, families, and the community members to preserve and restore their optimal level of health. Nurse educators assist students in recognizing and incorporating the uniqueness of each individual to develop and provide genuine care with each nurse-patient interaction.

Nursing:

Nursing is a profession that is both an art and a science. The art of nursing is giving of self and creating one-on-one connections that reflect genuine compassion and respect for individuals and their responses to health issues across the lifespan. The science of nursing utilizes specialized skill and knowledge to provide individualized care to patients experiencing both health and illness in a variety of practice settings. The professional nurse incorporates critical thinking in application of the nursing process and contributes to interdisciplinary patient care delivery. Nurse educators are instrumental in role modeling the art of nursing, in teaching the science of nursing and in providing

student learning experiences to develop critical thinking. As nursing educators, we seek to create a program in which individual students can discover themselves and unlock their potential. The Theory of Human Caring developed by Dr. Jean Watson is incorporated into our nursing education.

Education:

Education is the active process of facilitating learning with the goal of preparing students to be self-directed and becoming responsible for their own life-long learning. The educational process seeks to promote and instill self-confidence in students throughout their growth toward becoming a registered nurse. Education for a nurse is a continuous life-long process, evolving as the individual integrates cognitive, affective, and psychomotor experiences at a rapid pace as the evidence base of patient care and outcomes expands. As nurse educators, we view each student as unique. Teaching involves engagement and collaboration between students and faculty members. Teaching fosters accountability and self-determination. Learning is enhanced in a caring environment where values of excellence and service are modeled. In addition to sound curriculum planning, the educational environment offers a variety of avenues for individual guidance and self-direction.

Communication:

Communication is an integral component of nurse-patient care and nursing education. The patient is the central focus of healthcare delivery and human caring is central to the nurse-patient process. Nurses create “authentic caring moments” to promote healing. These caring moments are generated between the nurse and the patient or family and involve active listening, making one’s presence felt, preserving dignity, appropriate gentle touch and expressing emotion. Key to effective communication is the understanding of rules and standards for protection and privacy of information. Essential communication skills for a student include the ability to communicate with fellow students, faculty members, patients and families, and all members of the health care

delivery team. Communication skills begin with active listening and include therapeutic verbal, written, and nonverbal abilities, as well as information technology skills consistent with effective access to, recording of, and communication regarding patient care priorities.

Safety:

Safety is the priority in patient care. Safety is a duty and a responsibility entrusted to the nurse by the patient and/or family members. The nurse serves a critical defense role in promoting patient safety through direct nursing actions, as well as through patient advocacy. Nursing education practice incorporates critical thinking, reflection and problem solving skills to provide safe, efficient and therapeutic care. Nursing actions are derived from scientific and humanistic principles and are individualized to meet the needs of the patient, client and/or family member(s). Patient protection and safety are significant overarching principles of nursing practice and care delivery.

Ethical/Legal:

Functioning within an ethical-legal framework, the nurse utilizes the biological, behavioral, social and nursing sciences to provide holistic care to individuals, families and communities. Nurse educators are accountable for curriculum development, instructional strategies and evaluation of student performance, both in the classroom and clinical setting. All interactions and activities should occur in a manner that promotes and role-models ethical/legal integrity. Interaction between the nurse educator and student emphasizes mutual respect and open communication. Nurse educators ascribe to the highest standards of professionalism and are committed to integrity, respect, innovation, and ethical-legal stewardship of all resources entrusted to their care.

Interdependence:

Nursing practice encompasses independent, dependent and interdependent functions within its scope. The interdependence of nursing facilitates with other health care professionals to foster continuity of

health care for individuals and groups. Nurse educators collaborate with other healthcare providers to gather information, promote teaching and improve understanding of the patient’s unique circumstances, in order to provide the safest and highest level of care, promote the patient’s wishes, and efficiently effectively respond to patient needs.

End-of-Program Student Learning Outcomes

The graduate will:

1. Distinguish the unique, diverse, cultural, spiritual, and social dimensions of individuals and groups.
2. Utilize principles of the nursing process and evidence based practice to provide optimal patient-centered care to populations over the lifespan.
3. Integrate safety standards and accurate therapeutic nursing measures to minimize risk of harm and meet healthcare needs.
4. Demonstrate professional accountability and commitment to compliance with ethical-legal responsibility in nursing practice.
5. Manage information and technology to communicate effectively and support decision making in delivery of optimal nursing care.
6. Evaluate teaching/learning effectiveness when providing patient education and promoting professional development.
7. Supports collaborative, interdisciplinary interactions with open communication, mutual respect and shared decision making to provide optimal patient care.

Program Outcomes

National Council Licensing Exam for Registered Nurses (NCLEX-RN)

The expected level of achievement (ELA) for NCLEX-RN pass-rates on the first attempt will be 80% or greater.

Reported NCLEX-RN pass rates:

2019	92%
2018	94%
2017	100%

Program Completion

The expected level of achievement (ELA) for program completion will be at 85% or above (% of students who enroll and complete the program within 150% of program length).

Calculated program completion rates:

2019	90%
2018	95.4%
2017	84.2%

Job Placement

The expected level of achievement (ELA) is 90% of graduates will be employed in a nursing position within 6 months of graduation.

2019	100%
2018	100%
2017	100%

Accreditation Information

Louisiana State Board of Nursing
17373 Perkins Road
Baton Rouge, LA 70810
(225) 755-7500

Accreditation Commission for Education
in Nursing
3343 Peachtree Rd. NE
Suite 850
Atlanta, GA 30326
(404) 975-5000

Level 1

Nursing 105: Nursing Care Foundations

Nature of Course: Lecture and Laboratory

Credits: 6 Credit Hours (4 lecture; 2 lab)

Contact Hours: 8 hours lecture/8 weeks (64 hours), 8 hours lab/7 weeks (56 hours)

Placement: Semester 1, Level I

Prerequisites: Acceptance into Nursing Program

Course Description: Concepts basic to the art and science of nursing are introduced and discussed as the foundation for safe, quality focused, patient-centered nursing care. Emphasis places the patient and/or designee as the controllers and partners in coordination of care. Basic theories of interpersonal communication and development of therapeutic relationships with patients are introduced. The nursing process and the nurse's role as a member of the interdisciplinary team, along with ethical/legal issues are examined.

Nursing 106: Nursing Care Concepts

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours), 12 hours lab/clinical/ 7 weeks (84 hours)

Placement: Semester 1, Level I

Prerequisites: Successful completion of NURS 105 and LSBN approval for entry in clinical courses

Course Description: Evidence-based principles of nursing care are integrated to prepare the student to meet the care-related needs of the patient. Skills necessary to perform basic patient assessment and therapeutic interventions are discussed and demonstrated. Opportunities are provided in the laboratory setting for students to demonstrate cognitive and psychomotor competencies of

assessment and therapeutic interventions. Developmental factors and risk factors that impact the patient's health will be explored. Principles of clinical reasoning are introduced.

Level 2

Nursing 202: Professional Development I: Evolution of Nursing

Nature of Course: Seminar-Distance Education

Credits: 1 Credit Hour

Contact Hours: 16 hours/16 weeks

Placement: Semester 2, Level II

Prerequisites: Successful completion of Level I courses and NURS 215

Course Description: Students are introduced to the evolution of the profession of nursing and nursing theory. Focus is on developing accountability and boundaries, both personal and professional. Students will examine their beliefs and values for the impact on their professional practice and in preparation for development of their philosophy of nursing. Team building concepts are explored, along with group process and organizational design.

Nursing 215: Medical-Surgical Nursing I

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours); 18 hours lab/clinical/ 7 weeks (126 hours)

Placement: Semester 1, Level II

Prerequisites: Successful completion of Level I courses

Course Description: Students build techniques for communication and basic nursing skills through exploration of basic mechanisms underlying illness and disease. Pathophysiological mechanisms of selected systems are presented as a rationale for nursing diagnosis and therapeutic interventions. Related drug classifications serve as the basis for understanding nursing

implications of medication administration. System variations and clinical experiences focus primarily on adults and older adults. Principles of teaching-learning are introduced. Coordination and continuity of care for multiple patients is expected.

Nursing 216: Medical-Surgical Nursing II

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours); 18 hours lab/clinical/ 7 weeks (126 hours)

Placement: Semester 2, Level II

Prerequisites: Satisfactory completion of NURS 215

Corequisite: Enrollment in NURS202

Course Description: As a continuation of Nursing 215, students continue to advance their understanding of and abilities to utilize communication and assessment techniques in planning and delivering quality care. A greater ability to integrate critical thinking is developed. Emphasis is placed on managing multiple patients with acute and chronic illnesses and promoting holistic health. Multiple sources of evidence and an increased knowledge of pharmacotherapy are utilized to support safe care. Perioperative nursing experience is incorporated in patient care. Technology and communication skills are integrated into care delivery.

Nursing 217: Maternal-Child Nursing

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours); 18 hours lab/clinical/ 7 weeks (126 hours)

Placement: Semester 2, Level II

Prerequisites: Successful completion of NURS 216

Corequisite: Continued enrollment in NURS202

Course Description: Students build on medical-surgical nursing concepts with emphasis on meeting the needs of patients within special populations. Specifically, the needs of mother, infant, child, and family. The course moves through the progression from conception through the post-partum period and from infancy through adolescence. Common problems of pregnancy, labor, postpartum, specific needs of the newborn infant, and management of acute and chronic illnesses of childhood and adolescence are explored. Students develop skills in applying the nursing process and planning care of women, newborns, infants, and children, as well as care for childbearing and childrearing families.

Nursing 218: Medical-Mental Health Nursing

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours); 18 hours lab/clinical/ 7 weeks (126 hours)

Placement: Semester 2, Level II

Prerequisites: Successful completion of NURS 202 and NURS 217

Course Description: Focusing on medical, mental health, and psychiatric conditions, this course continues the emphasis on patient care for special populations. Mental health concepts and theoretical frameworks are used to

understand adaptive and maladaptive coping. Emphasis is placed on the promotion maintenance, and restoration of health and wellness for medical patients and mental health patients. Students experience opportunities for interdisciplinary collaboration. Concepts and theories related to providing patient care to aggregates in the community are explored.

Level 3

Nursing 302:

Professional Development II: Roles, Ethics, and Nursing Practice

Nature of Course: Seminar—Distance Education

Credits: 1 Credit Hour

Contact Hours: 16 hours/16 weeks

Placement: Semester 3, Level II

Prerequisites: Successful completion of Level II courses

Course Description: Professional responsibilities and the role of the nurse advocate are explored. The influence of regulatory bodies on practice, practitioners, and healthcare agencies is examined. Continuing education, life-long learning, and professional pathway development are stressed. Students develop individualized plans for demonstration of the program concepts and preparation for licensing and entry into professional practice.

Nursing 335:

Advanced Medical-Surgical Nursing

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours); 18 hours lab/clinical/ 7 weeks (126 hours)

Placement: Semester 3, Level III

Prerequisites: Successful completion of all Level II courses

Corequisite: Enrollment in NURS302

Course Description: Emphasis on prioritized, focused assessment, early recognition of complications, and collaborative interventions for patients with emergent and intensive health care

needs. Patient teaching and discharge or transitional care needs are examined and demonstrated. Mastery of effective communication for patient transfer between caregivers and care sites must be evident.

Nursing 336: Management/High Acuity Nursing

Nature of Course: Lecture and Laboratory/Clinical

Credits: 6 Credit Hours (3 lecture; 3 lab/clinical)

Contact Hours: 6 hours lecture/8 weeks (48 hours); 18 hours lab/clinical/ 7 weeks (126 hours)

Placement: Semester 3, Level III

Prerequisites: Successful completion of NURS 335

Corequisite: Continued enrollment in NURS302

Course Description: Critical thinking and the nursing process provide bases for the therapeutic nursing intervention with patients experiencing complex acute alterations in physiological and psychological functioning. Emphasis on mastery of assessment techniques, rapid planned intervention, teamwork, and interdisciplinary communication. Coordination, integration, and continuity of care for patients will be demonstrated using appropriate time management, resource utilization, and quality improvement methodologies.

The BRGMC School of Nursing reserves the right to recommend for progression only those students who, in the faculty's judgment, meet the school's requirements for academic achievement, health, attitude and aptitude for nursing.

Grading Scale

The following system of grading is utilized to indicate the quality of the student's work:

<u>Letter</u>	<u>Numerical</u>	<u>Quality Points</u>
A Excellent	93-100	4.0
B Good	87-92	3.0
C*Satisfactory	80-86	2.0
D Unsatisfactory	73-79	1.0
F Failure	72 and below	
W Withdrawal		

* Minimum passing grade in nursing

Grading of Clinical

Students are evaluated on professional behaviors including knowledge, skills, and attitudes which are identified by performance criteria that are aligned with level and course specific student learning outcomes during each clinical experience. Faculty observe a student's performance, and feedback is provided during the clinical experience and following clinical completion by the clinical faculty. A student's clinical performance is evaluated as either pass or fail. A student successfully "passes" clinical when the following criteria are met: 1) the majority of the performance criteria on the final clinical evaluation tool are rated competent or proficient, and 2) for Level I & II students, no more than 20% of the overall number of performance criteria are rated beginner, and 3) for NURS 335 students, no more than 10% of the overall number of performance criteria are rated beginner. NURS 336 students must achieve competent or proficient rating for all performance criteria to successfully "pass" clinical. A student fails clinical when the above criteria are not met.

Progression

Progression is dependent upon continued approval by LSBN for enrollment in clinical nursing courses, satisfactory completion of dosage calculation test, completion of content mastery standardized assessments and requirements contained within a specific level. Satisfactory completion for course grades is deemed by the School of Nursing to be a "C" or better and satisfactory completion for clinical is deemed to be "pass."

Withdrawal

It is desirable that nursing courses be continuous with minimal interruptions. However, situations may arise that constitute the need for withdrawal. In order to withdraw, a student must file the appropriate forms with the Director of the School of Nursing. When a student formally withdraws while enrolled in a course and prior to the Academic Drop Date, the student receives a grade of "W". Students who fail to formally withdraw from a course in session, receives an "F" for the course. If a student withdraws and does not re-enter the program within one year, the student is ineligible for readmission to the course of withdrawal and must apply for readmission to the program.

Dismissal

A student shall be dismissed from the school for any of the following reasons:

1. Failure to achieve a minimum grade of "C" in every general education course and to maintain a minimum 2.7 GPA for general education courses.
2. Ineligibility to participate in a clinical nursing course.
3. Clinical Unsatisfactory performance that warrants dismissal because of behavior.
4. Failure to achieve a minimum grade of "C" in every nursing course.
5. Absence from course(s) for one week without proper notification.

It is each student's responsibility to consult the course instructor

immediately when he/she realizes course work is not progressing satisfactorily. If special problems arise, the student is expected to contact the instructor or faculty advisor for advice to help prevent an impact on the student's academic standing.

Permanent Dismissal

A student is permanently denied readmission, or is not eligible for application in the general applicant pool for a minimum of three (3) years, when:

1. a second "D" or "F" is earned in the program, or
2. the student has been admitted/readmitted three (3) times (i.e., one admission and two readmissions = 3 times) for non-academic reasons.

Dismissal for Cause

The BRGMC School of Nursing reserves the right to dismiss any student. Reason for dismissal for cause may be, but is not limited to:

1. physical or emotional illness to the degree that level of functioning would be so impaired that it would be unsafe for student to continue as a health care provider.
2. conviction of a felony.
3. illegal possession, use, sale or distribution of drugs.
4. chemical impairment on the school campus or in the clinical setting.
5. gross neglect in patient care, even if no patient harm occurred.
6. commission of medication errors and/or demonstration of significant "near misses" with medication administration, even if no patient harm occurred.
7. significant clinical incidents, even if no patient harm occurred.
8. clinical consequences secondary to clinical unsatisfactory performance.
9. any act of incivility, action, behavior, or conduct inappropriate on campus or at any clinical site. Examples may be disrespectful language, abusive language, slander, disruptive talking, inappropriate conversations and/or questioning, entering

restricted areas without appropriate authorization, destruction of property, threats, assault, or battery.

10. failure to maintain patient confidentiality, or violations of "Patient's Rights."
11. posting of inappropriate, unprofessional, or restricted information on the internet via electronic mail, any social media site, and any other electronic format (text messaging, etc.)
12. failure to follow school dress code, after first warning.
13. smoking on campus, in uniform, or outside of established guidelines.
14. utilizing emergency exit doors for routine or unauthorized egress from the building.
15. dishonesty, or violation of academic integrity, which includes, but is not limited to:
 - a. Inappropriate test taking behaviors, whether on a course test or any standardized test or other activity.
 - b. Plagiarism.
 - c. Unauthorized possession of a test or sharing of information related to specific test questions.
 - d. Falsification of patient, agency or school records, including intentional omission of requested information on school documents.
 - e. Theft.

Appealing of Dismissal:

Dismissal may be appealed by following the grievance procedures as outlined in the Student Handbook.

Attendance

Clinical and clinical laboratory attendance is mandatory. Each student is responsible for attending class for the entire length of the class session, clinical laboratory, or clinical experience and for maintaining punctuality. If a student will not be able to attend, the student is expected to notify the school and faculty member along with the reason for the absence. If any student demonstrates a pattern of absence and/or tardiness, the student will be referred to the director for review of the situation and determination of appropriate consequences.

Consequences may include but are not limited to the student being deemed ineligible to take the final test in the enrolled course(s). Clinical absences and absence for classroom laboratory activities require that the time and activity be made-up according the guidelines for Clinical Enrichment and described during course orientation.

Therefore, excessive clinical laboratory or clinical absence may result in lack of clinical progression and could result in course failure.

Graduation Eligibility

To be eligible for graduation, the student must:

1. complete all general education courses with a grade of "C" or higher in each course by the required deadlines, maintain a 2.7 GPA on the general education courses and
2. complete each nursing course with a grade of "C" or higher, and
3. complete all content mastery and required standardize testing, and
4. complete payment of all tuition and fees, and meet student financial responsibilities to the School of Nursing (including ONS dues and SNA dues if appropriate) and to the BRG, and
5. complete online Financial Aid exit interview process as appropriate.

Program

The student body is composed of men and women, primarily between 25 and 50 years of age.

The school of nursing admits students twice a year to begin classes in January and July. The nursing program is a 16-month course of study from admission to graduation.

The program of study, including pre-requisite and nursing courses, of the Baton Rouge General School of Nursing is designed to be completed over a two-and-one-half-year period of full-time study. The completion of the 28 credit hours of general education courses may take one year of study preceding or adjacent to application for admission at BRGSON.

The nursing component, following admission, requires three semesters.

The nursing courses are taken consecutively and generally without interruption.

Prerequisite Courses

Candidates applying for admission are required to complete nine specific college credit courses, totaling 28 credit hours of study, with a grade of "C" or better in each course prior to admission. The overall grade point average (GPA) for these courses must be 2.7 or better.

Prerequisite course requirements include:

1. English Composition
2. College Algebra
3. Human Anatomy & Physiology I
4. Human Anatomy & Physiology II
5. Human Nutrition
6. General Psychology
7. Developmental Psychology
8. Microbiology and Laboratory
9. General Chemistry

Twenty-two (22) credit hours of the required general education courses must be completed prior to the application deadline before consideration for admission. These credit hours include English Composition, College Algebra, Human Anatomy & Physiology I & II, General Psychology, and Microbiology and Microbiology Lab.

An applicant may be accepted into a class while enrolled in Human Nutrition and/or Developmental Psychology. The course(s) must be completed by the end of Nursing 105 and the student must have a grade of "C" or better and maintain the required GPA of 2.7 or higher to continue in the program.

To complete the pre-requisite courses, an interested individual enrolls in and attends the accredited college or university of choice for the general education courses. For convenience, a list of the general education courses required by the Baton Rouge General Medical Center School of Nursing and the courses acceptable to meet these requirements appears on the school of nursing website for the following local colleges and universities:

- Baton Rouge Community College
- River Parishes Community College
- Franciscan Missionaries of Our Lady University
- Louisiana State University A&M
- Southeastern Louisiana University
- Southern University A&M

Additional course equivalent information may be obtained by calling the school of nursing or visiting the school of nursing website.

Acceptance of Courses

Nursing Courses:

Requests for transfer of nursing courses from another program of nursing will be considered on an individual basis.

General Education Courses:

Courses at local universities, which meet the general education requirements of the School of Nursing, are listed in the brochure. For evaluation of courses taken at other schools, make an appointment with the Registrar, submitting:

- a. Official transcript from each college attended.
- b. Official course description as it appeared in the school catalog (if available).

Admission Requirements

The BRGMC School of Nursing Admission Committee determines selection based on completed application submissions. Applications for admission with a nonrefundable application fee are due by posted admission deadline. Other required documentation for admission is included with the application. Admission selection is based on:

1. Grade point average (GPA): A minimum GPA of 2.7 in required general education courses completed to date. The higher grade in a repeated course will be used to compute GPA. If colleges awarded grades with a plus (+), the GPA will be computed according to the letter grade only.
2. Admission testing results: Currently, the School of Nursing is utilizing the Test of Essential Academic Skills (TEAS)-latest version. Admission will be based on the adjusted individual total score. A minimum score of 65 is required for admission.
3. Two performance appraisals to be completed by recent employers or instructors.

Readmission

The BRGMC School of Nursing reserves the right to recommend for readmission only those students who, in the judgment of the faculty, satisfy the requirements of health, scholastic achievement, attitude, and aptitude for nursing. Students who meet the criteria for permanent dismissal are not eligible for readmission or reapplication.

The student who is dismissed or withdraws at any time during the program will have an application for readmission considered on an individual basis. Students who fail to complete the process for official withdrawal are not eligible for readmission. The application for readmission must be submitted by the date indicated to the student during the withdrawal process interview and indicated on the school academic calendar. Approved readmissions are contingent upon space availability.

Additionally, a student is allowed application for readmission (re-enrollment) within one year of withdrawal or dismissal a maximum of two times. Any readmission will be under the current regulations of admission.

Readmission is not automatic. Those readmitted to the School of Nursing must meet the same pre-admission and nursing curriculum requirements as students in the class the individual is joining. Candidates for readmission may have additional requirements for readmission identified on an individual basis by the Admissions Committee.

International Students

Baton Rouge General Medical Center School of Nursing does not have the ability to certify applicants for students' Visa; therefore, the school cannot issue immigration Form 1-20.

1. Transcripts from schools outside of the United States must be evaluated by an independent transcript evaluation service with English translation and associated costs to be paid by the applicant.
2. Transcript evaluation will verify the accreditation of the school and establish credit equivalencies.
3. TOEFL Scores are required to verify English proficiency.

Transfer Students

The prospective transfer student must submit the following:

1. Written request to be transferred from an ACEN Accredited Diploma Nursing Program
2. Completed application form for the BRGMC School of Nursing and all admission forms

3. School catalog course review and description of nursing and non-nursing courses
4. An official transcript of nursing and non-nursing courses
5. Transcripts from all colleges and universities attended
6. Copy of high school transcript
7. Entrance Test Scores

The transfer student selection process includes:

1. Must meet all admission requirements of the BRGMC School of Nursing
2. Transfer credits must meet the following criteria:
 - a. Nursing courses must be continuous without academic interruption. Students must be in good standing with current nursing program.
 - b. General education courses must reflect comparability in course content, but are not limited by date of completion.
 - c. Calculation of credit may be required to convert clock hours to semester credits. To meet the 6-credit hour equivalent for courses, transfer courses must demonstrate a minimum of 48 hours of lecture and 126 hours of laboratory and/or clinical hours. A total of 12 credit hours of nursing courses may be transferred.
 - d. Transfer grades will be noted as letter grades. A minimum grade of "C" is required for each transfer course. If a transcript reflects (+) or (-) with a letter grade, only the letter grade will be used.
 - e. For courses to be transferred, the program(s) issuing the original transcript must be accredited by their respective regional and/or national accrediting body and represent education above the technical level, as expected in

the college and university setting.

3. Following transcript review and determining appropriate placement in the curriculum by the Director, recommendations will be made to the Admissions Committee. The recommendation will be to admit or deny admission. Denials of admission will include rationale for denial.
4. Availability of space within placement in the required course(s).
5. Transfer students who are admitted will have transfer credits appropriately noted, including program attended, on their BRGMC School of Nursing transcript equivalency determination.
6. Transfer students must successfully complete a minimum of 38 credit hours at BRGMC School of Nursing to be eligible for graduation.
7. Transfer of credit information will be published and publicly accessed.

The Baton Rouge General Medical Center School of Nursing does not discriminate on the basis of a person's race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, disability, age, genetic, marital status, veteran's status, or on the basis of any other category protected under federal, state and local laws, in regard to admissions, or participation in its programs and activities.

Core Performance Standards for Admission and Progression

Below are core performance standards of the Baton Rouge General Medical Center School of Nursing program which the faculty has identified as essential to the practice of nursing. The Baton Rouge General Medical Center School of Nursing expects all applicants for admission to possess and be able to demonstrate the skills, attributes and qualities stated below throughout the length of the program. If you have any questions, please contact the school.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (Not all inclusive)
PROBLEM SOLVING	Sufficient intellectual ability for critical thinking and clinical judgment; sufficient powers of intellect to acquire, assimilate, integrate, apply information, and solve problems.	Identify cause-effect relationships in clinical situations, make correct inferences, and cluster information to develop and implement nursing care plans according to process; respond instantly to emergency situations and assist with CPR.
INTERPERSONAL	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Present at all times with professional appearance and demeanor. Establish rapport with faculty member, patients/clients, and colleagues. Demonstrates appropriate non-verbal awareness and skills.
COMMUNICATION	Communication abilities in the verbal, written, and electronic form using correct English language, including grammar, syntax, and punctuation, sufficient for interaction with others.	Explain treatments, procedures, initiate teaching, document and interpret nursing actions and patient/client responses in manual and electronic formats. Communicate information effectively with other departments. Read and evaluate written orders, care plans and treatment requests.
MOBILITY	Physical abilities and physical flexibility sufficient to move from room to room, maneuver in small spaces and physical health and stamina sufficient to carry out nursing procedures.	Move freely around in patients' rooms, workspaces, treatment areas and classrooms. Lift, move, position and transport patients without causing harm, undue pain and discomfort to the patient or one's self. Transport mobile equipment in a timely and precautionous manner. Be free of restrictions to mobility and lifting.
MOTOR SKILLS	Gross and fine motor skills sufficient to provide safe and effective nursing care.	Calibrate, use and manipulate equipment, position patients/clients. Ability to perform cardiopulmonary resuscitation.
SENSORY	Sufficient use of senses of vision, hearing, touch, and smell to observe, assess and evaluate effectively (near and at a distance) in the classroom, laboratory and clinical setting.	Hear monitor alarms, emergency signals, auscultatory sounds and request for help. Observe patient/client responses. Perform palpation functions of physical assessment and/or related to therapeutic intervention, e.g. inserting catheters.
BEHAVIORAL	Sufficient motivation and flexibility to function in new and stressful environments.	Ability to adapt to change of patient and/or clinical/laboratory area assignments. Able to recognize personal responses to anxiety.

Tuition and Fees

The Baton Rouge General Medical Center School of Nursing teaches no general education courses. Tuition for general education college courses (see catalog from desired college). Course equivalents are found on the Baton Rouge General website (www.brgeneral.org) under the Medical Education Tab then Baton Rouge General School of Nursing.

Application and Admissions Fees

(Note: All fees described are non-refundable.)

- Application and administrative fees **\$ 50**
- Entrance testing fee est. **\$115**
- Drug Screening fee **\$ 55**
- LSBN Clinical Enrollment Fee est. **\$112**

Projected Tuition and Fees

Semester 1 **\$8,030**

(NURS 105, 105 & 215)

Semester 2 **\$8,420**

(NURS 202, 216, 217 & 218)

Semester 3 **\$6,080**

(NURS 302, 335 & 336)

Total Projected Tuition and Fees
\$22,862

Estimated additional expenses for the nursing program: Textbook package, laptop, clinical supplies/equipment, graduation expenses, licensure application and testing fees, etc.
\$2,700

The indicated costs of attendance do not include tuition and fees and other expenses incurred while enrolled in general education college courses necessary prior to application at Baton Rouge General Medical Center School of Nursing.

All tuition and fees are due and payable at the beginning of each semester.

Food, lodging and transportation are the responsibility of the student.

Financial Assistance

Federal Title IV programs: (School Code: 016560)

The School participates in the following Title IV programs:

1. Federal Pell Grant: a grant awarded on the basis of financial need. This grant is not available to students who have already received a bachelor's or professional degree. Pell grants are also subject to lifetime limits.
2. Federal Stafford Loans: Stafford Loans are either subsidized or unsubsidized. A subsidized loan is available to students who may or may not be eligible for a Pell Grant. It is awarded on the basis of financial need and is subject to lifetime and annual limits. An unsubsidized loan is not awarded on the basis of financial need. It is available to anyone who chooses to apply. Subject to lifetime and annual limits.
3. Direct PLUS Loans: Parents may also apply for loans for the benefit of students.

In order to be eligible for any of the above, the student must file a *Free Application for Federal Student Aid (FAFSA)*. This form may be obtained through the Financial Aid Administrator of this institution or any institution that participates in the Title IV program.

Veterans

The school is approved by the State Department of Education for eligible students to receive Veterans benefits. (VA Facility Code: 32800118). Contact the Financial Aid Officer if you are applying for Veteran's Administration educational benefits. Tardiness beyond 30 minutes is recorded as a partial day and is recorded and reported to the Veteran's Administration, as well as full days of absence. A veteran who is absent more than 10 days in a semester will be reported.

Scholarships

Various civic groups and professional organizations provide scholarships and grants. These may be based on financial need or scholastic achievement. The Financial Aid Committee requires junior level status and demonstrated need.

Refund Policy

Upon official withdrawal or dismissal from school, tuition refunds will be made according to the published refund dates and in accordance with U.S. Department of Education guidelines for students receiving financial aid. If a refund is due the student, the refund will be processed through BRG and checks will be mailed within six weeks of resignation or dismissal.

Academic Advisement

Each semester students have a designated faculty advisor for academic support. The faculty also reviews standardized testing results and are available to discuss results with each student.

Remediation Services

A designated faculty member is available to meet individually with students to help identify ways to improve study skills and test taking abilities based on student's learning styles to promote greater academic success.

Employee Assistance Program

An employee assistance program (EAP) is available to students at no cost, to provide confidential support, resources, and information to get through life's challenges. An overview of services includes: a) confidential counseling on personal issues, b) financial information, resources and tools, c) legal information, resources and consultation, and d) online information, tools, and services.

Financial Aid Counseling

A Student Financial Aid Administrator is available to students to provide counseling regarding Pell Grants, student loans, and other available resources.

Wi-Fi Usage

The School of Nursing building offers free Wi-Fi usage for students while on campus through the BRG Guest network and has desktop and laptop computers for limited use.

Parking

Student parking is free at the School of Nursing. Students are responsible for all personal items within the vehicle. Students attending clinical rotations should follow designated parking guidelines for each clinical site.

Library

The BRG Health Services Library located on the BRG Mid-City campus is available to students 7-days per week, with 24-hour access. This library operates under the direction of qualified professional librarians. The library provides many resources, print and non-print, to enhance and facilitate the educational needs of students and faculty. These resources are expanded through inter-library loan access to major health science libraries in Baton Rouge and the south-central region of the United States. Internet search is available in the library, in the school computer laboratory and on the clinical nursing units.

Student Government Organization

All students are members of the school's student government organization, the Organization of Nursing Students (ONS). This organization is directed by elected student officers and faculty advisors. The purpose is to encourage student participation in the formulation and enforcement of school policies and planning of social activities. Students are elected by peers to serve on several committees of the Faculty Organization. Students on these committees have voting privileges.

ACADEMIC CALENDAR for Class 2021

2020-2021

Summer/Fall 2020

- Jul. 1 **Semester Begins**
Jul. 3 *Observed Independence Day Holiday*
Jul. 8 *Last day to withdraw for adjusted tuition refund*
Jul. 16 Curriculum Meeting 12:30-2:30pm
Aug. 5 *Academic Drop Date*
Aug. 19 Final Exam
Grades Due
Aug. 20-21 *Course Break or Contingency Days—NURS 105*
Aug. 24 **Classes Resume**
Aug. 28 *Last day to withdraw for adjusted tuition refund*
Sept. 7 *Labor Day Holiday*
Sept. 10 Curriculum Meeting 12:30-2:30pm
Sept. 17 *Constitution Day*
Sept. 28 *Academic Drop Date*
Oct. 14 Final Exam
Grades Due
Oct. 15-16 *Course Break or Contingency Days—NURS 106*
Oct. 19 **Classes Resume**
Oct. 20 NURS 215 Dosage Calculation Test
Oct. 21-23 NURS 215 Dosage Calculation Re-takes
Oct. 23 *Last day to withdraw for adjusted tuition refund*
Nov. 5 Curriculum Meeting 12:30-2:30pm
Nov. 16 Application Deadline for Class entering January 2021
Nov. 23 Last day to reapply for Spring 2021 Courses
Nov. 23 *Academic Drop Date*
Nov. 26-27 *Thanksgiving Holiday*
Dec. 16 Final Exam
Dec. 16 Fall Semester Ends
Grades Due
Dec. 17 New Student Nurse Orientation

Dec. 17-Jan. 3—Winter Break

Projected Spring 2021

- Jan. 4 **Semester Begins**
Jan. 8 *Last day to withdraw for adjusted tuition refund*
Jan. 14 Curriculum Meeting
Jan. 18 *Martin Luther King, Jr Holiday*
Feb. 2-4 ACEN Visit
Feb. 8 *Academic Drop Date*
Feb. 15-17 *Mardi Gras Holiday*
Mar. 3 Final Exam
Grades Due
Mar. 4-5 *Course Break or Contingency Days—NURS 216*
Mar. 8 **Classes Resume**
Mar. 9 NURS 217 Dosage Calculation Test
Mar. 10-12 NURS 217 Dosage Calculation Re-takes
Mar. 11 Curriculum Meeting 12:30-2:30pm
Mar. 12 *Last day to withdraw for adjusted tuition refund*
Apr. 2 *Good Friday Holiday*
Apr. 5-9 *Spring Break Holiday*
Apr. 19 *Academic Drop Date*
May 5 Final Exam
Grades Due
May 6-7 *Course Break or Contingency Days—NURS 217*
May 8 Student Nurse Day
May 10 **Classes Resume**
May 14 *Last day to withdraw for adjusted tuition refund*
May 17 Application Deadline for Class entering July 2021
May 24 Last day to reapply for Summer/Fall 2021 Courses
Jun. 14 *Academic Drop Date*
May 31 *Memorial Day Holiday*
June 30 Final Exam
Grades Due

Jul. 1-Jul. 11 Summer Break

Projected Summer/Fall 2021

- Jul. 12 **Semester Begins**
Jul. 13 NURS 335 Dosage Calculation
Jul. 14-15 NURS 335 Dosage Calculation Retakes
Jul. 16 *Last day to withdraw for adjusted tuition refund*
Aug. 13 *Academic Drop Date*
Sept. 1 Final Exam
Grades Due
Sept. 2-3 *Course Break or Contingency Days NURS 335*
Sept. 6 *Labor Day Holiday*
Sept. 7 **Classes Resume**
Sept. 13 *Last day to withdraw for adjusted tuition refund*
Sept. 17 *Constitution Day*
Oct. 11 *Academic Drop Date*
Oct. 29 Final Exam
Grades Due
Nov. 2 Graduation Rehearsal--Tentative
Nov. 3 Graduation--Tentative
Nov. 8-10 ATI NCLEX Review for Class 1121--Tentative
Nov. 15 Application Deadline for Class entering January 2022
Nov. 22 Last day to reapply for Spring 2022 Courses

All Dates Subject To Change

Director

Linda Markey, PhD, MSN, RN
BSN, Louisiana State University
MSN, Southeastern Louisiana University
PhD, Louisiana State University

Nursing Program Coordinator

Penny Van Pelt, MSN, RN
BSN, Northeast Louisiana University,
Monroe
MSN, Southeastern Louisiana University

Faculty

Full-time:

Deola Hardy, DNP, MSN, RN
BSN, University of Southwestern
Louisiana
MSN, Southern University
DNP, Chamberlain College of Nursing

Stacey Ligon, MSN, RN
BSN, Southern University
MSN, Southern University

Lori Minsky, MN, RN
BSN, Southeastern Louisiana University
MN, Louisiana State University Health
Science Center

Charlotte Sparks, MSN, RN
BSN, Southwestern Louisiana University
MSN, Loyola University

Part-time:

Dominique Anderson, DNP, MSN, FNP-
BC
BSN, Southeastern Louisiana University
MSN, Southern University
DNP, Louisiana State University Health
Science Center

Staff

Barrett Berard
Financial Aid Advisor

Susan Butler
Registrar

Wendy Pesch
Manager of Health Science Library