

# RN-BSN STUDENT HANDBOOK 2022-2023

Liberty University School of Nursing





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## Letter from the Administrative Dean of the Online Nursing Education Program

Dear RN-BSN Student:

On behalf of the Liberty University's RN-BSN Program faculty and staff, I would like to extend to you a warm welcome to the RN-BSN program. The RN-BSN program at Liberty University prepares nurses to work at advanced levels of nursing practice, translating evidence into practice, and providing and/or designing expert patient care at the individual, family, and community level. Students apply theory, clinical and administrative knowledge, as well as best practices and policy, to design and implement inter-collaborative innovative solutions to improve health care. The School of Nursing is committed to excellence in nursing education and preparing nurses to serve others as the hands and feet of Jesus. We understand starting the RN-BSN program requires a significant commitment of time and resources on your part. Faculty and staff are here to support your professional and educational experience and growth.

The RN-BSN program supports The Essentials of Baccalaureate Education for Professional Nursing Practice as set forth by the American Association of Colleges of Nursing (AACN) 2018. The curriculum is distinctly Christian and based on the Christian World View.

Please feel free to contact any member of the faculty or staff should you have questions or concerns. It is our privilege to foster your educational experience. Following, you will find a quick list of resources and contacts. I wish you the best as you work towards your BSN.

Warm regards,

A handwritten signature in black ink, appearing to read 'Dottie Murphy', with a stylized, cursive script.

Dottie Murphy, DNP, FNP-BC, CNE  
Administrative Dean – Online Nursing Education Program  
Professor of Nursing  
School of Nursing

## Introduction

The RN-BSN Student Handbook provides students with information and detailed guidelines that will assist them as they matriculate in the RN-BSN program. Students should refer to the Liberty University RN-BSN website and the Liberty University Undergraduate Catalog for additional information. The RN-BSN Student Handbook is revised as needed annually. If necessary, students are notified via email about updates in program or procedure prior to the publication of the updated handbook.

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

# Liberty University RN-BSN Program General Information

## If You Have Questions

**Online Student Support Coordinator:** Mrs. Nicole Horsch [nhorsch@liberty.edu](mailto:nhorsch@liberty.edu)

**RN-BSN Admissions:** [LUSONRN-BSN@liberty.edu](mailto:LUSONRN-BSN@liberty.edu)

**Technical Support:** <http://www.liberty.edu/index.cfm?PID=20708>

**RN-BSN Chair:** Dr. Elizabeth Whorley [ecwhorley@liberty.edu](mailto:ecwhorley@liberty.edu) 434-592-7290

**RN-BSN Handbook:** Located in the RN-BSN Program Center

**Undergraduate Affairs page with LUO Policies:**

<https://www.liberty.edu/online/graduate-and-doctoral-academic-policies/>

**Writing Center APA formatting tips, tutoring and more:**

<https://www.liberty.edu/online/casas/writing-center/writing-style-guides/>

**IT Market Place purchase software and computers at reduced rates:**

<https://www.liberty.edu/informationsservices/index.cfm?PID=30890>

**Liberty University Jerry Falwell Library:** <https://www.liberty.edu/library>

**Nursing Library Research Page:**

<https://libguides.liberty.edu/nursingresearch>



# Liberty University Information

## The University

Liberty University is the largest private, nonprofit university in the nation, the largest university in Virginia, and the largest Christian university in the world. Nestled in the Blue Ridge Mountains on more than 7,000 beautiful acres in Lynchburg, VA, Liberty offers over 590 programs from the certificate to the doctoral level, and is home to more than 110,000 residential and online students.

## Accreditation

Liberty University is regionally accredited by the Commission on Colleges of the [Southern Association of Colleges and Schools](#) (SACS-COC) to award degrees at associate, baccalaureate, master's, education specialist and doctoral levels. The School of Nursing offers a generic residential Bachelor of Science in Nursing (BSN) degree, a RN to BSN degree, a Master of Science in Nursing (MSN) degree and a Doctor of Nursing Practice degree which are all fully accredited by the [Commission on Collegiate Nursing Education](#) (CCNE) and approved by the Virginia State Board of Nursing. The School of Nursing also offers a PhD in Nursing: Nursing Education Concentration.

## Academic facilities

The Arthur S. DeMoss Learning Center houses several large lecture halls, modern classrooms, and simulation labs. The School of Nursing is housed on the second floor of DeMoss Hall and includes an OB Theater equipped with a birthing mannequin, static and high-fidelity mannequins, health assessment suites and an interactive team spot/classroom spot. The Simulation Center is accredited by the Society for Simulation in Healthcare.

## Location

In the heart of Virginia, Liberty University is located in Lynchburg on the south banks of the historic James River with the scenic Blue Ridge Mountains as a backdrop. The city is over 200 years old and is noted for its culture, beauty, and educational advantages. Lynchburg is at the crossroads of U.S. highway 29 and 460 and has adequate transportation facilities via bus, railway, and air.

## Statement of Mission and Purpose

Maintaining the vision of the founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world.

Through its residential and online programs, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

### **Liberty University will:**

1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.

3. Ensure competency in scholarship, research, and professional communication in all graduate programs.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social and physical value-driven behavior.
5. Enable students to engage in a major field of study in career-focused disciplines built on a solid foundation in the liberal arts.
6. Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
7. Contribute to a knowledge and understanding of other cultures and of international events.
8. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior

# Liberty University School of Nursing

*"Training Champions for Christ who care with their hearts and their minds, exhibiting both our art and our science to care for those most in need here and around the world by impacting and investing in the lives others."*

## Philosophy

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

God, the infinite source of all things, has shown us truth through Jesus Christ in the Holy Scripture and in a personal relationship with Him.

Persons are spiritual, rational, moral, social, and physical beings, created in the image of God. They are, therefore, able to know and to value themselves and other persons, the universe, and God. The metaparadigm of Person can include the family unit, larger communities, and specific populations. Nursing care should be patient centered and representative of patient needs and desires.

Education as the process of teaching and learning, involves the whole person, by developing the knowledge, skills, and attitudes which enable each individual to change freely. Thus, learning occurs most effectively when both instructor and student are properly related to God and each other through Christ. (Liberty University, 2014)

Nursing is a multiform activity that provides a wide range of health care to society. It revolves around the need for assessment, goal development, selection of interactions, delivery of care, and evaluation of responses. Nursing is a healing art communicated through the ministry of caring and based on science derived from research and scholarship. Nurses must have knowledge, skills, and attitudes to meet the needs of diverse patient populations.

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

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

(Cross-referenced with Student Handbooks)

## Guiding Theories

The nursing faculty believes that teaching and learning are independent lifelong processes. Learning is a progressive and cumulative experience producing beneficial changes in behavior. Learning takes place in three domains: cognitive, affective, and psychomotor. Learner motivation and readiness are necessary if learning is to take place.

Building off Benner's Model for Skill Acquisition for nurse clinicians, faculty guide students through the learning process starting at the novice level and supporting their personal growth. Similarly faculty progress from the novice faculty role to the expert faculty role. Each level is reached through experience, longevity, and knowledge growth. The School of Nursing is dedicated to assisting faculty to progress through each level.

(Cross-referenced with Student Handbooks)

Kirkpatrick's four-level evaluation model is used to assess the areas of reaction, learning, behavior, and results (Palaganas, 2015). Evaluation tools assist with internal, critical thinking of self. It is also used to improve simulation design and facilitation. Of Kirkpatrick's four levels, the final level, "result", is evaluated during student clinical rotations. Clinical instructors as faculty, provide feedback on student performance in the clinical setting with the online Clinical Evaluation form. Simulation educational activities are developed based on the Jeffries Simulation Theory and the Plus-Delta Model.

(Cross-referenced with Simulation Center Website)

Additionally, Kolb's Theory of Experiential Learning guides novice faculty as they learn through observation of master teachers, through the experience of teaching, and through constructive feedback from master teachers and LUSON administrators.

Nursing and nursing education should be based on caring for the whole person and the whole student. Created in God's Image (Genesis 1:26), mankind has physical, spiritual, and mental elements that should be considered by nurses in their care of patients as well as when educating student nurses.

## History

The nursing program began in 1982 with the opening of the RN to BSN program for students who were already RN's desiring to continue their education with a BSN degree. The first Director, Dr. Eleanor Treece, led the initial processes of creating curriculum and achieving accreditation. The first class boasted three students, and the second class had five.

In 1986, through the efforts of our first Chair, Dr. Linda Miller, the four-year residential BSN program was opened for students who wanted to become nurses. The first class of forty students was admitted in spite of the fact that the Admissions Department was unaware of the opening of the new program and told inquiring students that Liberty did not have a nursing program!

In 1991, thirty-six students graduated from the pre-licensure BSN program and went out to serve as the hands and feet of Jesus across the country and the world. Since those humble beginnings, the School of Nursing has graduated thousands of students who desire to serve the Lord through the ministry of nursing. Among our graduates are many long-term missionaries, several of our own faculty members, and numerous excellent bedside nurses, nurse practitioners, nurse anesthetist, and nurse leaders. Students experience many opportunities for local and global service learning in addition to clinical skills gained in clinical experiences and simulation. Recruiters all over the nation seek out our graduates for that "something different" seen in them. They often do not know how to describe what they are seeing, but we know it is the compassion, integrity, and grace of Jesus.

Since opening in 1982, the RN to BSN program has continued to support the nursing profession by offering online courses for practicing nurses. For nearly forty years, the program has encouraged the growth of professional nurses and improved patient outcomes. The RN to BSN program offers students additional theory, practice, and leadership growth.

In 2004, the Masters of Science in Nursing (MSN) program began with the Clinical Nurse Specialist program. Later the MSN program transitioned to the online environment with the Nurse Educator concentration. In 2013, the Clinical Nurse Specialist program was closed when the program added the Nursing Administration concentration. The Nursing Informatics concentration began in 2017, along with an RN to BSN to MSN program, along with two dual degrees with the School of Business (MSN/MBA and MSN/MSHA), all due to increased demand in the marketplace,. In spring 2019, the MSN program opened two additional tracks: Community Health and Health Care Policy.

Under the leadership of Dr. Deanna Britt, the Nursing Department transitioned to the School of Nursing in 2014. She was the founding Dean for LUSON and served the University and Nursing for over 30 years.

The Doctor of Nursing Practice Program (DNP) opened in the fall of 2014. It has three concentrations: one for students who already have master's degree and wish to complete a doctoral degree in nursing practice and the other for students who wish to become family nurse practitioners or psychiatric mental health nurse practitioners with doctoral degree preparation as they enter practice. In the fall of 2018, the DNP program began offering an online format of the Family Nurse Practitioner DNP and opened a new concentration, Psychiatric Mental Health Nurse Practitioner – certificate and degree.

In fall 2019, LUSON began the Philosophy in Nursing (PhD) doctoral program with a focus on nursing education. The PhD program trains nurse educators to teach the next generation of nurses in all specialties.

The Simulation Center supports all levels of nursing students in their clinical preparation. Deliberate practice, high fidelity simulation, standardized patients and virtual patient experiences as well as telehealth are all offered to enhance and promote confidence and competence through critical thinking at the patient bedside. In the rapidly changing environment of healthcare delivery, the Simulation Center seeks ongoing excellence in student centered learning. In 2014, the Simulation Center underwent an expansion project which added additional state of the art rooms and equipment. The Simulation Center grew to 14,019 square feet which included 42 separate rooms for simulation, debriefing, skill acquisition and standardized patient encounters. The Simulation Center is equipped with B-Line cameras for filming and debriefing simulation.

Expansion in 2018, increased the number of standardized patient exam rooms, high fidelity medication administration, and telehealth robot doubles. The Simulation Center offers over learner contact hours each year to promote patient safety and improve patient outcomes, not only to the LUSON but also to area community partners. The Simulation Center is accredited by the Society for Simulation in Healthcare. Oversight of the Simulation Center is by a certified healthcare simulation educator.

In Spring 2022, the LUSON undergraduate program will be launching the Veteran to BSN and the BA/BS to BSN programs to support the needs of the adult learner in an accelerated format.

LUSON has continued to grow in number and in maturity, and along the way, the Lord has provided all we needed including committed faculty and staff, dedicated students, laboratory and clinical space, and equipment to fill it. To God be the glory...great things He has done.

# RN-BSN Program Overview

## Program Description

The RN-BSN curriculum consists of 120 credits of which 43 credits are general education requirements, 12 credits of science support courses, 4 credits of electives and 61 credits of nursing courses. Registered Nurses participating in the online nursing program receive 31 credits of advanced nursing credit once they are accepted into the program. These credits are given for a United States RN License in good standing. Additional transfer credit may also be applied to the non-nursing courses for previous coursework.

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

## Honor Society of Nursing

The Liberty University School of Nursing has a chartered chapter of [Sigma Theta Tau International, Psi Delta](#), 2016. The criteria for admission to the Psi Delta Chapter are consistent with Sigma Theta Tau International, Incorporated Bylaws. Each year LUSON nursing students are invited to Psi Delta Chapter membership based on the 2013-2015 Biennium Honor Society Bylaws:

- Students in graduate programs shall be eligible for membership if they have achieved excellence according to the standards approved by the Society.
- Graduate program is defined as an accredited program of graduate study in nursing including master, post-master, doctoral, and post-doctoral.
- Students shall have completed a minimum of one-quarter of the required graduate curriculum.
- Students in graduate programs, who are registered nurses, legally recognized to practice in their country, and have a minimum of a baccalaureate degree or equivalent in any field, shall be eligible to be considered as a nurse leader at any point in the program.
- Exceptions may be made at the discretion of the chapter's governance committee following the guidelines adopted by the International Board of Directors.

## STANDARDS OF CONDUCT & ETHICS AND CLINICAL QUALITY BOARD POLICY & PROCEDURE

### **Purpose Statement**

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

### **Scope of Application**

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

### **Standards of Conduct**

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



standards and/or infractions that were violated.

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

### **Truthfulness**

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

### **Integrity**

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

### **Respect**

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

### **Professionalism**

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

### **Clinical Excellence**

Protect the safety of all patients, peers and colleagues. This includes paying careful attention to the accepted medical standards and the protocols of each treatment provider, medical facility, or other clinical setting. Illegal actions, impaired performance or any other serious infraction of corporate compliance and institutional policies and procedures in the clinical setting is prohibited. A failure to demonstrate clinical excellence in any manner, including a failure to do so as specified in this section or in the Essential Attributes, is a violation of the Standards of Conduct.

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

**Furnishing False Information**

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

**Unauthorized Disclosure of Private or Confidential Client Information**

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

**Cheating**

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

**Abuse of Property**

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

**Unprofessional Behavior**

Unprofessional behavior is behavior that fails to meet the standards of the academic and/or nursing profession. Communication in any form (e.g., oral, written, or physical expression) or platform (e.g., personally delivered, posted, or sent, including through email and social

media), that would demean or disrespect a faculty member, a student, the University, the School of Nursing, a colleague, or the nursing or academic profession in general, whether in or out of the clinical setting, fails to meet such professional standards. Some specific examples of unprofessional behavior include, but are not limited to, the following:

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

### **Compromising the Safety of a Person**

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

1. Committing medication errors (e.g., administering the wrong medication or dosage).
2. Practicing while under the influence of alcohol, tobacco, marijuana, or any other drug (including a drug prescribed by a licensed medical physician) that could compromise individual cognition or patient care.
3. Misusing or abusing a controlled drug. This includes practicing while under the influence of alcohol, tobacco, marijuana, or any other controlled drug (including a controlled drug prescribed by a licensed medical physician) that could compromise individual cognition or patient care, as well as a positive drug test for using a controlled drug not

prescribed by a licensed medical physician or any drug that violates the law or applicable Liberty University policy, regardless of whether the drug is or was used while practicing.

4. Being unprepared for clinical experiences, in the discretion of the clinical faculty.

## Operational Procedures and Protocols for Standards of Conduct Enforcement

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

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

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

## Procedures for Student Reporting

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

1. The student must report the alleged violation immediately to the classroom/clinical professor. If the alleged violation is not connected to any particular class, the student must report the incident immediately to the Program Chair.
2. The confrontation of the accused student should involve a private meeting between the reporting student and the accused student. The reporting student may also wish to include a faculty member.
3. The reporting student (and any faculty member) should confront the accused student with the alleged violation, providing evidence of the alleged violation.
4. The reporting student (and any faculty member) should request an explanation from the accused student regarding the alleged violation.
5. The accused student has the right to discuss the matter by providing an explanation or to

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

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

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

## Guidance for Violations and Possible Sanctions

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

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

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

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

### Tier 1 Violations

- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).
- First time occurrence of non-attendance without sufficient excuse, failure to communicate appropriately, or addressing one in a position of authority, a patient, or a patient's family member without using the appropriate title (e.g., Dr., Mrs., Ms., Mr.).

- Omitting quotation marks/markings around quoted material BUT providing citation on the source.
- Tardiness.
- Failure to follow email/etiquette and other professional guidelines.
- Failure to timely submit required medical and certification documents to online clinical database.
- Other similar types of violations, in the Program Chair's discretion.

### **Possible Tier 1 Violation Sanctions**

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

### **Tier 2 Violations**

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

### **Possible Tier 2 Violation Sanctions**

- Community service.
- Educational programs, assignments, or training.
- Corrections must be made and the assignment resubmitted in order to receive a non-zero grade for the assignment.
- Final grade for the resubmitted assignment can include up to a 20% reduction of assignment grade.
- Restorative practices.
- Any sanction listed for Tier 1 violations above.
- Any other sanction not listed above, as determined appropriate under the circumstances.

### **Tier 3 Violations**

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

### **Possible Tier 3 Violation Sanctions**

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

#### **Tier 4 Violations**

- Violation of an applicable code of ethics or applicable law, including HIPAA. This also includes publishing information on cellular or mobile devices, social media, the Internet, or another platform that can lead to identification of a patient.
- Failure to follow all applicable Liberty University policies (including the applicable student honor code (e.g., The Liberty Way), student handbook, and course syllabi).
- Failure to demonstrate any of the Essential Attributes for nursing at a sufficient level (with or without reasonable accommodation), in the discretion of the School of Nursing. The Essential Attributes are outlined in the LUSON Student Handbook.
- Failure to document accurately in an effort to minimize or cover up an error or omission of professional duty in the clinical setting.
- Disrespect to a faculty member, another student, a patient or patient's family member, or a colleague.
- Furnishing false information.
- Second time occurrence of a medication error, a failure to accurately and timely report a known or suspected violation of the Standards of Conduct or lack or insufficient demonstration of required psychomotor/technical skill.
- Collaborating on any assignment with another person without the permission of the instructor.
- Copying from or viewing another student's work during an examination.
- Facilitating or aiding in any act of academic dishonesty.
- Knowingly assisting on any form of academic misconduct.
- Purchasing material of any kind and representing it as one's own work.
- Replicating another person's work and submitting it as an original work.
- Stealing, buying, receiving, selling or transmitting coursework of any kind.
- Multiple Tier 1-3 violations or an egregious Tier 3 violation.
- Other similar types of violations, in the Program Chair's discretion.

#### **Possible Tier 4 Violation Sanctions**

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

#### **Tier 5 Violations**

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



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

### **Possible Tier 5 Violation Sanctions**

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

## **Statement of Essential Attributes**

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes is based on an understanding that practicing nursing as a student necessarily involves an agreement to uphold the trust which society has placed in us (ANA Code of Ethics for Nursing Students, 2015). The following statements are standards that comprise four core essential student nursing competencies. In addition to academic qualifications, the Liberty University School of Nursing considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in, and graduation from its nursing degree programs.

### **Physical Attributes**

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

- (Motor) Move throughout the classroom/clinical site and stand for periods of time to carry out patient care activities; be physically capable of performing patient care duties for up to 12 hours at a time, day or night; and lift 50 pounds.

- (Vision) See and accurately read print, computer screens and hand writing, including patient care orders and other documents, and demonstrate the ability differentiate colors.
- (Hearing) Hear and differentiate tonal variances or do so with the assistance of technology such as an amplified stethoscope.
- (Smell) Differentiate smells, such as smoke, bodily fluids and other odors.
- (Tactile) Accurately distinguish texture, temperature, pulsations, and moisture, with or without gloves.
- (Gross/Fine Motor) Manipulate equipment and tools necessary for providing safe nursing care such as medical equipment/devices, syringes/needles, stethoscope and computers.

## Cognitive Attributes

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

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports and use of computer based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family or community needs and problems.
- Write and comprehend both spoken and written English.
- Speak English well enough to understand content presented in the program, adequately complete all oral assignments, and meet objectives of assigned clinical experiences.
- Accurately apply basic mathematical skills such as ratio/proportion concepts, use of conversion tables and calculations of drug doses and solutions.
- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, spelling, mechanics, and American Psychological Association (APA) referencing.
- Gather data, develop a plan of action, establish priorities and monitor treatment plans.
- Utilize appropriate judgment and critical thinking behaviors such as properly incorporating previous knowledge from a wide range of subject areas into current patient care situations.

## Interpersonal Attributes

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

- Establish rapport with individuals, families, and groups.
- Respect individual differences such as cultural, ethnic, religious, gender, age, and sexual orientation.

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

## Performance Attributes

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

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

## RN-BSN Admission Information

- All policies and procedures as stated in the current Liberty University Catalog apply unless otherwise stated.
- Students who are admitted into the RN to BSN program must first meet certain prerequisites before they may begin registration for nursing classes. [See RN-BSN Admission Requirements](#)

Upon acceptance into the program and United States RN licensure verification, 31 hours of advanced credit will automatically be applied toward students' Bachelor of Science in Nursing. See the RN to BSN [degree plan](#) for additional course information

### CREDIT FOR RN LICENSURE

NURS 105 Medical Terminology	1 credit
NURS 221 Fundamentals of Nursing	4 credits
NURS 213 Human Anatomy & Physiology I	3 credits
NURS 214 Human Anatomy & Physiology Lab	1 credits
NURS 215 Human Anatomy & Physiology II	3 credits
NURS 216 Human Anatomy & Physiology Lab	1 credits
NURS 305 Pharmacology I	2 credits
NURS 306 Pharmacology II	2 credits
NURS 301 Strategies for Adult Health Care I	5 credits
NURS 302 Strategies for Adult Health Care II	5 credits
NURS 352 Caring for the Childbearing Family I	4 credits
NURS 353 Caring for the Childbearing Family II	4 credits
NURS 460 Advanced Strategies for Adult Health Care	4 credits
TOTAL	39 credits

# Transcript Evaluations and Transfer Policy

## Transfer Policy

- Students may transfer in general elective and investigative studies into the RN to BSN program.
- Upon verification of licensure and acceptance into the RN to BSN program students will receive 31 credit hours of advanced credit for their previous experience (course listed under credit for previous experience).
- Apart from the 31 credit hours of advanced credit, students must complete all nursing classes through Liberty University (unless an appeal is approved through the program chairperson). Students must also complete at least 30 credit hours through Liberty in order to graduate from the university.

## Transcript Evaluation Appeal

- Student must contact school regarding course(s) in question and obtain a course description and objectives from the semester the course was taken.
- Student must complete transfer evaluation inquiry form and submit to LUO transfer office for review.
- Transfer Evaluations will communicate with student regarding appeal.

## Request to Take Courses at another Institution

- Fax, mail, or email course description and/or syllabus with the name of the regionally accredited school, along with the [RTTAC form](#) (request to take courses at another institution) to the [LUO transfer office](#).
- Transfer Evaluations will contact student with decision.

# Background Check and Licensure Verification

In an effort to continue strengthening the RN-BSN Program, a background check and RN Licensure verification has been incorporated in the foundational course, Advanced Nursing Communication. Castle Branch, Inc. (Certified Background) is the company providing the service to students to complete this requirement. A [link](#) is provided within this course including the cost and steps for setting up an account with Certified Background and requesting the background check. There will be three packages to choose from and you will select the package listed below:

- US Criminal Background (LN03bbg) Check *additional fees may apply*

Completion of the background check and RN Licensure verification is required prior to continuing in additional nursing courses.

In the event that a background check reveals flagged information, the flagged information will be reviewed, additional information may be requested from the student, and the School of Nursing Review Committee will review information and make a determination on how to proceed. Students are encouraged to contact the Online Student Support Coordinator with any questions.

## Program Learning Outcomes

Upon completion of the Liberty University RN-BSN program, the graduates will:

- View nursing as a ministry, demonstrating Christ's love to all people.
- Coordinate resources and provide safe nursing care for individuals, families, and populations.
- Utilize critical thinking, clinical judgment decision-making, and evidence-based practice in determining nursing interventions and applying therapeutic skills.
- Demonstrate personal and professional leadership skills when interfacing with patients and professionals in healthcare settings encompassing prevention and management of disease and implementation of restorative and palliative care.
- Apply a Christian value system, based on Biblical principles, and professional ethics to the profession of nursing.
- Identify the need for ongoing personal and professional development through formal and informal, nursing and interprofessional scholarship.
- Demonstrate professionalism in behavior, communication, informatics, and research.

## Major Curricular Concepts

Nursing as a Ministry	Critical Thinking-Problem Solving Skills	Leadership Skills
Servant's Heart Patient Centered Care	Nursing Process Evidence-Based Practice Multisystem Integration Safety Informatics	Teamwork and Collaboration Quality Improvement Emotional Intelligence

## RN-BSN Course Information

### Progression, Retention, Dismissal

Equally important to the admissions requirements into the nursing program are those criteria which govern maintenance of the student's status once admission is achieved. These criteria are listed below.

- Minimum grade of "C" in **all nursing courses**. If a student fails a nursing course, they must repeat the course while enrolled in the program. The second failure of a nursing course, a grade less than a "C", will result in dismissal from the nursing program.
- Ethical and appropriate behavior must be maintained. Students may be suspended from the University for unethical or inappropriate behavior. Suspensions are subject to faculty review, and can result in dismissal from the RN-BSN program.
- Students are encouraged to follow course sequence.
- Students must complete the RN-BSN Program within 5 years of their admission to the program. Any student who does not complete within their matriculation limit will be unable to progress and graduate.

### Sequence of Nursing Courses

1. NURS 220 Advanced Communication
  - a. NURS 220 is the foundation course for the RN-BSN program and is the required first nursing course. Students will learn how to write at the professional level, utilizing American Psychological Association (APA) format. Success in subsequent nursing classes is fostered by completing this course first.
2. NURS 211 Post-Licensure Health Assessment
3. NURS 215 Post-Licensure Pathophysiology
4. NURS 226 Post-Licensure Research in Nursing
  - a. Note: Completion of all Science classes is strongly suggested prior to taking NURS 211 & NURS 215.
5. NURS 325 Nursing Concepts
6. NURS 440 Post-Licensure Strategies for Community Health Care
7. NURS 446 Post-Licensure Population Health
8. NURS 489 Leadership in Nursing
9. NURS 491 Nursing Management
  - a. It is suggested that NURS 440, 445, 489 and 491 be taken after the research course.
10. NURS 492 Advanced Concepts of Nursing Practice
  - a. NURS 492 is the capstone course for the RN-BSN and must be the last nursing course in a student's plan of study. All other nursing courses must be completed prior to taking NURS 492. Students will be expected to integrate knowledge from previous nursing classes in this course. In addition to the online format, NURS 492 is sometimes offered in an intensive format as student interest allows.

## Elective Courses

NURS 316 Global Health Nursing Field Experience is a 3 credit hour nursing elective being offered to RN-BSN students and current junior and senior level residential nursing students who have met all of the freshman and sophomore required courses. This course focuses on teaching students how to show God's love by ministering to His people internationally through helping meet their physical and spiritual needs with cultural competence. This course is specifically for those students that are currently planning a medical overseas trip this semester or directly following the semester. Emphasis is placed on examining their personal values and beliefs as they relate to health practices in a variety of cultural settings through a Biblical worldview. It provides the opportunity to become better acquainted with their Cultural Intelligence as related to the four aspects of drive, knowledge. Students interested in this elective course must be interviewed and receive approval for registration by the teaching faculty.

NURS 415 is a 3 credit hour nursing elective being offered to RN-BSN students. The student utilizes the nursing process while gaining an understanding of the delivery of health care in a culture outside the United States or a subculture within the United States. The experience provides the student with an opportunity to examine personal values and beliefs as they are related to health practices of people from other cultures. It provides opportunity to experience the stress resulting from linguistic differences and the adaptation required to adjust professional and personal practices to a different cultural environment. Issues and view of health and illness are included in the student's analysis of the relationship between cultural considerations and personal and health behavior. Students develop and practice communication skills and caring as a ministry with individual and family members of another culture.

Students interested in these courses should contact [LUSONRN-BSN@liberty.edu](mailto:LUSONRN-BSN@liberty.edu).

## Optional Intensives

In addition to the on-line format, NURS 211, NURS 325, and NURS 492 is sometimes offered in an intensive format as student interest allows Nursing Intensives

Students are encouraged to take advantage of the optional nursing intensives offered for NURS 211 Post-Licensure Health Assessment (3-credit hour), NURS 325 Nursing Concepts (3 credit hour) and NURS 492 Advanced Concepts of Nursing Practice (3 credit hour). All courses include pre and post work in the online format with the on campus intensive week coinciding to provide the fullest benefit to students. NURS 211 and NURS 325 courses may be taken separately but have been developed with the intent to be taken concurrently. The on-campus week will coincide with the end of the semester and Liberty University School of Nursing's graduation ceremony. For May Commencement, NURS 492 Intensive week will take place the week following graduation exercises.

## Required Science Courses

RN's admitted to the RN-BSN program receive PLA credit for BIOS 213, 214, 215, and 216. BIOL 204 and CHEM 108 are offered online for RN-BSN students and a grade of C or higher is required.



## Course Descriptions

### **NURS 211      Post-Licensure Health Assessment      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure.*

This course focuses on the development of a body of systems approach to health assessment of individuals emphasizing normal growth and developmental responses across the lifespan. Content includes an introduction to the knowledge and skills of health assessment through a variety of methodologies. This course requires several assessment video assignments including the final head to toe didactic on a volunteer patient of 18 years or older. It is important to obtain the proper tools and supplies required to complete the video assessment assignments. If a student does not have this equipment or have access to use this equipment, the student will need to purchase the tools. Obtaining these tools is to the student's discretion, however, Liberty University School of Nursing does offer a kit for this course, with or without the diagnostic set. A recording device is also required.

### **NURS 215      Post-Licensure Sciences in Nursing (Pathophysiology)      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

The focus of this course is on the physiological changes resulting from imbalances in the man-environment interaction throughout the lifespan. The emphasis is on application of general concepts of adaptation and homeostasis to each of the body's systems and on the relationship of these concepts to the practice of clinical nursing. The course provides the student with scientific knowledge base applicable to more advanced clinical practice of nursing.

### **NURS 220      Advanced Nursing Communication      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure*

It is essential that professional nurses have communication skills that are effective in promoting optimal interaction with others in a variety of situations. This course focuses on developing expert communications skills when communicating with other health care providers and patients and when communicating professional information through writing and speaking. As the foundation course for the RN-BSN Program, a background check and RN Licensure verification has been incorporated. Completion of this task is required prior to continuing in additional nursing courses.

### **NURS 226      Post-Licensure Research in Nursing      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

This course provides an overview of the nursing process including methodology, design and interpretation of findings. It focuses on the acquiring the beginning knowledge and skills essential for critical evaluation of research reports as well as guidance in the production of a poster presentation which incorporates evidence based knowledge related to a specific clinical problem.

**NURS 316      Global Health Nursing Field Experience      3 hours**

*Prerequisite: The student must be admitted into the nursing program and have completed all the required basic level courses for their freshman and sophomore years and be currently enrolled in junior or senior level courses. For those students that already have their nursing license, they may complete this course at any point in their program.*

This course focuses on teaching students how to show God's love by ministering to His people internationally through helping meet their physical and spiritual needs with cultural competence. This course is specifically for those students that are currently planning a medical overseas trip this semester or directly following the semester. Emphasis is placed on examining their personal values and beliefs as they relate to health practices in a variety of cultural settings through a Biblical worldview. It provides the opportunity to become better acquainted with their Cultural Intelligence as related to the four aspects of drive, knowledge, strategy and actions.

An interview and approval for registration of this course by the teaching faculty is required. Students interested in this course should contact [BSNAdvisor@liberty.edu](mailto:BSNAdvisor@liberty.edu).

**NURS 325      Nursing Concepts      3 hour**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

This course is designed to assist the registered nurse student through the transition between basic nursing preparation and a more advanced level of nursing practice. Focus is on concepts and issues related to the professional nurse, the nature and scope of professional nursing, and selected theoretical models for nursing practice

**NURS 440      Post-Licensure Strategies for Community Health Care      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum throughout the life span. Family systems' theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied.

**Community Health 16 Hour Observation Experience**

This course has an observation component of 16 hours in order to better meet the needs of our students and the requirements of state boards of nursing and accrediting bodies. This component is an observational experience and can be completed at one or multiple sites within your community and can be completed at different times in order to be flexible with your schedule. More details will be provided by your instructor once the course begins. Completion of the observation component is required to pass the class.

**NURS 446      Post-Licensure Population Health      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

This seminar course provides an overview of genetics, genomics, geriatrics, end-of-life care, and cultural sensitivity from a Christian worldview. Through the use of evidence-based practice guidelines, the student will utilize knowledge and skills attained throughout his or her nursing education and apply it to a variety of educational activities. These include Senior Mentor project, interaction with a community specialist panel, evidence-based research, self-reflection, therapeutic communication and critical thinking skills.

**NURS 489      Leadership/Management in Nursing      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

Benner's work on the novice to expert continuum and the seven domains of nursing will be explored, and students will apply concepts to their own practices, past, present, and future. The leadership roles of the nurse as an individual and a group member while utilizing the Christian principles such as godly character, servant attitude, honesty and commitment will be emphasized. While caring for groups of patients and individuals, students will explore a variety of content areas including systems theory, professional practice models, care delivery models, nurse sensitive quality indicators, and foundational documents that drive the nursing profession that are relevant to the support of nursing care in the practice setting, the influence of regulatory agencies on the delivery of care, and health policies that affect health care in general. Students are expected to synthesize previously learned knowledge in complex nursing situations and to expand their abilities to use the problem-solving and decision-making processes.

**NURS 491      Nursing Management      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and NURS 220*

This seminar course provides an overview of organizational theory, management theory, and change theory. The course examines nursing staffing patterns, patient care technology, information management, and communication between healthcare providers. Healthcare policies, including financial and regulatory influences are also reviewed. The course uses several techniques such as evidence based research, self-reflection, therapeutic communication, and critical thinking skills to gain understanding in nursing management.

**NURS 492      Advanced Concepts in Nursing Practice      3 hours**

*Prerequisite: Admission to the BSN program with a maintained RN Licensure and completion of all other NURS courses.*

This is the capstone course for the RN-BSN program. The student engages in academic endeavors that reflect application, synthesis and evaluation of concepts and nursing issues studied throughout the completion program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized.

# Grading and Important Policies

## Grading

The RN to BSN student standing in each course will be indicated by the following letter grades:

A   900 – 1010
B   800-899
C   700 - 799
D   600 - 699
F   0 - 599

Grades must be at least 700 points or above to pass

## Policies

### Medical Incomplete Course Progression Policy

Students requesting a medical incomplete will have a nursing hold placed on their account which would require students to contact the RN-BSN advisor to schedule additional courses until all prior coursework has been completed for classes that the student received a medical incomplete. Once coursework has been completed for courses in which a medical incomplete was granted, the nursing hold will be removed.

### Course Repeat Policy

The course repeat policy allows students to repeat one nursing course while enrolled in the program. If a student fails a nursing course, they must repeat the course while enrolled in the program. The second failure of a nursing course, a grade less than a "C", will result in dismissal from the nursing program.

### Grade Appeal

Students who wish to appeal a final grade must first seek to resolve the situation with their professor. If the student wishes to appeal further they must follow the [grade appeal process](#) and submit the [grade appeal form](#) which will be reviewed by the Online Chair. Grade appeals must be submitted within 30 calendar days of the end of the term.

### Nursing Dismissal Appeal

If you have been dismissed from the nursing program, you may [appeal](#) your dismissal. To do this, please contact LUSONRN-BSN@liberty.edu or click the link above for the nursing dismissal appeal form. Once you have received and completed it, please click "Submit" when you are finished. You will need to submit your appeal within 4 weeks from the date your official dismissal letter was mailed to you. The School of Nursing will review and respond to your appeal within 4 weeks of your appeal submittal. If your appeal is approved, you will not be able to register for any nursing courses for a 6-month waiting period beginning the date that your appeal was submitted.

Keep in mind that if your appeal is approved and you fail another nursing course, you will be dismissed from the RN-BSN program for 5 years.

Here is the information you will need to provide on the appeal form:

Student Information:

- Student Name
- Student ID#
- Course Number & Section
- Course Instructor
- Course Semester
- Course Grade
- GPA

Questions:

- Why did you fail from your nursing course or courses?
- What have you learned about this experience?
- If you are accepted back into the program, what is your plan to prevent failure again?

## Academic Misconduct

Online students must follow all applicable policies included in this handbook and the [Online Honor Code](#)

### Drop Policy

Students may drop any course for a full refund before the course start date. Students may drop via ASIST or by sending an email, including student ID number, the name of the course/section and a statement regarding a desire to drop the course to the academic advisor.

### Withdrawal Policy

Before withdrawing, please read the [withdrawal policy](#) starting on page 4. To begin the withdrawal process, the student must first contact the [RN-BSN Academic Advisor](#) and request the withdrawal. The email should include the following:

- Student name and LU ID
- Course number from which student requests to be withdrawn.
- Reason for request.

# Student Technology Requirements

## Computer Needs

Each student accepted into the RN to BSN program must have basic computer competencies. Students will be asked to complete assignments using various software applications. In order to successfully complete assignments students must have access to a computer that has the capacity to:

- Read and write in Microsoft Word. (Microsoft Office 365 is available through Liberty University.)
- PowerPoint
- Access online sites including the Liberty sites.
- Daily send and receive email via Liberty webmail.

It is recommended that RN to BSN students also have the following programs installed with Microsoft Word:

- Excel
- Access
- Adobe Creative Cloud, including Adobe Spark, is also available to students as part of their tuition.

Upon admission each student is assigned a computer account and an email address on Liberty University's network computer system. Correspondence from the campus, including the School of Nursing faculty and staff will be delivered via the Liberty Webmail address.

## Webmail/ASIST Instructions

Students are required to check their Liberty webmail at minimum, every 48 hours.

How do I create my username and password?

- Log into [myLU Sign In](#)
- Click on the 'Account Login' option, followed by 'Claim Account'
- You will need to enter your student ID# which has been provided for you. Once your username and password has been created, close the window

How do I change my password?

- Log into [myLU Sign In](#)
- Click on 'Forgot password'
- Follow the instructions to change your password

How do I logon to my ASIST account?

- Log into [myLU Sign In](#)
- Click on "ASIST"

How do I logon to my webmail account?

- Log into [myLU Sign In](#)
- Click on "Webmail"
- Enter your username and password in the Microsoft Outlook page

## Canvas

Canvas is the online learning environment used to support the School of Nursing as well as most other Liberty University academic departments. Canvas is user friendly and provides a direct link between the student and the professor. Each course in the RN-BSN completion program includes Canvas support.

## Required Writing Resources

American Psychological Association. *Publication manual of the American Psychological*

*Association* (Current ed.). Washington, DC: Author.

Free Online Manual is available at [APA Manual](#)



## Registration and Payment

Students who are ready to register for courses may contact the [Nursing Academic Advisor](#) or call 855-LUNURSE. However, students are also able to register themselves via ASIST.

### Tuition and Fees:

- [Liberty University's Tuition and Financing](#)

### Late Financial Check-In Fee

Students will be charged a late financial check-in fee if check-in is not completed by the financial check-in deadline. Students who have not completed check-in by this date will be dropped from courses (excluding military students who pay by Tuition Assistance).

### Broken Enrollment Fee

If a student does not take a course within an academic year, he or she will break enrollment by the start of the next academic year. The student must submit a new application to Liberty Online. There will be a re-application fee of \$50 for all students who have broken enrollment. This fee will apply to students who allow more than one year to elapse from their original course end date before they begin a new course.

### Methods of Payment

Students may pay for their courses in one of four ways:

- Out of pocket – credit card, check, money order (payment plans are available)
- [Employer Tuition Assistance](#)
- [Military Tuition Assistance](#)
- [Financial Aid](#)

Once the method of payment has been selected and students have registered for courses then [Financial Check-In](#) must be completed.

# LUSON Virtues

## LOVE

### American Nurses Association Code of Ethics

Provision Three of the ANA Code of Ethics states, “The nurse promotes, advocates for and protects the rights, health, and safety of the patient” (ANA, 2018, p. V). “The nurse is the patient advocate. Advocacy includes active support through education including policies surrounding but not limited to patient care, confidentiality, privacy and protection. Interpretive Statement One (ANA, 2010), states the nurse must protect the patient from unwanted intrusions, promote physical privacy and safeguard patient information. Interpretive Statement Two (ANA, 2010), expounds on protection of the patient, reminding that protection of patient information is also required ethical behavior. Such protection of information includes written and electronic communication that could jeopardize the patient, destroy professional trust, or impair the safety of the patient” (Miller, 2016, p.18).

### Creed

I sacrificially and unconditionally love and forgive others.

### Key Scripture

“This is love: not that we loved God, but that He loved us and sent His Son as an atoning sacrifice for our sins. Dear friends, since God so loved us, we also ought to love one another. No one has ever seen God; but if we love one another, God lives in us and His love is made complete in us.”

*1 John 4:10-12*

### Assessment Statements

- God’s grace enables me to forgive people who have hurt me.
- I rejoice when good things happen to other people.
- I will strive to love all men unconditionally.
- I sacrifice my personal desires for the needs of others.

# JOY

## American Nurses Association Code of Ethics

Provision Five of the ANA Code of Ethics states, “The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence and continue personal and professional growth” (ANA, 2018, p.V). The overarching themes found within Provision Five include duties grounded in self-respect, professional competence, preservation and growth that come with lifelong learning, character and integrity (2010). Interpretive Statement One (ANA, 2010) suggests that the same worth and value due to others is due to self. Obligations are owed to self and become the duty of the nurse where professional capability, skill, and personal character are involved. Maintaining and increasing professional knowledge, skill and credentialing, enhances ability for quality in patient care and improves the nursing profession. Statement Two notes that requirement of Provision Five (ANA, 2010 for lifelong learning improves self-esteem and meaningfulness within the work environment, fostering consultation, collegiality and professionalism” (Miller, 2016, p.24).

## Creed

I have inner contentment and purpose in spite of my circumstances.

## Key Scripture

“Lord, you alone are my portion and my cup; you make my lot secure.”

*Psalms 16:5*

## Assessment Statements

- I have inner contentment, even when things go wrong.
- I strive to choose joy when presented with adverse circumstances.
- I find joy in the promises of God for my life.
- I find joy in each stage of my life.

# PEACE

## American Nurses Association Code of Ethics

Provision six of the ANA Code of Ethics states, “The nurse through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care” (ANA, 2018, p. V). “Influence and responsibility within the healthcare environment impact nursing capability. Virtues and excellences are noted as character qualities that promote what is right and encourage or predispose people to work above the level of mediocrity. Environments are stated to either promote or thwart virtues and excellences. Interpretive Statement One (ANA, 2010), emboldens nurses to foster work place environments that support and uphold such character qualities and in so doing increase nursing’s ability to meet ethical demands of the profession” (Miller, 2016, p.27).

## Creed

I am free from anxiety because things are right between God, myself, and others.

## Key Scripture

“Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”

*Philippians 4:6-7*

## Assessment Statements

- I find peace in the knowing my sins are wiped away; past, present and future.
- I choose daily to put aside bitterness and anger.
- I choose to forgive because I am called to forgive.
- I have an inner peace from knowing God.

# RESPECT

## American Nurses Association Code of Ethics

Provision One of the ANA Code of Ethics states, “The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person” (ANA, 2018, p.V). “Respect for patients, families and colleagues as well as respect for the autonomy of others is clearly outlined in Provision One as a key ethical component. Five interpretive statements for Provision One (ANA, 2016) include topics of human dignity, relationships with patients and colleagues, nature of health and health problems, and autonomous rights surrounding self – determination” (Miller, 2016, p.8).

“Human dignity and worth are fundamentally accepted as foundations of the nursing practice according to interpretive statement 1.1 (ANA, 2010). Based on this initial understanding, nurses are to provide relational care consistent with the patient’s individual values, associations, beliefs and expectations. According to interpretive statement 1.2 (ANA, 2010), even when these values are in direct contrast to those of the nurse, it is the nurses’ duty to respect the needs and desires of the patient “(Miller, 2016, p.8).

## Creed

I understand that each person I interact with is someone who is so precious in God’s sight that He gave His only son to die for him/her.

## Key Scripture

“Be devoted to one another in love. Honor one another above yourselves.”

*Romans 12:10*

## Assessment Statements

- I will strive to see others as God sees them.
- I choose to overlook offense and faults in others.
- I find value in other personalities, viewpoints and cultures.
- I am courteous and considerate toward others.

# INTEGRITY

## American Nurses Association Code of Ethics

Provision Two of the ANA Code of Ethics states, “The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population” (ANA, 2018, p.V). “This statement concretes the patient as the center of nursing care and therefore the center of nursing ethics. Interpretive statement 2.1(ANA, 2010) addresses the patient’s interest as being primary, unique and individual. It encourages the plan of care to reflect these statements and to include the patient as an active part of decision making. Further notation is given to this provision in the face of changing models of ethics that reflect increasingly complex clinical issues, economic and political environments (ANA, 2016). The nurse patient dyad as the core unit must be met with ethical sensitivity on the part of the nurse. Such sensitivity is noted as requiring an understanding and commitment to respect, autonomy, nonmaleficence, beneficence, fairness, honesty and integrity of keeping one’s word” (Miller, 2016, p.12).

## Creed

I do the right thing, even when no one is watching.

## Key Scripture

“Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out.”  
*Proverbs 10:9*

## Assessment Statements

- I am known as an honest person.
- I strive to protect my reputation from the appearance of sin.
- I desire to please God in the way I live my life.
- I choose to be accountable to the authorities in my life.

# CONTENTMENT

## American Nurses Association Code of Ethics

Provision Nine of the ANA Code of Ethics states, “The Profession of nursing , collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy” (ANA, 2018, p.V). Should we be content with current healthcare policy? “Provision Nine differs in its directedness towards the profession of nursing instead of to the individual nurse’s practice. Rallying and reinforcing the profession’s values, this final provisional statement moves to encourage the nursing profession as a whole to an effort that will markedly shape social policy” (Miller, 2016, p.35).

## Creed

I am confident that God has good plans for me regardless of how my circumstances may look at the present time.

## Key Scripture

“I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do everything through him who gives me strength.” *Philippians 4:12-13*

## Assessment Statements

- I make every effort to live in the present moment rather than dwelling on the past or worrying about the future.
- I aim to have a cheerful attitude in my present circumstances.
- I make an effort to find the positive in difficult situations.
- I appreciate what I have and what God has blessed me with.

# PATIENCE

## American Nurses Association Code of Ethics

Provision One of the ANA Code of Ethics states, “The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person” (ANA, 2018, p.V).” Respect for patients, families and colleagues as well as respect for the autonomy of others is clearly outlined in Provision One as a key ethical component. Five interpretive statements for Provision One include topics of human dignity, relationships with patients and colleagues, nature of health and health problems, and autonomous rights surrounding self – determination (ANA, 2016).

“Human dignity and worth are fundamentally accepted as foundations of the nursing practice according to interpretive statement 1.1 (ANA, 2010). Based on this initial understanding, nurses are to provide relational care consistent with the patient’s individual values, associations, beliefs and expectations. According to interpretive statement 1.2 (ANA, 2010), even when these values are in direct contrast to those of the nurse, it is the nurses’ duty to respect the needs and desires of the patient” (Miller, 2016, p.8).

## Creed

I take a long time to overheat, and I endure patiently the unavoidable pressures of life.

## Key Scripture

“Wait for the Lord; be strong, and let your heart take courage; wait for the Lord!”

*Psalms 27:14*

## Assessment Statements

- I am strong when I am patient on the Lord.
- I will listen patiently to others when I’m not in agreement.
- I am patient with others because we are all created in the image of God.
- I am patient with myself when I fall short, for my relationship with the Lord is growing.



# FAITHFULNESS

## American Nurses Association Code of Ethics

Provision Three of the ANA Code of Ethics states, “The nurse promotes, advocates for and protects the rights, health, and safety of the patient” (ANA, 2018, p. V). “The nurse is [faithful to be] the patient advocate. Advocacy includes active support through education including policies surrounding but not limited to patient care, confidentiality, privacy and protection. Interpretive Statement One (ANA, 2010), states the nurse must protect the patient from unwanted intrusions, promote physical privacy and safeguard patient information. Interpretive Statement Two (ANA, 2010), expounds on protection of the patient, reminding that protection of patient information is also required ethical behavior. Such protection of information includes written and electronic communication that could jeopardize the patient, destroy professional trust, or impair the safety of the patient” (Miller, 2016, p.18).

## Creed

I have established a good name with God and with others based on my long-term loyalty to that relationship.

## Key Scripture

“But the Lord is faithful. He will establish you and guard you against the evil one.”  
*2 Thessalonians 3:3*

## Assessment Statements

- I am faithful in my relationships because He is faithful to me.
- I recognize His character won’t change and I can remain faithful.
- I will remain faithful and seek God’s will in difficult circumstances.
- I am faithful to meet deadlines because it is a reflection of His character in me.

# PERSEVERANCE

## American Nurses Association Code of Ethics

Provision Four of the ANA Code of Ethics states, “The nurse has authority, accountability, and responsibility for nursing practice; makes decisions and takes action consistent with the obligation to promote health and to provide optimal care” (ANA, 2018, p. V). “Interpretive Statements One through Four focus on accountability and responsibilities surrounding nursing action and nursing judgment including delegation of tasks. Accountability is defined for the profession as taking ownership of self-action. Nurses are individually accountable [to persevere in] their own actions in all areas of nursing practice including direct patient care competence, delegation, education, scholarly research, management and supervision” (Miller, 2016, p.21).

## Creed

I do not give up on people or projects.

## Key Scripture

“And let us not grow weary of doing good, for in due season we will reap, if we do not give up.”  
*Galatians 6:9*

## Assessment Statements

- I fill my mind with the truths of Scripture.
- I am not one to feel sorry for myself.
- I do not get overly discouraged by difficulties.
- I am creative in finding alternate solutions to problems when initial plans don't work out.

# FORGIVENESS

## American Nurses Association Code of Ethics

Provision Five of the ANA Code of Ethics states, “The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth” (ANA, 2015, p. V). Interpretive statement one addresses “moral respect accords moral worth and dignity to all human beings regardless of their personal attributes or life situation”. Key to the interpretation is the duties to self and others. This provision then speaks to promotion of personal health, safety, and wellbeing, preservation of wholeness of character, and integrity. Relationship with patients, colleagues, and others are addressed in provision one, and the impact of open communication and collaboration for health outcomes that requires trust is discussed under provision two (ANA, 2015). Participation of nursing in collaborative partnerships, community organizations, and institutions assist in the overall recognition of health care needs. Cultural diversity and culturally varied health needs nationally and internationally are reflected in the awareness of the nurse. Caring practices [consistent with mutual forgiveness], that include careful listening, presencing, and the use of culturally sensitive assessment tools are recommended” (Miller, 2016, p.33).

## Creed

I choose to do the right things in my relationships with others.

## Key Scripture

“Let love and faithfulness never leave you; bind them around your neck, write them on the tablet of your heart.” *Proverbs 3:3*

## Assessment Statements

- I forgive others because God in Christ has forgiven me
- Forgiveness will connect me to goodness.
- I can pray with a clear conscience when I forgive.
- My love is expressed in forgiving others including my enemies.

# SELF-CONTROL

## American Nurses Association Code of Ethics

Provision seven of the ANA Code of Ethics states, “The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy” (ANA, 2018, p.V). “This includes active involvement in policy, professional standards of practice, and dissemination of new knowledge into practice. Professional contribution in the form of mentorship, leadership and membership in professional organizations is encouraged for advancement of the nursing profession. Healthcare activities within the community at the local, state, federal and international level are also recommended of nurses to advance the professional role (2010). Development of policies and procedures, guidelines and standards within nursing advances and distinguishes the profession” (Miller, 2016, p.30).

## Creed

I have power, through Christ, to control myself.

## Key Scripture

“Fools give full vent to their rage, but the wise bring calm in the end.”  
*Proverbs 29:11*

## Assessment Statements

- I will manage my emotions so that I can overcome evil with good.
- I choose to speak gently rather than choosing harsh words to stir up wrath.
- Discipline in my life will honor God and bless those around me.
- I submit my will to His in order to bring His control into my life.

# COMPASSION

## American Nurses Association Code of Ethics

Provision One of the ANA Code of Ethics states, “The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person” (ANA, 2018, p. V). “Respect for patients, families and colleagues as well as respect for the autonomy of others is clearly outlined in Provision One as a key ethical component. Five interpretive statements for Provision One (ANA, 2010) include topics of human dignity, relationships with patients and colleagues, nature of health and health problems, and autonomous rights surrounding self – determination” (Miller, 2016, p.8).

## Creed

I am filled with the love of Christ and want others to know His love like me.

## Key Scripture

“The steadfast love of the Lord never ceases; his mercies never come to an end;”  
*Lamentations 3:22*

## Assessment Statements

- I will display His compassion throughout my daily interactions.
- I let God soften my heart towards those I encounter.
- I seek to give abundantly to those in need.
- I will give more than is comfortable, because it is His character.

# GENTLENESS

## American Nurses Association Code of Ethics

Provision One of the ANA Code of Ethics states, “The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person” (ANA, 2018, p. V). “Respect for patients, families and colleagues as well as respect for the autonomy of others is clearly outlined in Provision One as a key ethical component. Five interpretive statements for Provision One (ANA, 2010) include topics of human dignity, relationships with patients and colleagues, nature of health and health problems, and autonomous rights surrounding self – determination” (Miller, 2016, p.8).

## Creed

I am thoughtful, considerate, and calm in dealing with others.

## Key Scripture

“Be completely humble and gentle; be patient, bearing with one another in love.”  
*Ephesians 4:2*

## Assessment Statements

- I consider my own shortcomings when others fail.
- I am known as a person who is sensitive to the needs of others.
- I am known for not raising my voice.
- I am known to remain calm in stressful situations.

# HUMILITY

## American Nurses Association Code of Ethics

Provision Two of the ANA Code of Ethics states, “The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population” (ANA, 2018, p. V). “This statement concretes the patient as the center of nursing care and therefore the center of nursing ethics. Interpretive statement 2.1(ANA, 2010) addresses the patient’s interest as being primary, unique and individual. It encourages the plan of care to reflect these statements and to include the patient as an active part of decision-making. Further notation is given to this provision in the face of changing models of ethics that reflect increasingly complex clinical issues, economic and political environments (ANA, 2016). “The nurse patient dyad as the core unit must be met with ethical sensitivity on the part of the nurse. Such sensitivity is noted as requiring an understanding and commitment to respect, autonomy, non-maleficence, beneficence, fairness, honesty and integrity of keeping one’s word”(Miller, 2016, p.12).

## Creed

I choose to esteem others above myself.

## Key Scripture

“When pride comes, then comes disgrace, but with humility comes wisdom.”  
*Proverbs 11:2*

## Assessment Statements

- As a child of God, I do not think too highly or too lowly of myself.
- I am not known as a person who brags.
- I am honest about my shortcomings.
- I am not upset when my achievements are not recognized.

# HOPE

## American Nurses Association Code of Ethics

Provision Eight of the ANA Code of Ethics states, “The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities” (ANA, 2018, p. V). “The broader requirements of nursing to the health of the population are addressed in Interpretive Statement One (2010). Key to the interpretation is the responsibility of the nurse to all people. This provision then speaks to hunger, pollution, human rights and healthcare resources around the world and the accountability of nursing to partner for equitable care of all. Responsibility to the public at large for ongoing health concerns is further interpreted in Statement Two (ANA, 2010). Participation of nursing in collaborative partnerships, community organizations and institutions assists in overall recognition of health care needs. Cultural diversity and culturally varied health needs nationally and internationally are reflected in the awareness of the nurse. Caring practices [consistent with kindness], that include careful listening, presencing and the use of culturally sensitive assessment tools are recommended” (Miller, 2016, p.33).

## Creed

I can cope with the hardships of life and death because of the hope I have in Jesus Christ.

## Key Scripture

“Even youths grow tired and weary, and young men stumble and fall; but those who hope in the Lord will renew their strength.” *Isaiah 40:30-31a*

## Assessment Statements

- I think a great deal about heaven and what God is preparing for me as a believer.
- I am confident God is working everything out for my good, regardless of the circumstances today.
- My hope in God increases through my daily focus on Christ.
- My hope for the future is not found in my success, but in God.



# COURAGE

## American Nurses Association Code of Ethics

Provision six of the ANA Code of Ethics states, “The nurse through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care” (ANA, 2018, p. V). “Influence and responsibility within the healthcare environment impact nursing capability. Virtues and excellences are noted as character qualities that promote what is right and encourage or predispose people to work above the level of mediocrity. Environments are stated to either promote or thwart virtues and excellences. Interpretive Statement One (ANA, 2010), emboldens nurses to [courageously] foster work place environments that support and uphold such character qualities and in so doing increase nursing’s ability to meet ethical demands of the profession” (Miller, 2016, p.27).

## Creed

With knowledge that God is beside me, I am courageous when facing my challenges and fears.

## Key Scripture

“Be strong, and let your heart take courage, all you who wait for the Lord!”

*Psalms 31:24*

## Assessment Statements

- I face challenges knowing that God is by my side.
- I encourage others to overcome their fears.
- I give God the glory in the midst of my challenges.
- I seek opportunities to grow my courage.

# GENEROSITY

## American Nurses Association Code of Ethics

Provision Three of the ANA Code of Ethics states, “The nurse promotes, advocates for and protects the rights, health, and safety of the patient” (ANA, 2018, p. V). “The nurse is the patient advocate. Advocacy includes active support through education including policies surrounding but not limited to patient care, confidentiality, privacy and protection. Interpretive Statement One (ANA, 2010), states the nurse must protect the patient from unwanted intrusions, promote physical privacy and safeguard patient information. Interpretive Statement Two (ANA, 2010), expounds on protection of the patient, reminding that protection of patient information is also required ethical behavior. Such protection of information includes written and electronic communication that could jeopardize the patient, destroy professional trust, or impair the safety of the patient” (Miller, 2016, p.18).

## Creed

I sacrificially give to God through the gifting of my talents, time, and finances.

## Key Scripture

“Blessed be the God and Father of our Lord Jesus Christ, who has blessed us in Christ with every spiritual blessing in the heavenly places.” *Ephesians 1:3*

## Assessment Statements

- God’s grace enables me to give to people who have needs, physical, emotional, and spiritual.
- I rejoice when using my God-given talents.
- I gladly bless others in the way God has blessed me.
- I demonstrate love when giving of my time, talent, and finances.

Note: *LUO programs use Courage during Thanksgiving and Spring Breaks and Generosity is the last virtue of the fall and spring semesters.*

## References

- American Nurses Association. (2018). Code of Ethics for Nurses. Retrieved from <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>
- American Nurses Association. (2010). Guide to the Code of Ethics for Nurses: Interpretation and Application. Silver Spring, MA.
- Miller, K.M., (2016). Leadership Portfolio. Unpublished manuscript, School of Nursing, Liberty University, Lynchburg, Virginia.