

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 Spring 2029.



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:

| | |
|------|--------|
| 2022 | 77.19% |
| 2021 | 88.89% |
| 2020 | N/A |

Program Completion

The expected level of achievement (ELA) for program completion will be at 60% or above (% of students who enroll and complete the program within 150% of program length).

Calculated program completion rates:

| | |
|------|--------|
| 2022 | 67.65% |
| 2021 | 90.48% |
| 2020 | N/A |

Job Placement

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

| | |
|------|------|
| 2022 | 100% |
| 2021 | 100% |
| 2020 | N/A |

*No graduating class in 2020

Accreditation/Licensing 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

Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677
(225) 342-4253

Program Overview

The Baton Rouge General School of Nursing (BRGSON) student body is composed of men and women, primarily between 25 and 50 years of age.

BRGSON is a Registered Nurse Diploma program and 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 and totals 50 nursing credit hours. The nursing courses are taken consecutively and generally without interruption. Graduates are eligible to take the NCLEX-RN examination for Registered Nurse.

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 pre-requisite courses only 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 pre-requisite 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 the first nursing class while enrolled in Human Nutrition and/or Developmental Psychology. The course(s) must be completed by the end of NURS 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 BRGSON 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 a diploma program of nursing are considered on an individual basis.

General Education Courses:

Courses at local universities which meet the pre-requisite general education requirements of the BRGSON are listed on the website. 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 BRGSON 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 application. Admission selection is based on:

1. Grade point average (GPA): A minimum GPA of 2.7 in required pre-requisite general education course 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 BRGSON 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/Re-entrance Policy

The BRGSON Admission Committee reserves the right to recommend for readmission only those students who satisfy the requirements of 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, 2 academic failures in the nursing program are not allowed re-admission.

Level 1

Nursing 105: Nursing Care Foundations

Nature of Course: Lecture and Laboratory

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

Contact Hours: Lecture: 4 credit hours x 16 clock hours (64 hours); Lab: 2 credit hours x 16 clock hours at 1:2 ratio (64 clock 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. Basic theories of interpersonal communication and development of therapeutic relationships with patients are introduced. Clinical judgement is presented as a guide to decide on data to be collected, interpretation of the data collected determining a nursing diagnosis and identifying appropriately nursing actions.

Nursing 106: Nursing Care Concepts

Nature of Course: Lecture and Laboratory/Clinical

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

Contact Hours: Lecture: 3 credit hours x 16 clock hours (48 clock hours); Lab/Clinical: 3 credit hours x 16 clock hours at 1:3 ratio (144 clock 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/clinical settings for students to demonstrate

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

Level 2

Nursing 202: Professional Development: Strategies for Success I

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 use of clinical judgment and critical thinking in nursing decision-making. Emphasis is placed on strategies for test-taking success. Students will explore methods of life management to enhance learning. Students must be concurrently enrolled in NURS 202 and NURS 216/NURS 217.

Nursing 215: Medical-Surgical Nursing I

Nature of Course: Lecture and Laboratory/Clinical

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

Contact Hours: Lecture: 3 credit hours x 16 clock hours (48 clock hours); Lab/Clinical: 3 credit hours x 16 clock hours at 1:3 ratio (144 clock 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: Lecture: 3 credit hours x 16 clock hours (48 clock hours); Lab/Clinical: 3 credit hours x 16 clock hours at 1:3 ratio (144 clock hours)

Placement: Semester 2, Level II

Prerequisites: Satisfactory completion of NURS 215

Course Description: As a continuation of Nursing 215, students continue to advance their understanding of and abilities to utilize communication, assessment techniques, and clinical judgement in planning and delivering quality care. A greater ability to critically think to make clinical judgement 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 (4 lecture; 2 lab/clinical)

Contact Hours: Lecture: 4 credit hours x 16 clock hours (64 clock hours); Lab/Clinical: 2 credit hours x 16 clock hours at a 1:3 ratio (96 clock hours)

Placement: Semester 2, Level II

COURSE DESCRIPTIONS

2024-2025

Prerequisites: Successful completion of NURS 216

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 or childhood and adolescence are explored. Students develop skills in applying the nursing process and planning care for 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: Lecture: 3 credit hours x 16 clock hours (48 clock hours); Lab/Clinical: 3 credit hours x 16 clock hours at a 1:3 ratio (144 clock 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 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: Strategies for Success II

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: Students will engage in intensive NCLEX test-taking exercises requiring clinical judgment and explore strategies for managing the NCLEX testing experience.

Nursing 335: Advanced Medical-Surgical Nursing

Nature of Course: Lecture and Laboratory/Clinical

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

Contact Hours: Lecture: 3 credit hours x 16 clock hours (48 clock hours); Lab/Clinical: 3 credit hours x 16 clock hours at a 1:3 ratio (144 clock hours)

Placement: Semester 3, Level III

Prerequisites: Successful completion of all Level II courses

Course Description: Students place emphasis on prioritized, focused assessment, early recognition of complications, and collaborative interventions for patients with emergent, intensive, and acute health care needs with an emphasis the development of clinical judgment. The course utilizes the intensive care unit, emergency department, and step-down unit and emphasizes transition of care and effective communication and teaching.

Nursing 336: Management/High Acuity Nursing

Nature of Course: Lecture and Laboratory/Clinical

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

Contact Hours: Lecture: 3 credit hours x 16 clock hours (48 clock hours); Lab/Clinical: 3 credit hours x 16 clock hours at a 1:3 ratio (144 clock hours)

Placement: Semester 3, Level III

Prerequisites: Successful completion of NURS 335

Course Description: This course is designed to enhance and facilitate the development of the student to the role of professional nurse in all health care areas, including community. The focus is on developing personal and professional growth of the student to promote better advocacy, critical thinking, sound clinical judgement, effective communication, and leadership abilities in a complex healthcare environment. The content of the course includes a wide range of concepts from leadership theories, scope of practice, to promoting professional practices. The course will include topics related to culture and diversity, professional ethics, and political and legal issues in nursing. Students will apply knowledge of the standards of practice and evidence-based practice while caring for patients.

Tuition and Fees

The Baton Rouge General Medical Center School of Nursing teaches no pre-requisite 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 Fee **\$ 50**
- Admission Fee **\$ 50**

Projected Tuition and Fees

Semester 1 \$10,047

(NURS 105, 105 & 215 plus
Textbooks/Fees)

Semester 2 \$8,610

(NURS 202, 216, 217 & 218 plus Fees)

Semester 3 \$6,735

(NURS 302, 335 & 336 plus Graduation
Expenses))

Total Projected Tuition and Fees

\$25,392

Estimated additional expenses for the nursing program: Laptop, Uniforms/Clinical Supplies

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 all unit tests and standardized test 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 BRGSON building offers free Wi-Fi usage for students while on campus through the BRG Guest network and has desktops 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 Baton Rouge General Medical Center Health Services Library located on the 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.

Cafeteria

BRGSON students are provided the same employee discounts for food by wearing their badges.

Security

Baton Rouge General Medical Center provides 24-hour security services to the BRGSON. Students are encouraged to report any suspicious issues immediately.

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.

Employee Health

All students are eligible to receive free COVID and FLU vaccines through the Employee Health Department.

Director

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

Nursing Program Coordinator

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

Faculty

Full-time:

James Foley, PhD MSN, RN
BSN, Our Lady of Holy Cross College
MSN, Loyola University
PhD, William Carey University

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ASN, Our Lady of the Lake College
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Part-time:

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MNsc: University of Arkansas Medical
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Adjunct Faculty:

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