



Loewenberg School of Nursing
Preparing leaders. Promoting health.

**BSN Student
Handbook
2011-2012**

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AFFIRMATIVE ACTION STATEMENT

The University Of Memphis offers equal educational opportunity to all persons without regard to race, religion, sex, creed, color, national origin or disability. The University does not discriminate on these bases in recruitment and admission of students or in the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinators for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the Vice President for Student Affairs and the Equal Employment Compliance Officer. Information in this document will be provided in alternate format upon request.

The University Of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.

ACCREDITATION

The Loewenberg School of Nursing at The University of Memphis BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. (202) 887-6791.

MEMBERSHIP

The Loewenberg School of Nursing holds agency membership in the American Association of Colleges of Nursing, the Southern Council for Collegiate Education in Nursing, and the National League for Nursing.

Welcome and Introduction

Dear Nursing Students:

Welcome to the Loewenberg School of Nursing at University of Memphis!

This is an exciting transition for you as you enter the world of higher learning. The University of Memphis founded in 1912 and the flagship of the Tennessee Board of Regents system is a place that cultivates you to be *dreamers, thinkers, and doers*.

The Loewenberg School of Nursing (LSON), the finest higher education institute for preparing professional nurses and leaders, has an unbroken record of academic excellence and distinguished tradition of innovation in education. Together, our dedicated faculty, staff, clinical partners, and alumni are committed to providing you with best education that shares a common goal of promoting health of the global community.

We believe that academic excellence is achieved through an intellectually energetic environment that challenges, yet supports bright, curious students, and is built on the core values of *caring, diversity, integrity, and leadership*. We provide diverse clinical learning experiences to empower and enable you for *critical thinking, critical caring, and critical acting*, the essential knowledge and skills needed for nursing care of healing and promoting health for all.

To ensure your success, the University of Memphis and the LSON provide you with a myriad of services. I encourage you to be familiar with these services that help you navigate in the system, support your learning, and enrich your college life. The digital age of 21st century, wifi, facebook, twitters, you tube, tiger text, my Memphis, to name a few, provide you with tools that aid your study. We look forward to working with you to make your educational experience meaningful, rewarding, and successful.

The future of nursing rests with those entering the profession. We are dedicated to the advancement of all engaged in the endeavor of educating you to become professional nurses and leaders, and we foresee significant personal and professional growth as outcomes for you, faculty and staff, and our clinical partners.

As your Dean, I look forward to meeting each of you. Please call 901-678-2020 or email evsmith@memphis.edu, if you want to discuss with me about your learning experience as well as to share with me your joy and achievement.

I wish you the very best!

Lin Zhan, PhD, RN, FAAN
Dean and Professor
Loewenberg School of Nursing

**Loewenberg School of Nursing
The University of Memphis**

PHILOSOPHY

The faculty of the Loewenberg School of Nursing supports the goals and purposes of The University of Memphis by providing a professional educational program that is based upon a strong foundation in the liberal arts and sciences.

The faculty believe that learning is a lifelong process that involves change as a result of experiences. Faculty are responsible for planning, implementing and evaluating a curriculum that is responsive to the needs of the learner, the profession and a diverse society.

The nursing curriculum has been developed within the shared beliefs of the faculty regarding Person, Environment, Health, and Nursing. The faculty believe that the interactions of these elements are modified by the eight nursing competencies of: assessment and technical skills, communication, critical thinking, caring, teaching, management, leadership, and knowledge integration.

The faculty holds the following beliefs concerning the nursing metaparadigm:

PERSON

The person is a diverse and complex being. Any form of change that affects an aspect of the person can also affect other aspects which can potentially influence well-being. The person constantly strives to adapt to change in an effort to maintain equilibrium or wellness. Through positive resolution, improved problem solving, and coping skills, the person can function independently with others. From birth to death, the person is socialized to roles in groups including families, communities, and society.

ENVIRONMENT

The environment consists of all elements external to the person. The person and environment continuously interact which results in change. The person's health is influenced by elements in the environment such as language and culture.

Professional nurses practice in diverse settings in provider and designer, manager of care roles. Advanced practice nurses provide direct primary care and administer the tools of critical thinking and communication to identify and understand the factors within the environment that influence the goals of nursing.

The environment influences the practice of professional and advanced practice nursing. Using critical thinking the professional nurse is able to identify factors within diverse settings and to facilitate the development of more therapeutic environments of care for restoration, rehabilitation and health promotion of clients.

HEALTH

Health is a balanced state of well-being, maintained through adaptation to the environment. The health person functions as an integrated being, maximizing personal potential within the environment. The person's health is threatened when the ability to adapt fails. This ability is influenced by physical, physiological, psychosocial, cultural, and spiritual factors.

NURSING

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.

American Nurses' Association (2003). Nursing's Social Policy Statement. Washington, DC: Author.

**UNIVERSITY OF MEMPHIS
LOEWENBERG SCHOOL OF NURSING**

Mission

To provide accessible and innovative higher learning education by preparing leaders who promote health in the global community through excellent teaching, rigorous research and collaborative practice/service. To fulfill this mission we are committed to:

- Creating a learner-centered educational environment
- Inspiring life-long learning through excellence in teaching
- Shaping practice through innovation and partnerships
- Creating and disseminating knowledge through research and engaged scholarship
- Embracing diversity and cultural competence

Vision

The Loewenberg School of Nursing is creating a center of excellence where education, research/scholarship, practice and partnerships integrate to advance nursing science and to promote health within the global community.

Strategic Goals

- Continue developing innovative and high-quality programs for diverse populations
- Use state-of-the-art technologies to advance education, research and practice
- Build sustainable programs of research and scholarship to advance nursing science
- Forge meaningful partnerships to promote health within the global community

Core Values

Caring is a human state, a moral imperative or ideal, an affect, an interpersonal relationship, and a nursing intervention.

Diversity is embracing the recognition, acceptance, and respect of human differences.

Integrity is acting in accordance with an appropriate professional code of ethics and accepted standards of practice.

Leadership is influencing the actions of individuals and organizations in order to achieve desired goals.

Tag Line: *Preparing Leaders, Promoting Health*

Approved by LSON Faculty December 2010

GENERAL SERVICES

General Services

Cultural Opportunities

In addition to the many cultural opportunities in Memphis, the University provides concerts, lectures, plays, art exhibits, sports and other student activities.

Student Employment

College work-study is often available to financially qualified students through the Office of Financial Aid in Wilder Tower. All nursing students are encouraged to apply for financial aid.

Additionally, after the first semester of nursing study, students may also obtain employment as a patient care assistant in any one of the wide variety of hospitals in the Memphis area.

Students may be employed as nurse externs when they are in senior level nursing courses.

Army, Navy, and Air Force ROTC

Army, Navy, and Air Force ROTC are available for students in the Loewenberg School of Nursing through the Department of Military Science at the U of M (Army), Department of Naval Science (Navy) and the Department of Aerospace (Air Force) Studies. Completion of these programs leads to a commission as an officer in the respective Nurse Corps. Students wishing to take advantage of this opportunity should contact one of these U of M Departments.

Library

The Ned McWherter Library of the University of Memphis serves the faculty and students of the Loewenberg School of Nursing. All students should attend a library orientation prior to beginning nursing coursework. The library houses several indices frequently used by nursing students, including electronic access to the Cumulative Index for Nursing and Allied Health Literature (CINAHL), Medline, OVID, and the Health Reference Center Academic. These databases are available to all students via The U of M McWherter Library web site. To access these databases from off campus, students must have a U of M computer account. Off-campus access requires students to authenticate using their username and password. These can be obtained free of charge through computer services in the Administration Building. Computer access instructions can be found at the following link: <http://exlibris.memphis.edu/help/offcampus.html>

The McWherter Library is also a designated government repository and houses a complete set of government documents. In addition to the books, journals, and documents housed in the McWherter Library, other library resources are available through inter-library loan.

Tiger-Lan Laboratory

There are numerous TigerLAN Computer Labs located across campus. A list of the labs and the computers that they contain is located at: <http://trl.memphis.edu/computerlabs.php>

Email

New students receive an account activation code with their U of M acceptance letter. This can be used to create and manage all accounts using the ID Management system located at: <http://iam.memphis.edu>

Management of Personal Account Information

Student may manage their University of Memphis account information through the University's iAM Account Identity Management system by going to Current Students on the U of M main menu. Directions and information is available through the [myMemphis](#) portal.

Educational Support Program

Academic assistance with coursework is available through the Education Support Program, which is housed in Mitchell Hall, Room 217, (901) 678-2704. The Educational Support Program offers assistance with study skills, test-taking skills, test anxiety, writing assistance, and individual and group tutoring.

Psychological Counseling

Confidential psychological and personal counseling is available without fee to all registered students in Wilder Tower, Room 214, (901) 678-2068. Both individual and group counseling is available.

Health Center

The Health Center, located at the corner of De Soto and University, is open from 8:00 a.m. to 4:30 p.m. Monday through Friday and is available to all students of the University. The major emphasis is on the diagnosis and treatment of short-term acute, episodic medical illness on an outpatient basis. All students must present a valid University Identification card except in cases of extreme emergency. The Health Center may provide some health services for pre-admission health requirements when a LSON health form is presented.

Disability Services

Student Disability Services (SDS), located in Wilder Tower Room 110 (901) 678-2880, provides information and support services that enable students with disabilities to take full advantage of the educational opportunities at The University of Memphis. Specific services are determined individually and are based on functional limitations caused by disability. Reasonable and appropriate accommodations will be provided to students with disabilities that present a memo from SDS. Students who request disability accommodations without a memo will be referred to SDS.

NURSING STUDENT ACTIVITIES

Student Activities

Students in the Loewenberg School of Nursing are eligible to participate in all campus activities and are encouraged to become actively involved in campus life.

Student Nurses' Association

All students are strongly encouraged to be members of the Loewenberg School of Nursing Student Nurses' Association, which is the pre-professional organization in Nursing. The chapter at the University of Memphis is a member of the Tennessee Student Nurses' Association and National Student Nurses' Association. All members receive copies of *Imprint*, the journal of the National Student Nurses' Association. In addition to campus activities conducted by the SNA, students also select representatives from the LSON SNA chapter as delegates to state, regional, and national conventions each year.

Participation in TSNA and National Student Nurses Association

Students meeting these criteria may be excused from nursing classes to attend TSNA and NSNA conventions:

- 1) cumulative grade point average of 3.0
- 2) permission of the faculty of nursing courses. This permission will only be granted to students making satisfactory progress in courses (85% or higher on all tests and papers).

Sigma Theta Tau International, Beta Theta At-Large Chapter

Sigma Theta Tau International (STTI) is the national honor society for Nursing. Membership is by invitation only and is an honor. Junior and senior baccalaureate and graduate students in Nursing who have demonstrated excellence in their nursing education and who meet STTI eligibility criteria are invited into the honor society. Currently, induction into the local chapter of STTI, Beta Theta At-Large, occurs each Spring. All students are encouraged to attend events sponsored by Sigma Theta Tau, Beta Theta At-Large Chapter as well as regional, national and international Research Symposia of STTI.

Undergraduate Students must:

- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of the graduating class; and
- meet the expectation of academic integrity.

Registered Nurse Students must:

- have completed 12 credit hours at current school;
- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of graduating class; and
- meet the expectation of academic integrity.

For second baccalaureate degree students, this grade point average is based on nursing coursework. Please note that the average cumulative grade point average of the U of M nursing graduate is generally a 3.25. Because we can only induct the top 35% of each class, we have a number of students with grade point averages above a 3.0 that we are not able to induct because of the 35% limitation.

Inductions occur twice a year at the end of the Fall and Spring semesters. Qualification criteria needs to be met at the beginning of the Fall or Spring semester to be considered for the invitation to join.

Composites

Each graduating class of students in the Loewenberg School of Nursing is recognized by a composite portrait of each student in academic regalia, which permanently hangs in the Loewenberg School of Nursing. All graduating seniors are encouraged to have their composite pictures made. Information about composites is widely posted on all senior student bulletin boards. Composite pictures are made in early October and generally include the Fall, Spring and Summer graduates. Pictures may only be made on the specified date.

Honors Assembly

Each Spring Semester, Nursing students are honored at the University of Memphis Honors Assembly. Students receiving awards are encouraged to invite their families to this prestigious University ceremony.

The University of Memphis Loewenberg School of Nursing Alumni Association

All graduates of the Loewenberg School of Nursing (LSON) are eligible members of the LSON Alumni Association. Alumni meet periodically to plan events for students and alumni.

NURSING FEES

Nursing Fees

Nursing students are assessed the following fees:

Clinical Course Fee

Because of the low student-faculty ratio in all clinical nursing courses, students are assessed a clinical course fee for each practicum course.

Course Management Fee

Students pay an annual fee for online course management services that include portfolio development, procedure tracking, course work management and performance reporting.

Malpractice Insurance

All students are required to have malpractice insurance in effect. Because the School can obtain malpractice insurance using group rates at a less expensive price than can individual students, all non-registered nursing students must pay this fee on an annual basis.

Skills Laboratory Fee

To pay for supplies used in the Nursing Skills Laboratory, students in Clinical Skills I (sophomore year) and Clinical Skills II (junior year) are assessed a skills laboratory fee.

Tennessee Professional Assistance Program (TNPAP)

Each unlicensed student will pay a fee to the Tennessee Professional Assistance Program. This fee of \$15/year will cover all management and monitoring expenses should the student enter into TNPAP. The money will be collected annually by the bursar and forwarded to TNPAP.

Testing Fee

Students enrolled in nursing theory courses which use a standardized achievement test are assessed a fee for the cost of the test.

ACADEMIC SUCCESS

Academic Success

It is the desire of the Loewenberg School of Nursing Faculty, Dean, and Staff to assist you to achieve academic and personal success in the nursing program. We are here to assist you in any way that we can.

Academic success in nursing requires careful attention to your course syllabus. Each course syllabus has specific course outcomes for each class. Read them carefully to guide your reading of required/suggested readings. All faculty members expect that you have read required readings prior to class and have familiarized yourself with any unfamiliar terms. The definitions of terms you do not understand can be found in the glossaries of textbooks or in medical dictionaries. Because we believe that students are active participants in learning, faculty members expect that you are prepared for class and for clinical experiences. Following class, please read your lecture/class notes carefully with your reading materials. This is an excellent time to use your reading materials to “fill-in” those areas of your notes that may be incomplete. You might also want to compare your notes with those of your classmates.

Writing is an integral part of the nursing curriculum. Students have the opportunity to explore many issues through papers. If you need writing assistance, please contact the English Learning Center in Patterson 225.

While many of our students have outside employment, we recommend that your employment be in relationship to your grades. Whenever you receive less than a passing grade on any individual test in nursing, you should seriously reconsider the amount of time that you are working. The most frequent reason for course failure and academic disqualification is attempting to work more hours than your course load and study needs will accommodate. If you have less than a 3.0 cumulative grade point average in nursing courses, you are strongly discouraged from working or taking on any activity that will take you away from studying.

Personal success in Nursing is found through your involvement in the University and the School and with your colleagues. You are strongly encouraged to actively participate in University groups and organizations. Our diverse student body is a primary strength of the School. We encourage you to “reach out” and come to know your colleagues who may be of different age groups, may come from different cultures, and always bring other perspectives to almost any issue. Seek to hear and understand the ideas of others, especially those that differ from your own. You will be enriched from the process.

One of the greatest gifts that you can give to yourself and to others is to help one another. Nursing is a helping and caring profession. It is very difficult to help patients/clients when we do not first help each other. Last, but certainly not least, a sense of humor is often helpful. When you find that yours is misplaced, reach out to someone else to restore it.

THE BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science in Nursing

The curriculum leading to the Bachelor of Science in Nursing includes 4 years of academic study. Approximately half of the coursework is in the liberal arts and sciences and the remainder in Nursing. All nursing students complete the General Education Curriculum required of all University of Memphis students.

Student Outcomes of the BSN Program and Curricular Concepts

The baccalaureate program prepares the graduate to:

1. Apply leadership and decision-making skills to create a safe, caring environment necessary for the delivery of quality care within dynamic health systems.
2. Translate current clinical and research-based evidence into practice to improve patient health outcomes.
3. Incorporate patient care technologies with information and communication systems to provide evidence-based care that is safe and cost effective.
4. Participate in healthcare policy and political processes to positively influence socio-cultural, economic, legal and political factors that shape healthcare delivery and professional nursing practice.
5. Communicate and collaborate effectively both interprofessionally and intraprofessionally to optimize patient health outcomes.
6. Implement clinical prevention and health promotion strategies to improve patient health outcomes.
7. Emulate professional values and ethical behaviors in all dimensions of nursing practice.

Curricular Concepts reflected in Student Outcomes of the BSN Program (numbers indicate relationship to BSN program outcomes).

- 1) Patient-centered Care-1,2,3,5,6
- 2) Clinical Judgment and Reasoning-1,2,3
- 3) Evidence-based Practice-1,2,3
- 4) Interprofessional Collaboration and Communication-1,4,5,7
- 5) Quality and Safety-1,2,3,4,5
- 6) Health Promotion-1,2,6
- 7) Cultural Sensitivity and Humanity-1,6,7
- 8) Professionalism-1,2,5,7
- 9) Information Management and Patient Care Technology-1,2,3,5

Professional Standards of Nursing Practice and Education

The LSON faculty has adopted the American Association of Colleges of Nursing (AACN) (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice* as the professional standard for the BSN program at The University of Memphis. The relationship between the LSON program outcomes and the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* is displayed in Table 1.

Table 1. Relationship between the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice** and the LSON BSN program outcomes

AACN <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i>	LSON BSN Program Outcomes
<ul style="list-style-type: none"> • Liberal Education for Baccalaureate Generalist Nursing Practice – “A solid base in liberal education provides the cornerstone for the practice and education of nurses”. 	1,2,7
<ul style="list-style-type: none"> • Basic Organizational and Systems Leadership for Quality Care and Patient Safety – “Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care”. 	1,2,3,4,5,6
<ul style="list-style-type: none"> • Scholarship for Evidence Based Practice – “Professional nursing practice is grounded in the translation of current evidence into practice.” 	2,3,4,6
<ul style="list-style-type: none"> • Information Management and Application of Patient Care Technology – “Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.” 	2,3,5,7
<ul style="list-style-type: none"> • Healthcare Policy, Finance, and Regulatory Environments – “Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.” 	1,4,6,7
<ul style="list-style-type: none"> • Interprofessional Communication and Collaboration for improving Patient Health Outcomes – “Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.” 	4,5,6,7
<ul style="list-style-type: none"> • Clinical Prevention and Population Health – “Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice”. 	2,6,7
<ul style="list-style-type: none"> • Professionalism and Professional Values – “Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing. 	1,5,7
<ul style="list-style-type: none"> • Baccalaureate Generalist Nursing Practice – “The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.” and, “The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients. <p>(AACN, 2008).</p>	1,2,5,6,7

*For the purposes of this comparison, the AACN Essentials document has been summarized.

Adopted 12/08

General Education Curriculum

The University General Education Program promotes a shared core learning experience for all undergraduate students at the University of Memphis and provides a framework upon which the college major can build. The major purpose of the Program is to provide students the opportunity to acquire tools and develop skills and awareness necessary for completing a college career and assuming the roles of a lifelong learner in today's society.

The University of Memphis General Education Program consists of 41 hours of coursework from a variety of disciplines. Students should consult their advisors on specific General Education Program courses that may be required for the major. The General Education Program categories and their approved courses can be found at <http://academics.memphis.edu/bulletin>.

General Education Policy for Second Baccalaureate Degree Students

All students who hold a baccalaureate degree from a regionally accredited institution of higher education, including The University of Memphis, may earn another bachelor's degree with a different title.

To earn the second bachelor's degree, the student must:

1. Complete any additional college requirements as determined by the office of the dean of the college granting the second baccalaureate degree.
2. Complete all requirements for the major as determined by the department in which the second baccalaureate degree is sought.
3. Complete a minimum of 30 semester hours in residence.
4. Complete the American history as required by Tennessee State Law.
5. Earn a minimum cumulative grade point average of 2.0 and a minimum GPA of 2.0 in all course work taken at The University of Memphis.

External Requirements for the Baccalaureate Degree

Definition: External requirements are those degree requirements set by the Southern Association of Colleges and Schools (SACS), Tennessee State Law, and the Tennessee Board of Regents (TBR).

- a. Twenty-five percent of the credit hours toward the degree must be earned at The University of Memphis, as required by SACS.
- b. Six semester hours of American History credit are required by Tennessee State Law.
- c. Effective Fall Semester 2004, each institution in the State University and Community College System of Tennessee (The TBR System) will share a common lower-division general education core curriculum of forty-one (41) semester hours for baccalaureate degrees and the Associate of Arts and the Associate of Science degrees. Lower-division means freshman and sophomore courses. The courses comprising the general education curriculum are contained within the following subject categories:
 - Communication 9 hours
 - Humanities 9 hours
 - Social/Behavioral Sciences 6 hours
 - History 6 hours
 - Natural Sciences 8 hours
 - Mathematics 3 hours

See the Undergraduate Catalog for complete information on Graduation from the University at <http://www.memphis.edu/ugcatalog/graduation/index.php>

General Education Requirements

General education requirements for graduation as mandated by the TBR

Foundation Courses in Arts/Sciences/Humanities	Essential Knowledge Needed in Nursing
<p>English Composition ENGL 1010: English Composition ENGL 1020: English Composition and Analysis</p>	<i>Introduces, develops, and enhances the student's ability to communicate effectively using expressive, expository and persuasive writing</i>
<p>English Literature ENGL 2201: Literary Heritage <u>or</u> ENGL 2202: Literary Heritage: African-American Emphasis</p>	Fosters an understanding of past and present human values, social structures and cultures enabling students to better understand human conditions.
<p>Social/Behavioral Sciences SOVI 1111: Introduction to Sociology <u>or</u> PSYC 1200: General Psychology <u>and</u> Plus one from the list of general education requirements</p>	Promotes understanding of behavioral, social and cultural differences in the implementation of the nursing process with various and diverse populations.
<p>Nutrition NUTR 3202: Nutrition for Health Care <u>or</u> NUTR 2202: Nutrition</p>	Provides foundational knowledge of nutritional principles that promote a holistic approach to the nursing process.
<p>Math – one of the following: MATH 1420: Foundations of Math II MATH 1530: Intro to Stat. Reasoning & Appl. MATH 1710: College Algebra MATH 1730: College Algebra & Trigonometry MATH 1830: Elementary Calculus MATH 1910: Calculus I MATH 2000: Experiences in Mathematics</p>	Serves as a basic math course to assist students with math in the health sciences.
<p>Biology BIOL 1230/31 Microbiology BIOL 2010/11 Anatomy & Physiology I BIOL 2020/21 Anatomy & Physiology II</p>	Provides a foundation for understanding the structure and function of the human body and how it is impacted by the environment.
<p>History Students who have not completed one year of American History in high school must complete 6 credit hours of American History or 3 credit hours of American History plus 3 credit hours of Tennessee History in order to satisfy the History General Education requirement.</p>	Enhances understanding of historical, social, cultural, economic, and political issues impacting past and present healthcare issues when implementing the nursing process.
<p>Communication COMM 2381: Oral Communication</p>	Communication is an essential and integral part of the nursing process
<p>Humanities Humanities Elective (6 hours)</p>	Broadens nursing perspective and worldview by offering a liberal arts foundation.
<p>Statistics – one of the following MATH 1530: Intro to Stat. Reasoning & Appl SOVI 3311: Social Statistics EDPR 4541: Fundmntl/Applied Stat Methods</p>	Provides a basic understanding of statistical analysis which is the foundation for evidence-based reasoning.
<p>Electives Upper Division Electives (3 hours)</p>	Allows for course selection to reflect individual interest.

**Curriculum Model
Bachelor of Science in Nursing
Sample Curriculum Plan**

Freshman Year

Course/ Title	Credit
ENG 1010 English Composition I	3
BIOL 2010/2011 Anatomy & Physiology I	4
¹ History	3
¹ Humanities	3
² Social/Behavioral Science	3
	16

Course/ Title	Credit
ENG 1020 English Composition II	3
BIOL 2020/2021 Anatomy & Physiology II	4
¹ Mathematics	3
¹ Humanities	3
¹ History	3
	16

Sophomore Year

Course/Title	Credit
ENGL 2201 Literary Heritage or ENGL 2202 Literary Hert-African/American Emphasis	3
BIOL 1230/1231 Microbiology	4
NUTR 3202 Nutrition for Health Care (preferred) or NUTR 2202 Nutrition	3
¹ Social/Behavioral Science	3
	16

Course/Title	Credit
NURS 3017 Intro Med/Surgical Nursing	3
NURS 3018 Clinical Skills I	1
NURS 3019 Intro Med/Surg Nursing Practicum	2
NURS 3000 Pharmacology in Nursing	3
NURS 3101 Health Assessment	3
NURS 3400 Clinical Pathophysiology	3
	15

Junior Year

Course/Title	Credit
NURS 3117 Med/Surg Nursing I	4
NURS 3118 Clinical Skills II	1
NURS 3119 Med/Surg Nursing I Practicum	3
NURS 3127 Psychiatric Nursing	3
NURS 3129 Psychiatric Nursing Practicum	2
	13

Course/Title	Credit
NURS 3217 Maternal/Newborn Nursing	2
NURS 3219 Maternal/Newborn Nursing Practicum	3
NURS 3227 Child Health Nursing	2
NURS 3229 Child Health Nursing Practicum	2
NURS 3230 Gerontological Nursing	2
Statistics	3
	14

Senior Year

Course/Title	Credit
NURS 4117 Med/Surgical Nursing II	3
NURS 4119 Med/Surgical Nursing II Practicum	3
NURS 4127 Community Health Nursing	3
NURS 4129 Population-Focused Nursing Practicum	2
NURS 4110 Rsrch/Evidence-Based Practice in Nursing	3
³ NURS 4335 Ethical Dialogue	3
	17

Course/Title	Credit
NURS 4227 Nursing Leadership and Management	3
NURS 4229 Nursing Leadership and Management Practicum	4
NURS 4120 Contemporary Issues and Trends in Nursing and Health Care	3
Upper Division Elective (Nursing or non-nursing)	3
	13

Bulletin of The U of M, Undergraduate General Education at <http://www.memphis.edu/ugcatalog/>

²Take PSYC 1200 or SOCI 1111

³Or an approved ethics course

**Loewenberg School of Nursing
The University of Memphis
Matrix of Outcomes for the BSN Program By Level**

The overall program outcomes for the BSN program are leveled throughout the three levels of the program. Level I outcomes are met in the Provider of Care Courses in the sophomore year, Level II outcomes in Designer/Manager/Coordinator of Care Courses in the junior year, and Level III outcomes in the Member of Profession Courses in the senior year.

Level I Courses: NURS 3017, 3018, 3019, 3000, 3101, 3400

Level II Courses: NURS 3117, 3118, 3119, 3127, 3129, 3217, 3219, 3227, 3229, 3230

Level III Courses: NURS 4117, 4119, 4127, 4129, 4227, 4229, 4327, 4329, 4110, 4120, 4335

Matrix of LSON BSN student outcomes by level

Upon successful completion of the BSN program, graduates will:

1. Apply leadership and decision-making skills to create a safe, caring environment necessary for the delivery of quality care within dynamic health systems.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Apply principles of safe patient care	Adapt basic principles of safety to selected patient populations	Collaborate with the healthcare team to provide care to all patient populations

2. Translate current clinical and research-based evidence into practice to improve patient health outcomes.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Identify resources for evidence based practice	Investigate scientific evidence used to support best practice	Integrate scientific evidence into practice

3. Incorporate patient care technologies with information and communication systems to provide evidence-based care that is safe and cost effective.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Use technology in providing care	Use advanced clinical technologies in the provision of care	Coordinate the use of various technologies in directing patient care

4. Participate in healthcare policy and political processes to positively influence socio-cultural, economic, legal and political factors that shape healthcare delivery and professional nursing practice.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Identify the relationship of healthcare policies to practice standards	Articulate the relationship between social determinants of health, patient care and health policy	Advocate for health policy changes to positively impact health care and the profession

5. Communicate and collaborate effectively both inter-professionally and intra-professionally to optimize patient health outcomes.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Use therapeutic communication in the provision of care	Collaborate effectively with members of the healthcare team	Facilitate inter-professional and intra-professional communication

6. Implement clinical prevention and health promotion strategies to improve patient health outcomes.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Identify risks for health disparities	Reduce risk and prevent disease in diverse populations	Promote health and reduce health disparities

7. Emulate professional values and ethical behaviors in all dimensions of nursing practice.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Clarify personal values and ethics as they relate to professional nursing practice	Provide care within an ethical and value based framework	Resolve ethical dilemmas associated with patient care situations

Loewenberg School of Nursing Program Model

Advanced Nursing Specialty

Graduate Nursing Core

Designer / Manager / Coordinator of Care

Provider of Care

Member of Profession

Clinical Judgment
and Reasoning

Information Management
and Patient Care Technology

Patient/Family Centered
Care Across Lifespan

Interprofessional Communication
and Collaboration

Health Promotion

Cultural Sensitivity
and Humanity

Professionalism

Quality and Safety

Evidence-Based
Practice

Caring

Diversity

Integrity

Leadership

**The University of Memphis
Loewenberg School of Nursing
Clinical Course Competencies: Universals**

At the end of the clinical rotation, the student will be able to perform the following competencies and related critical elements:

Universals

Safety and Security

1. **Physical Safety and Security:** Any action or inaction on the part of the student that threatens the patient/client's well being or is a violation of the patient/client's physical security.
2. **Emotional Security:** Any action or inaction which threatens the emotional well being of the patient/client or significant others or is violation of the patient/client's emotional security.

It is important to realize that all potential failures to protect the patient/client from harm cannot be described here. The examination coordinator's judgment is binding in cases of actual or potential harm to a patient/client.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Identify assigned patient/client by reading ID bracelet before initiating care.
_____	_____	2. Protect the patient/client from physical harm at all times, such as the following:
_____	_____	a. side rails are raised when indicated
_____	_____	b. bed is left in low position
_____	_____	c. patient/client's ability to ambulate safely is assessed before beginning ambulation
_____	_____	d. restraints are secure, when required, without injuring patient/client.
_____	_____	3. Protect the patient/client and significant others from psychological harm by the following actions:
_____	_____	a. refer to patient/client by designated or preferred name.
_____	_____	b. communicate verbally and non-verbally in professional manner.
_____	_____	c. communicate verbally and non-verbally in a manner that does NOT express anger, distrust, abuse, familiarity or demeaning behaviors to the patient/client and/or significant others.
_____	_____	d. provide accurate information to patient/client and/or significant others.
_____	_____	e. keep all patient/client-related information professionally confidential.

Standard Precautions: The prevention of the introduction or transfer of organisms.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Wash hands before initiating direct contact with patient/client and whenever hands are contaminated by patient/client's body secretions or substances. (During an examination: wash hands in presence of examiner before beginning care)
_____	_____	2. Wear gloves whenever coming in contact with human secretions.
_____	_____	3. Protect patient/client from contamination.
_____	_____	4. Protect self and others from contamination.
_____	_____	5. Confine contaminated material to contaminated areas.
_____	_____	6. Dispose of contaminated materials in designated containers, according to agency protocols.
_____	_____	7. Implement any designated special precautions as required by agency protocols.

Interpersonal Communications: The verbal and non-verbal interactions between the student nurse and patient/client and/or significant others that is focused on patient/client-related or professional concerns.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Establish verbal communication with the patient/client at the beginning of the interaction by using the following actions:
_____	_____	a. introduce self
_____	_____	b. explain actions to be taken, purpose of interaction, and relevant outcomes
_____	_____	2. Interact with the patient/client by using at least one of the following methods:
_____	_____	a. ask questions at least once to determine response to nursing actions or patient/client's level of comfort.
_____	_____	b. direct the focus of communication toward patient/client-oriented interests.
_____	_____	c. give verbal and non-verbal messages consistent with patient/client's needs or status.
_____	_____	3. Modify language and communication style to be consistent with patient/client needs and individual and cultural values.

Critical Thinking: Deliberate and rational thinking that is focused on clinical decision making (problem solving, diagnostic reasoning), reflective judgment, or scientific inquiry.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Make decisions that are based on:
_____	_____	a. legal, ethical and/or professional standards
_____	_____	b. relevant nursing and health-related knowledge, standards, accepted practices, and/or agency protocols
_____	_____	c. evaluation of pertinent objective and subjective assessment data
_____	_____	d. respect for individual and cultural variations, values, and preferences
_____	_____	e. specified outcomes and plans of action (treatment plans, unit plans, etc.)
_____	_____	f. evaluation of potential alternative actions
_____	_____	g. logical reasoning, consistent with previous findings, actions, decisions.
_____	_____	2. Prioritize decisions based on available pertinent data within the context of nursing and related knowledge and practice.
_____	_____	3. Change decisions only when dictated by new relevant data, or after further analysis of existing data.
_____	_____	4. Communicate decisions:
_____	_____	a. in a timely manner, consistent with stated requirements
_____	_____	b. in language that is clear, accurate, precise and relevant
_____	_____	c. in the designated location, form and format.
_____	_____	5. Inform appropriate person (staff) of any changes in patient/client status detected while providing care.

Documentation: The recording of data required by, or pertinent to, the designated situation.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Document patient/client care according to agency policies and guidelines, using the following methods, as designated:
_____	_____	a. assessment forms, flow graphs, or other standard clinical forms
_____	_____	b. computer systems
_____	_____	c. narrative process recording
_____	_____	2. Document patient/client changes and responses to care in designated records
_____	_____	3. Use language, terms, and abbreviations that are consistent with professional standards, agency protocols, and other specific guidelines
_____	_____	4. Record data so that entries are:
_____	_____	a. clear
_____	_____	b. accurate
_____	_____	c. precise
_____	_____	d. pertinent/relevant

Professional Relationships and Caring: The use of professional behaviors, attitudes and interactions with patients/clients and significant others that incorporates a discernible valuing and respect for their circumstances, preferences, and overall well-being.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Engage in relationships with patients/clients or related others that illustrates caring for his/her overall well-being.
_____	_____	2. Engage in activities that demonstrate caring for the patient/client's concerns, needs, and/or anxieties about current health status, treatments, and/or prognosis.
_____	_____	3. Implement behaviors that show respect for patient/client's age, gender, cultural values and personal preferences, to the extent allowed by law and policies:
_____	_____	a. integrate knowledge and relevance of differences in patients/clients that relate to age and gender
_____	_____	b. integrate knowledge and relevance of cultural variations into professional practice
_____	_____	c. integrate patient/client's personal preferences into nursing practice
_____	_____	d. take action to change negative and prejudicial behaviors in self and others that pertain to age, gender, ethnicity, religion, life circumstances, or other differences from the local norm.

Professional Role Performance: Demonstration of behaviors that are consistent with designated policies and procedures of the course, LSON, clinical agencies and ANA Code for Nurses.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Implement student role with responsibility and accountability:
_____	_____	a. comply with policies governing student behavior, dress, attendance, and academic misconduct as stated in the course, LSON BSN Student Handbook and The University of Memphis Student Handbook
_____	_____	b. prepare for clinical sessions by completing assignments as designated
_____	_____	c. use constructive criticism and suggestions for continued self-development.
_____	_____	2. Implement professional roles with responsibility and accountability
_____	_____	a. implement legal, cultural, ethical and professional standards of practice
_____	_____	b. use human and material resources efficiently.
_____	_____	3. Communicate effectively with other members of the health care team, peers and faculty.
_____	_____	4. Collaborate effectively with other members of the health care team, peers and faculty.

Plan of Care: Document plan of care for a client with a specified diagnosis. The plan of care reflects the nursing process.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Formulate relevant plan of care for the designated client that includes all the following components:
_____	_____	a. Assessment.
_____	_____	b. Prioritized nursing diagnoses.
_____	_____	c. Measurable expected outcomes.
_____	_____	d. Interventions.
_____	_____	2. Evaluate whether outcomes have been achieved.
_____	_____	3. Use NANDA language and format.

Therapeutic Nursing: Includes clinical judgments with applications of cognitive, psychosocial, and psychomotor skills.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Perform all nursing procedures in a safe manner.
_____	_____	2. Complete care of assigned client(s) within an appropriate time frame.
_____	_____	3. Prioritize nursing actions based on outcome criteria.
_____	_____	4. Implement appropriate teaching based on assessed teaching needs of clients/families.

Example of Course Specific Competencies:

In agencies where medication administration is allowed, the following universal competency applies:

Administration of Medications: Administer parenteral and non-parenteral medications to clients.

<u>Met</u>	<u>Not Met</u>	<u>Critical Elements</u>
_____	_____	1. Verify accuracy of drug and dosage with prescribed order prior to administration.
_____	_____	2. Administer the prescribed dose of medication to designated client, using prescribed route, within 30 minutes before or after the prescribed time.
_____	_____	3. Administer medications using technique consistent with client-related data.
_____	_____	4. Administer medications according to medication standards.
_____	_____	5. Document administration of medications according to agency protocol.
_____	_____	6. Document client's response to medications within the appropriate time frame.

POLICIES FOR BSN STUDENTS

BSN Student Policies of the Loewenberg School of Nursing

Students are referred to the current University catalog for these nursing policies: Core Performance Standards, Progression and Retention Criteria, and Clinical Nursing Course Requirements.

Advisement

All students are assigned to a Faculty Advisor, who mentor and advise students in areas related to the identification of student learning needs and strategies, and the development of a long-term professional commitment. The Faculty Advisor coaches students in career development, lifelong learning, stress management and quality of life planning, which enable students to succeed in the nursing profession.

Students are assigned to clinical course sections. Any change in clinical section must be arranged through the LSON Academic Services Coordinator.

Advisement Communication

Important information and announcements are communicated via the eCourseware BSN Advising site located under *my courses*. The BSN advising site serves as a means of communication between the Academic Advisor, Academic Services Coordinator, faculty, and students. Students will be held responsible for all posted materials (Adopted 3/09).

Honors Program Guidelines for Loewenberg School of Nursing

Students will contract with professors for an Honors Course designation **after completion of the first semester of the nursing program**.

Students must select a topic of nursing importance that can be explored, developed and synthesized across the nursing curriculum. A designated LSON faculty coordinator will guide the student in this process.

Courses available to students as possible Honors Course designation include:

- One course **must** be from the following:
Medical-Surgical Nursing I (3117), Psychiatric Nursing (3127), Maternal/Newborn Nursing (3217), Child Health Nursing (3227), Medical-Surgical Nursing II (4117)
- Other options for honors course designation include:
Gerontological Nursing (3230), Community (4127), Leadership (4227), Nursing Research (4110), Contemporary Issues & Trends (4120), Global Perspectives in Nursing (4309), Nursing in Diverse Cultures (4331), and Ethical Dialogue (4335)

Student responsibilities:

- Complete the University of Memphis Honors Course Contract. The contract must legible {type written preferred}.
- Meet with the course professor as soon as possible **during the first week of the semester** to discuss assignments. Deadline for the **completed contract** is the 2nd Friday of the semester. (contract to the University is due the 3rd Friday of the semester)
- Develop an Honors Program Portfolio to include: previous contracts, examples of projects, documentation of work.
- Maintain a portfolio and present to course professor during contract discussions and project evaluation.
- Present a synthesis of course work during the final semester prior to graduation.

Clinical Nursing Course Enrollment Requirements

Prior to attending a health care agency practicum, students must provide evidence (**copy, you keep the original**) of the following:

- Statement of good health status
- Evidence of current immunization or positive titers for measles, mumps, rubella (MMR), tetanus-diphtheria, polio, and Hepatitis B (Heptavax) (or signed Hepatitis B waiver)
- Results of titer for varicella (chickenpox) or verification of vaccine series (2)
- Current CPR certification by the American Heart Association, Health Care Provider, or by the American Red Cross (CPR for Professional Rescuer); **will not accept online recertification.**
- Professional liability insurance with a minimum of \$1,000,000 per occurrence/\$3,000,000 per aggregate. This is purchased by the Loewenberg School of Nursing for you when the malpractice fee is paid to the University
- Negative annual PPD test for tuberculosis or health care provider statement attesting to a negative tuberculosis status
- Negative Criminal Background Check
- Negative 10-panel drug screen

Students must complete and comply with all of these requirements during the semester prior to anticipated enrollment. No student will be allowed to participate in clinical learning experiences until these requirements are satisfied.

General Education Coursework

Any general education courses not completed prior to beginning nursing coursework should be taken in the summer or only as approved by the faculty advisor.

Matriculation into Three Clinical Nursing Courses

Concurrent enrollment in three junior level clinical courses (Medical/Surgical Nursing I, Psychiatric Mental Health and Maternal/Newborn Nursing) is restricted to those students who:

1. have a 3.0 cumulative grade point average.
2. have earned a grade of "B" or better in all foundation courses (Introduction to Medical/Surgical Nursing, Clinical Pathophysiology, Pharmacology and Health Assessment) without having repeated any courses.

Concurrent enrollment in these three courses is only advantageous to students who complete all first semester of nursing coursework in the fall semester. This curriculum plan would only be beneficial in a year in which Child Health Nursing and Medical Surgical Nursing II would be offered in summer school.

Progression in the Nursing Major:

1. A minimum grade of "C" must be earned in each nursing course to progress. Failure to earn a minimum grade of "C" will require repeating the course before attempting other nursing courses.
2. When the theory or clinical course sequence must be repeated, the companion course must also be repeated even though a satisfactory grade has been earned.

3. Irregular progression students who are out of the clinical nursing course work for longer than 3 months will be reviewed by the Associate Dean, who may require testing or the repetition of courses in which satisfactory grades have been earned.

Disqualification from the Nursing Major:

1. Failure to earn a minimum grade of “C” or “S” (clinical) when repeating a nursing course.
2. Failure to earn a “C” or “S” (clinical) in two nursing courses.
3. Professional or academic dishonesty.
4. Falsification of any academic/medical/nursing records or misrepresentation of nursing care or credentials.
5. Clinical practice that places patients in physical or emotional jeopardy after the student is taught otherwise.
6. Failure to adhere to LSON substance abuse policy.

Irregular Progression in the Nursing Curriculum

The prescribed and approved nursing curriculum requires five semesters of nursing coursework. Although students may accelerate their coursework and complete the program in less than five semesters by attending summer school when some clinical courses may be offered, acceleration occurs at the academic and licensure risk of the student. Although some students are able to successfully accelerate, academic disqualification can and does occur. It is important to know that accelerating students have failed the NCLEX licensure examination. Acceleration is never recommended for any student with less than a “B” average in nursing coursework. It is also important to note that while sufficient course sections will be offered to allow students to progress in the prescribed curriculum, irregular progression and acceleration occurs on a space available basis. This is never a guaranteed option.

Occasionally, students have the desire to change the prescribed and approved progression pattern. To facilitate student planning, it is important for students to know the following:

Provider of Care Courses (Level I)

All of the Provider of Care coursework are co-requisites. Students must either complete Pathophysiology, Pharmacology, and Health Assessment concurrently with Introduction to Medical/Surgical Nursing triad (NURS 3017/18/19) or prior to taking Introduction to Medical/Surgical Nursing triad. If any of this coursework is dropped while taking Introduction to Medical/Surgical Nursing triad, Introduction to Medical/Surgical Nursing triad must also be dropped. **ALL CLASSES AT LEVEL I MUST BE SUCCESSFULLY COMPLETED IN ORDER TO PROGRESS TO LEVEL II.**

Designer/Manager/Coordinator of Care Courses (Level II)

The prescribed curriculum indicates that Medical/Surgical I and Psychiatric Nursing are generally taken in the same semester while Maternal/Newborn Nursing, Child Health Nursing and Gerontological Nursing are taken in the second semester. Although this sequence may be changed, it is important to note that Medical/Surgical I is a prerequisite to Child Health Nursing. This is prescribed by the pediatric acute care agency. **ALL FOUR OF THESE COURSE SEQUENCES SHOULD BE COMPLETED BEFORE ANY MEMBER OF PROFESSION COURSES (Level III) ARE ENTERED.**

Member of Profession Courses (Level III)

Medical/Surgical Nursing II and Community Health Nursing are designed to be taken concurrently. Medical/Surgical Nursing II is a prerequisite course to Nursing Leadership and Management. Community Nursing may be taken with Nursing Leadership and Management.

Withdrawal from Courses

The LSON follows the University of Memphis withdrawal policy from courses. Any student who becomes ill or has been injured or has a recurrence of an illness that affects the student's ability to be successful in the nursing curriculum **MUST** show official documentation of this problem to the Associate Dean during the semester prior to taking final exams.

NO RETROACTIVE WITHDRAWAL WILL BE MADE AFTER FINAL EXAMS ARE TAKEN.

Summer School

Students must have all general education courses completed in order to enroll in the nursing courses offered during summer session. Although nursing courses are often offered in summer school, there is no guarantee that any course will be offered. Courses that have low enrollment are canceled. The intensive nature of clinical coursework in the summer indicates that students with less than a "B" average in nursing coursework should never attempt these concentrated, highly intensive courses.

Children on Campus

The University of Memphis campus grounds and infrastructure are designed to provide an environment conducive to academic and occupational activities performed by students and employees. For reasons that include safety as well as disruption of academic pursuits, operations, and services, the University cannot routinely accommodate minor children in campus workplaces, classrooms, or unsupervised circumstances on campus.

At the same time, the University desires to encourage safe, supervised campus visitations by young people for the purposes of making decisions about their academic future; attending music classes, educational, cultural, or sporting events and camps; and authorized use of certain facilities such as the Campus Recreation Center.

Due to safety and health hazards, some areas are totally off limits to children, regardless of supervision by a responsible adult. These areas include, but are not limited to: Student computer labs; Teaching laboratories where chemicals are present; the fountain on the Student Activities Plaza (see Policy UM1645 for complete list at <http://policies.memphis.edu/UM1645.htm>).

Classroom and Course Expectations

Presence in Classrooms

Presence in classrooms is restricted to properly enrolled students or visitors with legitimate purpose, who may be adults or minors. Instructors of record are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited for the purpose of making special announcements, guest lecturing, or another authorized reason. Instructors are also responsible for addressing situations when unauthorized children attend their classes.

The Child Development Center is designed to meet the needs of student-parents at the University. They provide, for a small fee, quality childcare for children ages 30 months to 12 years. For more information, go to <http://reslifeweb.memphis.edu/reslife/childcareweb/index.html>.

Attendance

Class attendance may be mandatory as determined by the faculty of each course. Each individual course syllabus has specific policies and procedures that must be followed. According to university policy, students who do not attend classes in the first weeks of class will be administratively dropped from the class. Accordingly, any subsequent changes that must be made in financial aid awards will be done. The official University of Memphis Attendance policy found in the U of M Undergraduate Catalog at http://www.memphis.edu/ugcatalog/acad_reg/attendance.php.

Class Specific Policies and Procedures

Each individual course syllabus has specific policies and procedures that must be followed.

Recording of Class or Lecture

Students should request permission from the instructor to audio or video-tape classroom lectures.

Disruptive Classroom Behaviors

In accordance with The University of Memphis Office of Judicial Affairs, the following behaviors have been defined as disruptive to an optimal classroom learning environment and will not be tolerated in the LSON. Consequences of for classroom misconduct are found in the *U of M Code of Student Rights and Responsibilities*. See <http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF>.

Usage of Electronic Devices

- Using cellular phones, text messaging iPods, MP3 players, etc. while class is in session. Note: Students may use laptop computers in class when given permission by the instructor.

Unexcused exits

- Leaving to retrieve a soda or other snack items
- Leaving to engage in a conversation (i.e. person-to-person or by phone)
- Leaving before class is finished for any reason without prior permission from the instructor

Non-Permitted Communication during Classroom Instruction

- Talking while the instructor is talking
- Talking before being recognized by the instructor (i.e. blurting out information)
- Talking without permission during classroom instruction (i.e. side conversations with an individual or in a group)
- Mimicking and/or consistently repeating an instructor's words

Personal Attacks

- Engaging in abusive or mean-spirited criticism of another student or an instructor
- Questioning an instructor's authority in front of the class
- Continuing to insist on speaking with an instructor during classroom instruction
- Telling an instructor to "shut-up"

Threatening Behaviors

- Verbally abusing an instructor or student (i.e. cursing or extremely loud talking directed at a particular person)
- Threatening to physically harm an instructor or student through verbal or body gestures
- Intimidating through body gestures and/or posture or persistent staring at an instructor or student

Overt Inattentiveness

- Sleeping in class
- Preventing others from concentrating on classroom instruction
- Reading a newspaper, doing homework from another class, etc.

Other Distracting Behaviors

- Arriving late to class, especially on test dates
- Persistent Tardiness
- Creating excessive noise from packing up before class has ended
- Dressing inappropriately as to cause other students or instructor to be distracted (i.e. wearing pajamas, indecent exposure, or offensive words on clothing)

Clinical Practicum

Clinical Placement

Students may not contact Academic Services Coordinator for practicum assignments except when they are assigned to the same clinical area to which they work. Practicum placement is randomly assigned. To accommodate the number of students for placement at the various practice sites, practicum assignments may be day, evening, and/or weekend with varying hours. Transportation to the practicum sites is the responsibility of the student (Adopted 3/09).

Clinical/Lab Attendance

Attendance for clinical practicum is **mandatory**. The student is expected to responsibly participate in clinical experiences at the scheduled times.

Students must meet scheduled clinical hours or designated options to successfully pass the course.

Students are expected to be prepared for clinical practice. Attending a scheduled clinical experience **UNPREPARED** will result in disciplinary action by the instructor.

Clinical/Lab Absence

A clinical/lab absence may be excused only in extreme circumstances that are unplanned.

To be excused, the student is required to:

1. Inform the instructor within 24 hours of the unplanned extreme circumstance and
2. Provide the instructor evidence to substantiate the unplanned extreme circumstance.

An unexcused clinical/lab absence results in an assigned grade of Unsatisfactory (clinical) or F (lab) for the course.

Each individual course syllabus has specific policies and procedures that must be followed.

Clinical Tardiness

Students are expected to be on the clinical unit and ready for report at the **specified time for the unit**. Any student who arrives 1-29 minutes after the start of the clinical day is tardy. Any student who arrives 30 minutes or more after the start of the clinical day, without previously notifying the clinical instructor, is considered absent for the day.

Clinical Drop

Students must have permission from the Associate Dean to drop a clinical course in which they have received an unsatisfactory grade prior to the completion of the course.

Transportation

Transportation to clinical is the responsibility of the student.

Repeating Clinical Practicum

The student will not be assigned the previous clinical instructor when repeating a clinical practicum.

Substance Use

Students should not consume alcohol while in uniform or within 12 hours of a LSON assignment (pre-lab, clinical, seminar, class etc.). When substance abuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the clinical coordinator or Dean. The Dean or designee will substantiate observations and concerns about the student in an investigation. This policy appears in its entirety in a separate section of this handbook labeled *Substance Abuse Policy*.

Tennessee Clinical Placement System

In order to obtain uniform and consistent clinical orientation to all hospital facilities in the state of Tennessee, the Tennessee Center for Nursing has established a website that includes general and hospital orientation information. The website information is located at: <http://www.tcps-tn.org/orient.htm>. Mastery of the website content is measured by quizzes. Upon demonstration of content mastery, students will print a website-generated certificate and submit it to the clinical faculty member prior to the first clinical day in the hospital setting. The general orientation must be completed once a year and the information is stored in the student file. The hospital specific information must be completed each semester.

Blood and Body Fluid Exposure: Immediate Treatment

Needle stick/human bite/medical instrument wound:

- Wash the area thoroughly with soap and water for 15 minutes.
- Encourage bleeding by milking the wound (attempt to stop bleeding if bleeding is profuse).
- **GO TO EMERGENCY DEPARTMENT OR EMPLOYEE HEALTH OF HOSPITAL/FACILITY WITHIN TWO (2) HOURS. (This care is crucial to determine need for prophylaxis and ensure proper collection of both source patient and student specimens for testing.)**

Mucous membrane splash (mouth, eyes)

- Immediately rinse with normal saline or water for 15 minutes. (normal saline preferable)

For both situations above:

1. Notify nursing faculty immediately, regardless of perceived level of exposure.
2. Complete an incident report for all exposures.
3. Nursing faculty will have hospital/facility collect serology from source patient. If source patient is known positive for HIV, Hepatitis, or syphilis, information will be released to the student nurse. The information will include the patient's medical history.

Blood and Body Fluid Exposure: Post Exposure Follow-Up Care

Post exposure follow up is essential. Each disease above will have windows and retesting must be done to ensure no conversion has taken place.

The student nurse should contact their own private physician or the Memphis Shelby County Health Department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's personal expense.

Blood and Body Fluid Exposure: Preventive Measures

Student nurses should always follow Standard Precautions for Blood Borne Pathogens. If caring for a known HIV or Hepatitis B patient or handling blood/body fluid/tissue of same, the student nurse may double glove.

Clinical Practice in Employment Setting

If you are scheduled for a clinical course in a unit where you are currently employed, please contact the Academic Services Coordinator, who will change your clinical section.

Nursing Student Employment

1. Students who are enrolled in a clinical nursing course may not jeopardize the safety of patients by working between the hours of 11:00 p.m. and 7:00 a.m. immediately prior to a scheduled clinical laboratory assignment.
2. Recommendations for employment as a student nurse are only provided to those students who are in good academic standing in the LSON. Should the student's academic standing change, it is the responsibility of the student to notify the employing clinical agency. Good academic standing requires that students earn a grade of "C" or "S" in all nursing courses.

All recommendations from the LSON for employment as a student nurse require the student to give permission for the LSON and the employing agency to release to each other any student information that is relevant to safe patient care and the safe nursing practice of the student.

Client Care and Ethics

The LSON adheres to the ANA Code of Ethics in regard to the care of all persons.

Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the ANA Code and their interpretation provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

ANA Code of Ethics

Client Safety and Confidentiality

Clients have the right to expect competent and safe professional nursing care. Any student who, in the professional judgment of faculty, places a patient in either physical or emotional jeopardy in any clinical nursing course may be immediately removed from the course by clinical faculty and a grade of unsatisfactory be assigned. Any issue of integrity or honesty in clinical practice will receive an automatic failing grade. Issues of grave concern may result in disqualification from the nursing major.

The Tennessee Nursing Practice Act allows students to provide only that care that has been safely delegated to the student by faculty. Students who practice beyond the level of care that has been delegated are in violation of the Nurse Practice Act. As unlicensed persons, this does place patients in physical jeopardy.

Any student who is removed or barred from clinical practice by a clinical agency will earn an immediate grade of unsatisfactory.

The confidentiality of all clients must be maintained. Breaches in confidentiality may result in failure of the clinical course and may result in dismissal from the program. Clients must never be discussed by name or by identifying information or in places where professional discussions may be overheard by others (elevator, dining room, etc.).

Clinical Professional Dress

1. Professional street clothes:

Men: Dress slacks and dress shirt, preferably with a tie. Jeans are NOT acceptable in any clinical setting.

Women: Dress slacks or a skirt and blouse or appropriate dress with flat shoes or low heels. Jeans are NOT acceptable in any clinical area. Hose or socks must be worn. Socks may be worn only with slacks.

2. *White laboratory coat* - It must be clean and pressed AND monogrammed on the left front side of your lab coat in blue block print with your name and The University of Memphis. The lab coat is to be worn with professional dress when indicated.

Example: Mary Johnson, SN
 University of Memphis

You may **not** wear sandals, tennis shoes, jeans, T-shirts, sweats or shorts. If you are not appropriately dressed, you will be sent home.

Important Note: *Students are expected to adhere to items 6-13 of the Clinical Uniform policy when in Clinical Professional Dress.*

Clinical Uniform

Whenever a student is wearing The University of Memphis Clinical Uniform, the following policy must be followed:

1. Uniform: Galaxy blue monogrammed "scrubs" ordered from Landau Uniforms or Identity Factor (adopted 12/08) with name and the LSON monogrammed logo provided by the supplier.
2. Lab Coat: The lab coat may be worn with the clinical uniform. Lab coat must be clean, pressed, in good repair and properly fitted.
3. Scrub Jacket: An approved white scrub jacket may be worn in the clinical setting only. It should be clean, pressed, and proper fitting with the monogram placed on the left front as with the lab coat.
4. Undergarments: Proper undergarments must be worn. Plain, white, short sleeve T-shirts with no lettering or pictures may be worn underneath the scrubs.
5. Footwear: Footwear must be clean and/or polished, in good repair, conservative in style, and must be safe. White leather nursing shoes or white leather tennis shoes with minimal color trim with enclosed heels and toes are to be worn. White socks above the ankle are to be worn with the uniform.
6. Hair: Hair must be clean, neat, and well groomed. In patient care areas, hair should be confined so as to not interfere with patient care. Sideburns, mustaches or beards must be well-groomed with no visible stubble. Hair color should be a "natural color", defined as one color that could be worn naturally (though not necessarily one's own natural color). Hairstyles should not be of extreme nature.

7. Fingernails: Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient comfort. Polish, if worn, must be a neutral shade without art and in good repair. No artificial nails or tips are allowed in the clinical setting.
8. Jewelry: No more than one small stud earring per earlobe may be worn by women only. There can be no other visible body piercings. No necklaces or bracelets are allowed. Wearing of wedding bands and engagement rings is acceptable.
9. Alcohol, After-Shave, Lotions, Deodorants, and Smoke: Absence of body odor is expected. Daily use of body deodorant/soap is part of personal hygiene. Due to patient sensitivity, use of fragrances should not be obvious to patients with whom students may come into contact (including elevators). No cologne, perfume, after-shave or scented lotion is permitted. Students are to refrain from drinking alcohol 12 hours prior to clinical.
10. Make-up: should be complimentary as to create a natural appearance.
11. Tattoos and body art may not be visible
12. The U of M student ID must be worn at all times in the clinical area.
13. Students may not smoke in clinical settings and labs.

Clinical Supplies Needed:

1. Watch with a second hand.
2. Black permanent ink pen.
3. Stethoscope with a bell and a diaphragm (included in the University Bookstore kit).
4. Blood pressure cuff (included in the University Bookstore kit).
5. Bandage scissors (included in the University Bookstore kit).
6. Pen light (included in the University Bookstore kit).
7. CPR mouth barrier. You must always have a mouth barrier in your pocket in the clinical area (included in the University Bookstore kit).

Dosage Rounding Rules

Oral Medication Administration

1. Tablets

Tablets may be broken in half or fourths (not very accurate) only if scored. If the tablets are not scored, round up or down depending on the calculated dose i.e.: 1.1-1.4 tablets, give one (1) tablet; 1.5-1.9, give two (2) tablets. This is a relatively inaccurate method of medication administration. Where possible a liquid form of the medication should be used to facilitate accuracy.

2. Liquids

Volume

Round liquids to tenths, i.e.: 10.3 mL of cough syrup may be given. Pour 10 mL into a medicine cup; draw up 0.3 mL in a 3 mL syringe and add to the medicine cup.

Dose

Oral medication dosages should be rounded to the nearest whole number. Use this rule when calculating oral doses based on BSA or mg/kg.

Hint: you must differentiate between liquid measure (mL) and dose (g., mg., mcg).

Parenteral Medication Administration

1. Injections (IM or sc)

- a. Round to tenths if amount is >1 mL.

Example: 1.9 mL of Demerol may be given IM. This means that you carry the problem to hundredths, so that you can then round to tenths. (In clinical practice, a 3mL syringe would be used for any amount between 1 and 3 mL.)

- b. Round to hundredths if the amount is < mL.

Example: 0.76 mL of Atropine may be given IM. This means that you carry the problem to the thousandths, so that you can then round to hundredths. (In clinical practice, a tuberculin syringe would be used for any amount 1 mL. or less)

2. Intravenous Medication Administration

Volume

Intravenous infusion rates are expressed as gtts/min. or mL/hr.

When gtts/min are needed **always** round to a whole number (you cannot give a partial drop!).

Most intravenous infusion pumps are calibrated so that tenths of mLs can be administered. If you find yourself in a situation where the pumps are not so calibrated, round the rate to a whole number.

Dose

To calculate the medication dosage infusing in mg/min. or mcg/min. (or mg/hr. or mcg/hr.), calculate the final answer and round to hundredths.

Hint: Again it is important to differentiate between volume (amount of liquid) and dose (amount of medication).

Time

Infusion times should be expressed in whole numbers (hours and minutes)

3. Body Measurements

Weight

When converting pounds to kilograms, round kilogram weight to tenths.

Verbal and Phone Orders

Students may never take a verbal medical order from a healthcare provider. A phone order may ONLY be taken by a student when the faculty member is also listening on the phone line as the order is given and thus is able to co-sign that medical order.

Communication

Communication

Information is posted on the LSON website: <http://nursing.memphis.edu>. The website serves as a means of communication between the faculty and students. Syllabi, textbooks, orientation, and other important class information will be posted in eCourseware. There are also bulletin boards located by the entrance to Newport Hall, in the computer lab and in various locations throughout the building. Students are encouraged to check these boards.

Keeping up with changes or news from The University of Memphis and LSON is the responsibility of the student. "To help us communicate more effectively, the University provides electronic mail resources to support its work of teaching. Electronic mail or e-mail is now an official means of written communication for all students, faculty, and staff at The University of Memphis" (President Raines, July 2, 2002).

Requesting Scores

All test results and final examination grades will be posted in the eCourseware. Scores or grades may not be given via telephone.

Emergency Notification Procedure

The University of Memphis has installed an outdoor emergency notification system. More information on this and to enroll in the emergency text message system, look under the TigerText at: <http://www.memphis.edu/crisis>.

Disaster Planning

While it is not feasible to have a disaster plan that is applicable to every disaster that can occur, some general guidelines are instructive. Memphis is in a geographic location that experiences tornadoes, floods, and is on a major earthquake fault.

Any natural disaster that disrupts communication or travel creating a serious state of emergency is one that we do not want to worsen by using the telephone or traveling. Clinical courses will not meet in those circumstances. Please do not make phone calls which further disrupt communication to inquire about a clinical course, a scheduled test, or any nursing class.

Following a serious earthquake, hidden structural damage to freeways, bridges, and overpasses often occurs. For example, in the San Francisco Loma Prieta Earthquake an overpass and a bridge collapsed. It was impossible for a driver to see that the San Francisco Bay Bridge had collapsed until the driver drove off the edge of the bridge onto the lower deck resulting in the loss of life. While students may be in a clinical course or at The U of M during a serious earthquake, you are strongly advised not to drive under or over an overpass or bridge until they have been certified to be safe by the local authorities.

If you are in a clinical setting during an earthquake, please remember that all equipment attached to your patient may move in different directions. Life sustaining equipment, such as a ventilator, needs to be held in place. Also items that are not secured to walls will fall. Please do not stand anywhere near a shelving unit that contains unsecured equipment or supplies or stand underneath a hanging light fixture.

Electrical power will not be a problem because all hospitals have back-up generator power.

If you are outside during an earthquake, do not stand anywhere near a building with brick or masonry that may well fall from the building.

All hospitals have a disaster plan that will be immediately implemented. In the event you are in clinical during a disaster, you will receive instruction on where to go and what to do by your clinical instructor. If you are not already in clinical, do not go to your clinical agency unless specifically requested to do so.

Inclement Weather

The University's official number to call for closing is 901-678-0888. The local television and radio stations will announce when the university is closed. However, anytime it is unsafe for you to travel, please consider your class/clinical to be canceled for you. Your personal safety is always our first concern. Please notify faculty if you will be absent from a clinical laboratory class due to unsafe weather conditions.

Grades

Grading Policy

All grades are assigned by course faculty. The Loewenberg School of Nursing uses letter grades for theory and S/U grades for skills laboratory courses and clinical experiences.

The grading policy for the Loewenberg School of Nursing is:

A	=	92-100	S	=	Satisfactory
B	=	84-91	U	=	Unsatisfactory
C	=	75-83			
D	=	65-74			
F	=	64 and below			

When extenuating circumstances (illness) prevent a student from completing a course, a grade of Incomplete may be given at the discretion of the faculty. This grade will automatically convert to an F in 45 days following the end of the semester when course requirements have not been met.

Although students may withdraw from courses, withdrawal after the “drop date” for the University requires dropping all university courses. The dean may only give permission to drop all courses after the drop date in cases where there is a significant emergency.

Testing Policy

Examinations

All course examinations (tests) are mandatory. Students are expected to be present for tests at the designated time and place provided by the course instructor. Students missing an exam for any reason must contact the Associate Dean in person or by telephone (NOT email) at least **one hour prior to the scheduled examination**.

NOTE: Communication must be personal contact -NOT email (adopted fall 2008).

1. Students will participate in computerized testing at a time and place designated provided by the course instructor.
2. All students must bring official identification to a testing session.
3. All student items, except a specified calculator, will be deposited on the floor in the front of the room. No coats, sweaters, or caps are allowed on the person during testing.
4. A random seating arrangement for students in a test will be faculty generated.
5. During nursing tests, no questions should be asked out loud by students. If a question must be asked, raise your hand and the faculty proctor will come to you. Students may not walk around during tests.
6. If the instructor suspects any sharing during an exam, all students involved will receive a 0 on that exam, and will face all consequences of academic dishonesty according to the LSON BSN Student Handbook.
7. Unless there is a faculty error in a test, there are no points “given” or items for which two answers are given credit.
8. If a unit test is missed and excused the final exam for the course will be weighted to account for the missed test. Any other missed test will result in a grade of zero unless a student has been granted an excused absence due to extreme circumstances.

Example:

A nursing course has two unit tests that each comprises 25% of the course grade. The final examination constitutes 30% of the course grade. If a student misses one of these two unit tests, the student's final examination will constitute 55% of the course grade.

9. Final examinations are only missed in the case of an extreme emergency. With notification of faculty prior to the examination, a different final examination will be constructed. This examination may be of a different format and/or a different length. It will never be the same examination that has been used in the course (adopted fall 2008).

Grading Policies for Competency Performance Evaluations

The Program and all nursing courses are organized around the specific competency outcomes deemed essential by the faculty. These course outcomes are worded as performance-based competencies that are consistent with the skills required in actual practice; they use realistic language that reflects what nurses do. Competency performance examinations are used during and at the end of the course to document that students actually have achieved the competencies required for practice. The curricular competencies are: assessment and interventions, communication, critical thinking, teaching, caring relationships, management, leadership, and knowledge integration skills.

Performance abilities will be evaluated through Competency Performance Examinations (CPEs) or Competency Performance Assessments (CPAs), as defined below.

- Competency Performance Examination (CPE) is an evaluation method used to document clinical-related abilities and is most often used in clinical and practice-based courses.* Some examples include: conducting focused or comprehensive health assessments, implementing specific therapeutic interventions, monitoring or using technical equipment or procedures, teaching clients, implementing case management, or using leadership strategies in group situations.
- *CPEs may be used in the theory portion of clinical courses when the skills being evaluated are clinical in nature and application. These CPEs could include clinical decision-making, planning, or implementation of data analysis related to a simulation case study, video, computer-based interaction, or similar activities.
- Both of these outcome assessment methods specify the competencies to be evaluated and list the required critical elements for each skill. Critical elements are the single, discrete, observable behaviors that are mandatory for acceptable performance of the designated skill. CPEs require 100% accuracy in performance of all specified critical elements

Grading Policy for Clinical Nursing Courses

1. The student is required to pass all designated Competency Performance Examinations (CPEs) with 100% accuracy of the stated critical elements and all other protocols as stipulated in the course syllabus. If a student fails one or more components of the CPE, the following policies apply depending on the nature of the clinical course. Any exceptions to these policies are stipulated in the course syllabus or written materials distributed by the faculty.
2. For clinical skills laboratory courses (including Clinical Skills I, II, and Health Assessment) the student is required to pass all designated components of the Competency Performance Examination (CPE) to pass the course. If a student fails to meet all critical elements for each component of the CPE, she/he has one

opportunity to repeat the failed component at the time and place designated by the faculty. Failure of the repeated CPE constitutes failure of the course, unless the course syllabus explicitly stipulates that other activities or assignments also are included in determining the course grade.

3. For clinical courses that involve individual patients (clients) or groups:
 - a. When the CPE is designed to include one or more separate and discrete skills or components, the student is required to meet all critical elements for all skills in order to pass the CPE. If the student fails one or more components of the CPE, she/he has one opportunity to repeat the failed component(s) in order to pass the course.
 - b. When the CPE is designed as an integrated examination that includes two or more interrelated skills or components, the student is required to meet all critical elements for all skills to pass the CPE. If the student fails one or more components of the CPE, she/he has one opportunity to repeat the entire CPE, i.e. all designated components must be repeated in entirety, regardless of the number of critical elements or components passed or failed.
4. When a student fails a component or an entire CPE, the repeat testing episode may be scheduled later that same day or within a few days as determined by the faculty. The decision is based on consideration for student anxiety and consequences of repeat failure, the nature, extent, location and circumstances of the examination, as well as scheduling, timing, faculty commitments, and other Loewenberg School of Nursing and agency factors.
5. The student is accountable for the continued correct performance of clinical skills after the CPE has been passed and is subject to all related policies for professional, academic and personal conduct as stipulated in other policies of the Loewenberg School of Nursing.
6. **A student who fails the repeat CPE, fails the course.**
7. The student is accountable for all current policies specified in *The University of Memphis Undergraduate Catalog* (<http://www.memphis.edu/ugcatalog/>), the *LSON BSN Student Handbook*, and each LSON course syllabus.

Academic Integrity

Students are expected to avoid any appearance of impropriety related to academic conduct. Specifically, students are to avoid receiving or giving any information related to quizzes or examinations. Any student, who comes into possession of any suspect materials, such as unauthorized tests, quizzes, or test/quiz questions, including study guides, will be subject to the consequences of academic misconduct.

Academic Misconduct

Academic misconduct in the LSON includes any academic dishonesty, deliberate misrepresentation of facts, and or use of illegal substances or being under the influence of alcohol or narcotics while providing nursing care. Any allegation of academic misconduct must be made in writing to the course coordinator and must specify persons involved and be able to be substantiated. Academic misconduct is harmful to the community of nursing and is a serious allegation that is not made frivolously.

Falsification of any patient record and/or the recording of nursing care that was not provided will result in an immediate failure of the nursing course.

Any issue of academic misconduct or dishonesty in application to the program, in the preparation of papers or projects, in any coursework, and/or in any clinical practicum may result in failure of the course and dismissal from the program. Any deliberate action that is designed to harm another student's progress or course of study in nursing is an act of academic misconduct. Any student who tampers with the academic records, tests, projects, or papers of another student has committed a serious act of academic misconduct. Any deliberate action (either of omission or commission) concerning the misrepresentation of licensure or certification or of courses completed will be considered a serious act of academic misconduct and may result in dismissal from the program.

As described in The University of Memphis, Code of Student Rights and Responsibilities (<http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF>), faculty members who have good cause to believe that a student has engaged in academic misconduct can either a) refer the student to the Academic Discipline Committee by contacting the Office of Judicial Affairs, Division of Student Affairs, or b) exercise summary discipline, lowering the student's grade in the course, assignment, or examination affected by the alleged academic misconduct, including giving a grade of "F" for the course.

The term "cheating" includes, but is not limited to:

1. using any unauthorized assistance in taking quizzes or tests,
2. using sources beyond those authorized by the instructor in writing papers preparing reports, solving problems, or completing other assignments,
3. acquiring tests or other academic material before such material is revealed or distributed by the instructor,
4. misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort,
5. failing to abide by the instructions of a proctor concerning test-taking procedures,
6. influencing, or attempting to influence, a University employee in order to affect a student's grade or evaluation, and
7. misusing, forging, or altering University documents or possessing unauthorized documents.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (<http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>).

Undergraduate Grade Appeal Procedure

Purpose of the Undergraduate Grade Appeals Procedure

The responsibility for evaluating student work and assigning grades lies with the instructor of the course. The purpose of the grade appeal procedure is to provide a review process 1) for a student to understand the reasons why the grade was assigned, 2) for the instructor to become aware of and correct possible errors, 3) for appropriate supervisors at the department and college level to review the basis on which a grade has been awarded and to correct cases in which a grade is determined to have been assigned based on arbitrary or capricious action, or other reasons not related to academic performance. If, after departmental and college review, the grade is still in dispute, an appeal may be submitted to the Undergraduate Grade Appeals Committee, which consists of faculty and student representatives, for final resolution.

In all cases of a disputed grade, the student has burden of proof that the grade assigned was not appropriate. If the case has not been resolved at the student/instructor level, then the student should submit a written petition that would include a copy of the syllabus along with copies of any tests, quizzes, assignments or other written work completed and graded as part of the class requirements to the appropriate step of review. At each step of further review, copies of any previously submitted materials and any written responses to those petitions should be included.

It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals should be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade. For a successful grade appeal, the student should be able to show, for example, not that the student could have earned a grade of "B" under different circumstances, but rather that the student actually did earn a grade of "B" according the standards set out on the syllabus for that course, but was assigned a lower grade.

If, in the opinion, of the department or the college, deficiencies in instruction are so grave as to warrant an alternative accommodation, then the proper remedy will normally involve alternative assignments or examinations to allow the student the opportunity to demonstrate the appropriate level of competency in that area to earn a different grade than the grade originally assigned. The decision about these cases should be made at the departmental or college level. In disputed cases where the appeal is based primarily upon perceived quality of instruction, the Undergraduate Grade Appeals Committee has the option of referring the case directly to the Vice Provost for Academic Affairs.

Procedures

A student wishing to appeal a grade must follow the steps below. (The deadlines listed below apply to the dates when classes are in session.) If a student fails to observe the deadlines, the decision made in the previous step will be final. If a department or college fails to respond to the student's complaint within the deadline, the student should contact the Office of Academic Affairs. The deadline for filing the appeal should be extended appropriately to ensure that the student retains the opportunity to pursue the appeal at the next step. All correspondence and records will be retained in the office in which the complaint is resolved.

All grade appeals must be made in writing using "The Appeal of a Nursing Grade" form which follows on the next page. See Page 51.

Step 1: The student should first consult with the course instructor or coordinator, at the latest within two weeks of the beginning of the subsequent fall or spring semester, in an effort to provide a satisfactory resolution of the complaint. If the student cannot schedule a meeting with the instructor, the student may contact Dean of the School of Nursing, who will schedule the meeting between the student and the instructor. The only exception to this step is the case in which the instructor is unavailable. In this case, the student may proceed directly to Step 2. The appeal must be accompanied by a legible copy of all student work in the course. If the student is not satisfied with the decision of the course instructor/coordinator the student may appeal to the Dean of the School of Nursing.

Step 2: If the complaint has not been resolved by the course instructor/coordinator, the student may appeal further by presenting a written petition to the Dean, along with a copy of the materials presented at the previous stage and any written responses received from course instructor/coordinator. At the latest, this petition should be presented within one week after the instructor/coordinator's response. Within two weeks of the time the complaint was received, the Dean may use any resources available to resolve the conflict.

If the Dean finds that the request does not have merit, the Dean shall notify the student in writing, with copies sent to the course instructor/coordinator. If the Dean finds that the grade should be changed, the Dean shall be empowered to change the grade without the instructor/coordinator's consent. Either the student or the instructor/coordinator may appeal this decision to the Undergraduate Grade Appeals Committee.

Step 3: The last level of appeal is at the University level. Please refer to the University of Memphis Undergraduate Catalog for this procedure at http://www.memphis.edu/ugcatalog/acad_reg/ug_grade_appeal.php.

The method for calculating the grade in any nursing course is not subject to appeal. Students who disagree with the weighting of tests, final examinations, papers, or projects may express their views in writing to the course coordinator and to the LSON Curriculum Committee.

**University of Memphis
Loewenberg School of Nursing
Appeal of a Nursing Grade Form**

Course _____ **Faculty** _____

Statement of the Problem:

Requested Remedy:

Student Signature _____ **Date** _____

Current Mailing Address _____

City _____ **State** _____ **Zip** _____

Current Telephone Number _____

Alternate Telephone Number _____

Faculty Signature _____ **Date** _____

Attachments: One legible copy of all written work in this course.

Nursing Achievement Tests

To insure your success as a nurse, the faculty administer nationally normed achievement tests as part of course evaluation. The minimal expectation is that individual student scores will be at national the average.

Each semester, the Associate Dean and course faculty will review these scores. Student scores are on file in the school and available for review after the computer testing. The Associate Dean or course instructor may meet with students who score low on the achievement test to discuss ways to promote student academic success.

National Counsel Licensing Examination (NCLEX)

Upon completion from the nursing program, graduates are eligible to take the NCLEX examination for state licensure at designated testing sites.

In the semester prior to graduation, the Dean's Office will notify the Tennessee Board of Nursing of all students who are eligible to take the licensure examination. The application and procedure for the NCLEX is provided by the LSON Academic Service Coordinator.

**LOEWENBERG SCHOOL OF NURSING
CODE OF ETHICS**

Loewenberg School of Nursing Code of Ethics

Shared Vision

We, the students of the Loewenberg School of Nursing are, with the faculty, members of a community of clinician scholars. As citizens of this community, we are committed to the universal principles of ethics: Beneficence, Nonmaleficence, Autonomy, and Justice. These principles guide our relationships with clients, and with peer and faculty colleagues. With the faculty, we embrace and celebrate our multidimensional diversity for the richness it brings to our nursing culture. In this hospitable environment, we anticipate fairness and equity.

Beneficence means to do good and to prevent harm. By providing nursing care to a culturally diverse people, we shall make a conscious and continuous effort to promote good in our communities, thus improving the quality of life for recipients of these efforts and care. Members of the Loewenberg School of Nursing community of scholars shall uphold nursing's honored tradition of sensitive response to societal health care needs. These needs will be sensitively addressed through an expanding knowledge base.

Nonmaleficence means to do no harm. The individual practices and collective practice of the Loewenberg School of Nursing members shall be guided by accepted Standards of Practice, the Code for Nurses, and the Nursing Process to assure the nonmaleficent delivery of nursing care to clients. Each member shall be accountable for his or her level of skill and practice.

Autonomy implies the implicit and mutual respect among members of this community and the consumers of our care. Together, we coexist within defined boundaries to bring about a common good. We believe that autonomy is a valid principle for all individuals. Providers of nursing care have the right to independent judgment based on knowledge, while the consumers of our care have the right to choice and self-determination. As persons we are bound together by our humanity, a characteristic which commands a measure of respect and regard.

Justice requires equity and fairness. We are members of a *Just* community of scholars. We anticipate fair and responsible interactions among members. We allocate our academic and clinical efforts with justice, maintaining responsibility and accountability for our own behaviors, and distributing the benefits and burdens of our care appropriately.

Principles of Conduct

Members of the Loewenberg School of Nursing Community will:

1. Demonstrate respect and regard for each other and clients by strict adherence to principles governing confidentiality. This principle restricts members to the ethical use of client and colleague data.
2. Refrain from chemical use which impairs professional judgment and performance and violates the public trust.
3. Conduct the personal life such that there is positive reflection upon the community and profession and is within the norms of society.
4. Conduct the academic life and clinical life with honesty. Community members will refrain from all forms of academic dishonesty, which includes cheating and theft. Likewise members will refrain from the misrepresentation of clinical activities. Honesty and integrity are the cornerstones of nursing practice. Breaches of honesty will be considered grievous matters.
5. Be responsible and accountable for the individual level of practice. Members will refrain from sub-standard practice, and will deliver nursing care within the scope of practice.

Authors: Bousson, J., Brown, J., Foster, B., Holliday, Y., Janecek, A., Joyner, P., Malone, T., McGuire, M., Munal, M., Reeves, D., Smith, J., and Stujenske, M. *This document was developed by the Spring 1994 Ethical Dialogues Class (Nursing 4303, facilitated by Margaret M. Aiken, PhD, Associate Professor of Nursing*

April 1994

Students' Rights and Responsibilities

The LSON supports the NSNA By-laws Students' Rights/Responsibilities*

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio , Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore , Maryland (2006).

CONSTITUTION OF THE SNA-LSON

**Constitution of the
Student Nurses Association
The Loewenberg School of Nursing
The University of Memphis**

ARTICLE I

NAME

The name of this organization shall be the Student Nurses Association, hereinafter referred to as SNA, of the Loewenberg School of Nursing at The University of Memphis. This organization is a constituent of the National Student Nurses' Association, Inc., hereinafter referred to as NSNA.

ARTICLE II

PURPOSE

The purpose of the Student Nurses Association, shall be:

- 1) To maintain and uphold the ideals and standards of the Loewenberg School of Nursing.
- 2) To provide students an opportunity for participation in self government.
- 3) To encourage an attitude of professional responsibility.
- 4) To facilitate faculty and student interaction.
- 5) To act as a liaison on behalf of students with Loewenberg School of Nursing faculty and administration.
- 6) To foster and participate in positive community public relations.
- 7) To plan and coordinate extra-curricular activities.
- 8) To allocate funds for approved functions of the Student Nurses Association.

ARTICLE III

MEMBERSHIP

Student Nurses Association membership opportunities are granted to individuals regardless of a person's race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability or economic status.

Section 1. Members Eligibility

1. Students enrolled at the Loewenberg School of Nursing leading to licensure as a registered nurse.
2. Registered nurses enrolled at the Loewenberg School of Nursing leading to a baccalaureate degree with a major in nursing
3. Eligible members must maintain all grades and academic standing in accordance with the Loewenberg School of Nursing student handbook.

ARTICLE IV

DUES

SECTION 1. Joining the Student Nurses Association

Students enrolled at the Loewenberg School of Nursing shall pay a onetime membership fee to the association at anytime during the academic year.

SECTION 2. Fee Assessment

Dues shall be set in the Spring by the Executive Council for the following academic year.

ARTICLE V

EXECUTIVE COUNCIL AND THEIR FUNCTIONS

SECTION 1. Officers and Directors

Officers and Directors of the Student Nurses Association shall be:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Historian
6. Director of Activities
7. Director of Breakthrough to Nursing

SECTION 2. Eligibility

1. All Officers and Directors shall be willing and able to fulfill the duties of the position held.
2. No Officer or Director shall hold more than one position at any time.
3. All Officers and Directors shall become members of the National Student Nurses' Association, inc.; paid membership fees shall be reimbursed by the University of Memphis chapter.

SECTION 3. Purpose

The purpose of the Student Nurses Association Executive Council shall be to represent all of the members of the Student Nurses Association.

SECTION 4. Duties of the Executive Council

1. The President shall:
 - a) Serve as the principal officer of the association and preside at all meetings.
 - b) Provide an agenda for scheduled General and Student Nurses Association Executive Council meetings to the Secretary for posting.
 - c) Appoint Ad Hoc committees and their chairpersons, subject to the approval of the Student Nurses Association Executive Council, and to hold each chairperson responsible for the duties of the Ad Hoc committee.
 - d) Represent the Student Nurses Association, University of Memphis chapter, at state and national functions.
 - e) Communicate the actions and decisions of the Student Nurses Association Executive Council to the students, faculty and administration of the Loewenberg School of Nursing.
2. The Vice President shall:
 - a) Assume the duties of President in the absence or disability of the president.

- b) Accede to the office of President during the subsequent election.
 - c) Orient and recruit accepted Loewenberg School of Nursing students to the Student Nurses Association.
 - d) Design, order and distribute merchandise in relation with the Loewenberg School of Nursing at the University of Memphis.
 - e) Perform other duties as assigned by the President in accordance with the priorities and needs of the Student Nurses Association.
3. The Secretary shall:
- a) Post notices of General and Student Nurses Association Executive Council meetings, including the corresponding agenda.
 - b) Distribute and collect attendance rosters at all General and Student Nurses Association meetings.
 - c) Record the minutes of General and Student Nurses Association Executive Council meetings; distribute official minutes to the SNA Executive Council and association advisors.
 - d) Maintain organized and assessable records of minutes from prior meetings, classified list of active members, and the constitution of the Student Nurses Association.
 - e) Perform other duties as assigned by the President in accordance with the priorities and needs of the Student Nurses Association.
4. The Treasurer shall:
- a) Collect dues from eligible students to become active members of the Student Nurses Association as needed throughout the academic year.
 - b) Collect appropriate revenue and make payments in relation to merchandise sales and/or student body projects.
 - c) Make a verbal report of the current balance of the Student Nurses Association financial account at every General and SNA Executive Council meeting.
 - d) Prepare a budget and present it to the Student Nurses Association Executive Council for approval at the first SNA Executive Council meeting of each semester.
 - e) Maintain organized and assessable records of monies received and/or expended.
 - f) Perform other duties as assigned by the President in accordance with the priorities and needs of the Student Nurses Association.
4. The Historian shall:
- a) Take photographs during activities and social functions organized by the Student Nurses Association.
 - b) Coordinate with the Loewenberg School of Nursing Webmaster and maintain a Student Nurses Association webpage.
 - c) Perform other duties as assigned by the President in accordance with the priorities and needs of the Student Nurses Association.
6. Director of Activities shall:
- a) Reserve an on-campus location to conduct General and Student Nurses Association Executive Council meetings.
 - b) Plan all activities and social functions of the Student Nurses Association; including the reservation of a venue, obtaining entertainment, and purchasing refreshments and decorations.
 - c) Provide opportunities of community involvement for members of the Student Nurses Association.

- d) Perform other duties as assigned by the President in accordance with the priorities and needs of the Student Nurses Association.

7. Breakthrough to Nursing Director shall:

- a) Promote career opportunities within the field of nursing for traditional, nontraditional, and minority students.
- b) Design, order, display posters and distribute brochures in relation to the career opportunities within the field of nursing.
- c) Perform other duties as assigned by the President in accordance with the priorities and needs of the Student Nurses Association.

SECTION 5. Faculty Advisors

There shall be at least one faculty member of the Loewenberg School of Nursing who shall act as an advisor to the Student Nurses Association Executive Council.

SECTION 6. Vacancies

1. The candidates for a vacant office must meet all eligibility requirements.
2. Providing a vacancy shall be filled, it shall require a 2/3 vote of the Student Nurses Association Executive Council.
3. In the case that the President is verbally resigning, the President shall tender the resignation to the Vice President.

SECTION 7. Transition from Office

1. Upon transition from office, all officers and directors shall resign any monetary possession, account information, records, books, documents, and/or other articles pertaining to the Student Nurses Association.
2. Each officer and officer shall be responsible for the orientation of their successor to the duties of their office prior to transition from office.

ARTICLE VI

COMMITTEES

SECTION 1. Ad Hoc Committees

1. The Student Nurses Association Executive Council, at its discretion, shall establish Ad Hoc committees deemed necessary to carry on the work of the association.
2. An Ad Hoc committee chairman shall be appointed by the President and shall work under the direction of the Student Nurses Association Executive Council.

SECTION 2. Reports of Committees

Each committee chairman shall submit reports to the Student Nurses Association Executive Committee as necessary or requested and shall be subject to approval.

ARTICLE VII

MEETINGS

SECTION 1. General Meetings

1. General meetings shall be held twice per semester and at such other times as deemed necessary by the Student Nurses Association Executive Council or the Dean of the Loewenberg School of Nursing.

2. The quorum for the general meetings shall consist of at least 2/3 of the Student Nurses Association Executive Council, including the President or Vice President, and at least one (1) active member.

SECTION 2. Executive Council Meetings

1. Student Nurses Association Executive Council meetings shall be held at least once a month, in addition to general meetings. Meetings may be in person or by electronic correspondence.
2. Participation at these meetings is required for Executive Council members.
3. Excessive absences from council meetings may result in removal from office.
4. The quorum for the Executive Council meetings shall consists of at least 2/3 of the Student Nurses Association Executive Council, including the President or Vice President.

ARTICLE VIII

ELECTIONS

SECTION 1. Nominations

1. Notifications of vacant executive council positions will be posted two (2) weeks prior to elections.
2. The Student Nurses Association Executive Council shall receive nominations of candidates submitted by active members of the Student Nurses Association.
3. The Student Nurses Association Executive Council shall present the slate of approved candidates one (1) week before the election.

SECTION 2. Elections

1. The election shall be by vote.
2. Plurality vote shall elect.
3. A tie vote shall be decided by revote.
4. The installation date shall be designated by the Student Nurses Association Executive Council.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Student Nurses Association shall begin September 1 and end August 30.

ARTICLE X

PARLIAMENTARY AUTHORITY

All meetings of this association shall be conducted according to the parliamentary law as set forth in *Robert's Rules of Order Newly Revised* where the rules apply and are not in conflict with these bylaws.

ARTICLE XI

AMENDMENTS

SECTION 1. Amendment Process

1. Bylaws may be considered for revision and/or amendment at the written request of an active member of the Student Nurses Association.

2. Proposed amendments must be submitted the Dean of the Loewenberg School of Nursing for approval.
3. Proposed amendments approved by the Dean of the Loewenberg School of Nursing, shall be presented to the active members of the Student Nurses Association for approval.
4. These bylaws may be amended at a General meeting by a 2/3 votes of those active members present and voting provided that notice of the proposed amendments has been posted to active members at least one (1) week prior.
5. Amendments to the Student Nurses Association bylaws, adopted at the General meeting, shall promptly be incorporated into the bylaw and become effective immediately.

ARTICLE XII

DISTRIBUTION OF FUNDS

SECTION 1. Association Funds

1. Funds raised by dues, merchandise and fundraising activities shall be used to:
 - a) Cover operating expenses; to include Daily Helmsman ads, making copies, mail services, and office supplies, entertainment, decorations, and refreshments.
 - b) Off-set registration and travel expenses for selected Executive Council members at conventions and conferences.
 - c) Support non-profit charitable organizations through the collection of items or funds.

ARTICLE XIII

DISSOLUTION OF ASSOCIATION

In the event of dissolution of the Student Nurses Association, University of Memphis chapter, all assets remaining after obligation of payments shall be distributed to the Loewenberg School of Nursing scholarship fund.

SUBSTANCE ABUSE POLICY

**The University of Memphis
Loewenberg School of Nursing
Substance Abuse Policy Statement***

The University of Memphis, Loewenberg School of Nursing's Substance Abuse Policy Statement is guided by the philosophy of the American Nurses Association's 1982 and 1984 resolutions stating that appropriate treatment should be offered prior to disciplinary action. The student should understand that the School of Nursing will use this policy to assist the student into recovery. This philosophy is intended to protect our clients by removing the impaired students quickly and promoting an atmosphere for the student to self-report and receive help. Early detection, intervention, and treatment of substance abuse and chemical dependency enhance the likelihood of a successful outcome.

The School of Nursing intends to maintain a drug free environment. Students are expected to provide safe, effective, and supportive care for their clients. To fulfill the academic requirements for nursing education, nursing students must be free from chemical impairment while participating in all aspects of nursing education. Faculty recognize substance abuse and chemical dependency as occupational health hazards of nursing practice. Any student suffering from the disease of chemical dependency or use will receive the same consideration for treatment and recovery as a student having any other chronic illness. The School of Nursing's Substance Abuse Policy and Procedure Statement is particular to the School of Nursing.

The School of Nursing requires that students neither possess nor use drugs and alcohol while in the academic setting. The academic setting includes both didactic and clinical course work. The faculty defines impairment as: being under the influence of, possessing in the student's body, blood, or urine, consuming, transferring, selling or attempting to sell while on school or clinical affiliate sites. This policy does not prohibit the possession or dispensing of patient medications in accordance with clinical assignments. Abuse of substances includes episodic misuse or chronic use.

Any nursing student in violation of the policy will be subject to disciplinary actions up to and including dismissal from the school, reporting to state licensing board, and possible referred to local police authorities. Faculty will intervene as outlined in the policy statement.

Upon matriculation into the professional or graduate component of nursing studies, each student will be required to sign he or she has reviewed and agrees to abide by the School of Nursing Substance Abuse Policy and drug testing procedures. (Appendix A)

A. Substance Abuse Education is included in the curriculum.

B. Tennessee Professional Assistance Program

Once admitted into the nursing curriculum, each unlicensed student will pay \$15.00/year to Tennessee Professional Assistance Program (TNPAP). This fee will cover all management and monitoring expenses should the student enter into TNPAP. The money will be collected by the School of Nursing. A designee for the School of Nursing will forward the money to TNPAP. Graduate students are covered under their active Tennessee Registered Nurse License and not required to pay an additional fee.

C. Testing for Cause

Students who refuse to undergo an immediate drug and alcohol screen will be subject to immediate disciplinary actions, up to and including dismissal from the program.

Testing for cause will require that the student undergo an immediate blood test, urine screen, hair follicle screen, saliva screen, or breath alcohol test, and possibly a physical body examination under any of the following circumstances:

1. When there is reasonable suspicion that the student is under the influence of intoxicants, non-prescribed or prescribed narcotics, hallucinogens, marijuana or other non-prescribed or prescribed controlled substances.
2. After the occurrence of a work-related injury, illness, or accident while on school/hospital property.
3. Observation of poor judgment or careless acts.

D. Drug Testing Procedure

- Tests will be conducted by a qualified laboratory using established methods and procedures.
- Confidentiality of the student as well as the integrity of the urine, hair, saliva, or breath sample will be protected.
- The procedure for collection will be regulated, as determined by the collection site, may involve a witness to the voiding or collection of the sample, securable split specimen containers, and chain of custody procedures.
- The sample will be screened for drugs. Presumed positives will be confirmed by a second test (split sample) from the original urine sample and confirmed using Gas Chromatography/Mass Spectrometry GCMS technology.
- If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse.
- The testing laboratory will notify the Dean of the School of Nursing with test results.
- The School of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate School of Nursing faculty.
- The costs of the tests are the responsibility of the student.

E. Controlled Medications and Alcohol

1. Students who are taking over-the-counter or prescribed medication are responsible for being aware of the effect the medication may have on their academic performance or personal behavior and should report to their instructor or advisor the use of any medication that may impair their performance.
2. Students are held accountable for policies and procedures in the healthcare settings for controlled substances per department policy for controlled substances at all clinical sites.
3. The School of Nursing recommends that students not consume alcohol or mood altering substances for a minimum of 12 hours prior to clinical or class.

F. Identification

The School is responsible for identifying individuals with deteriorating academic performance, behavioral changes and excessive absenteeism, but is not responsible for diagnosing the nature of the problem. Chemical dependency should not be determined on faculty judgment alone. The student should be evaluated by an appropriately prepared professional with an educational background in chemical dependency, mental health issues, and treatment methodology. It is the responsibility of every faculty member, clinical instructor or preceptor, and nursing student to immediately report unsafe working conditions or hazardous activities related to chemical impairment that may

jeopardize the safety of the individual, the patient, or colleagues. Faculty are also responsible for recognizing the signs and symptoms of chemical impairment on academic and clinical performance. Faculty will follow procedure for suspicion/identification (Appendix B).

There are numerous signs of substance abuse and chemical dependency related to job performance and attendance. While single incidences of these behaviors may not be significant, the presence of several, and an increasing frequency or a consistent pattern of these behaviors are the basis for reasonable suspicion of chemical impairment. Signs commonly associated with impairment include a change in the pattern of attendance, behavior or performance; physical signs of impairment or withdrawal, and unusual/abnormal use of controlled substances.

Attendance

- Excessive sick calls
- Repeated absences with a pattern
- Tardiness
- Frequent accidents on the job
- Frequent physical complaints
- Peculiar/improbable excuses for absences
- Frequent absence from clinical area
- Frequent trips to rest room/locker room
- Long coffee or lunch breaks
- Early arrival or late departure
- Presence in clinical during scheduled time off
- Confusion about work schedule
- Request for assignments at less supervised setting

Performance

- Excessive time required for record keeping
- Assignments require more effort /time
- Difficulty recalling/understanding instructions
- Difficulty in assigning priorities
- Display of disinterest in work
- Absentminded/forgetful
- Alternate periods of high and low activity
- Increasing inability to meet schedules
- Missed deadlines
- Frequent requests for assistance
- Carelessness
- Overreaction to criticism
- Illogical or sloppy charting
- Deteriorating handwriting
- Poor judgment
- Inattentive
- Disorganized
- Tendency to blame others
- Complaints regarding poor care

Behavior

- Unkempt/inappropriate clothing
- Poor hygiene
- Mood swings
- Frequent irritability with others
- Excessive talkativeness
- Poor recall
- Physical abuse
- Rigidity/inability to change plans
- Incoherent or irrelevant statements
- Drowsiness at work
- Uncooperativeness with staff
- Tendency towards isolation
- Deteriorating relationships
- Wears long sleeves all the time

Physical Signs

- Hand tremors
- Excessive sweating
- Marked nervousness
- Coming to clinical area intoxicated
- Blackouts
- Frequent hangovers
- Odor of alcohol
- GI upset
- Slurred speech
- Increased anxiety
- Unsteady gait
- Excessive use of breath mints/mouthwash
- Sniffing, sneezing
- Clumsiness
- Flushed face
- Watery eyes
- Anorexia

Use of Controlled Substances

Signs out more controlled substances than other providers
Frequently breaks or spills drugs
Waits to be alone before obtaining controlled substances for assigned cases
Discrepancies between patients' charts and narcotic records
Patient complaining of pain out of proportion to medication charted
Frequent medication errors
Defensive when questioned about medication errors
Frequent disappearance immediately after signing out narcotics
Unwitnessed or excessive waste of controlled drugs
Tampering with drug vials or containers
Use of infrequently used drugs

G. Documentation

When Substance Abuse or Chemical Dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the faculty, clinical coordinator or Dean. The Dean or designee will substantiate observations and concerns about the student in an investigation that will include:

1. Documentation is to be written, clear, concise, and include dates, times, locations, and names and signatures of witnesses when possible. The Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form will be used (Appendix C). Please return the form in a sealed envelope to the Dean marked "confidential" as soon as possible. Notify the Dean's office by phone to request a drug screen if indicated.
2. Review of records, including but not limited to patient records, narcotic inventory/usage, attendance records, record of grades, and clinical evaluations. Trends, violations or errors will be documented.
3. Confidentiality of reportees will be assured. The student should be made aware of adverse actions and counseled whenever possible.

H. Inspection of Students and their Property

1. Searches of students and their property include but are not limited to lockers, mailboxes, lunch boxes, book bags, purses, or other items on medical center property and private vehicles if parked on school or medical center property. Whenever possible, searches of student personal property will take place in the presence of the student.
2. Inspections may be conducted by authorized personnel, including but not limited to school of nursing representatives, faculty members, or school/medical security officers without notice, without student consent and without a search warrant.
3. Physical evidence such as used syringes, medication vials, or containers of alcohol, found during a search of a student locker or property will be retained as supporting evidence.
4. A student who refuses to submit to an immediate search or inspection shall subject to immediate dismissal.

I. Off-campus Arrests or Convictions

A student who is arrested or charged for a drug offense which involves the off-campus sale, distribution, or possession of legal or illegal drugs must promptly inform the school of the arrest and the nature of the charges. The school will determine whether or not the student may continue in the program. Failure to notify the school of an arrest or charge for a drug offense is grounds for disciplinary action up to and including dismissal from the school.

J. Intervention/Tennessee Professional Assistance Program (TNPAP)

Intervention is a planned method of confrontation that attempts to provide an objective and factual presentation of the problem to the impaired student. The objective of intervention is for the student to agree to an assessment for diagnoses and possible treatment.

1. The student will sign consent forms for drug and alcohol testing and assessment for chemical dependence (Appendix D).
2. The student will be encouraged to self-report to the Tennessee Professional Assistance Program (TNPAP) for Nurses.
3. All information, interviews, reports, statement, memoranda, and drug test results, written or otherwise, received by the intervention team are confidential. Documentation will be kept by the School of Nursing in a secure file, separate from the student academic file and will be destroyed following successful completion of the program. All documentation will become part of the permanent academic file should disciplinary action be warranted.
4. The student will be assigned a faculty advocate to facilitate communications between the student, TNPAP, and the School of Nursing.

K. Treatment

Following a positive assessment for substance abuse or chemical dependency, the student will be suspended from the program and required to immediately enroll in treatment.

1. The cost of the evaluation, subsequent treatment, and associated fees are the responsibility of the student.
2. If the student fails to enter treatment within the recommended time period, he or she will be dismissed from the program and reported to the state peer assistance program and/or the state licensing board.
3. Following agreement to treatment, a leave of absence will be granted to the student and cannot exceed 12 months.
4. If a student fails to complete treatment and reenter the school within the specified length of time, he or she will be subject to immediate dismissal from the School of Nursing.

L. Reentry to the School of Nursing with TNPAP Monitoring Contract

Following successful completion of an approved treatment program, a student may be allowed to reenter the School of Nursing with a conditional enrollment status that is dependent upon: abstinence from all psychoactive substance, participation in on-going after-care programs, and compliance with TNPAP monitoring contract. Access to controlled substances in the clinical area will be determined by TNPAP and the Dean of the School of Nursing. **Reentry after treatment will be granted only once.**

1. The Tennessee Professional Assistance Program (TNPAP) will recommend reentry to the School of Nursing. The student must have a planned program for continued recovery (aftercare). The student will follow any restrictions for clinical practice as determined by the School of Nursing.
2. A conference will be conducted with the student, the student's treatment counselor, TNPAP liaison, and the Dean or designee.
3. A written contract with the school will be required for all students reentering the program.
4. The contract will include the responsibilities and requirements of the student and the consequences of failure to meet any of the requirements.
5. The contract will be specific for the individual according to his or her situation and state licensing regulations/requirements/guidelines.
6. A re-entry contract may be more restrictive than the state requirements.
7. Faculty/clinical instructors will be notified of any clinical practice and schedule restrictions.
8. Continuation will be contingent on documented compliance with the TNPAP rehabilitation plan.
9. The recovering student will be treated with respect and afforded all opportunities granted to other students with disabilities.
10. Graduates can apply for licensure at the appropriate time if they are in compliance with the TNPAP contract.

M. Dismissal from the School of Nursing

Reasons for dismissal of a student with a suspected or known problem with substance abuse or chemical dependency, include, but are not limited to the following:

1. Failure to provide a written consent for a drug screen.
2. Failure to provide a blood, urine, saliva, hair follicle, or breath sample for a drug screen.
3. Refusal to have an assessment for possible substance abuse or chemical dependence.
4. Failure to complete treatment.
5. Failure to abide by the terms of the re-entry contract with the school.
6. Loss of licensure as a registered nurse (graduate students).
7. Criminal activity related to Substance Abuse or Chemical Dependency.
8. Failure to allow search of property.

N. Due Process

The School of Nursing considers the Substance Abuse Policy Statement as procedural due process. Any student may appeal decisions through the University of Memphis Grievance Procedure. The Dean of the School of Nursing may determine on a case by case basis special circumstances to this policy.

** Adapted from the University of South Alabama, The University of Tennessee Memphis, Northwestern University, Boise State University, and Purdue University North Central.*

Appendix A
**The University of Memphis
Loewenberg School of Nursing
Substance Abuse Policy and
Drug Testing Procedure
Agreement**

I understand that The University of Memphis School of Nursing may ask me to submit to a drug test for cause, at a designated laboratory, which will provide the result of the test to the Dean of the College of Nursing.

By signing this document, I indicate that I have read, I understand, and I agree to the school of nursing substance abuse policy and drug testing procedure.

This notarized document constitutes my consent for drug testing by a school of nursing designated laboratory in the event I am asked to submit to a drug screen for cause. It also constitutes consent for the laboratory to release the result of my drug test to the dean of the school of nursing. Urine tests will be split specimen samples and confirmed using GCMS technology.

In Witness Whereof, this instrument is executed this the ____ day of _____, 20__.

WITNESSES:

Witness #1 Signature

Student's Signature

Witness #2 Signature

Student's Printed Name

STATE OF _____

COUNTY OF _____

On this ____ day of _____, 200__, before me appeared _____ to be known to be the person described in and who executed the foregoing instrument, and acknowledged that _____ executed the same as _____ free act and deed.

Given under my hand and seal on the day and year above written.

SEAL _____

NOTARY PUBLIC

My commission expires: _____

Adapted from University of South Alabama

Appendix B
The University of Memphis
Loewenberg School of Nursing
Faculty Procedure for Identification/Suspicion
Of Drug/Alcohol Use by Students

The School of Nursing maintains a drug-free environment. Any nursing student who demonstrates behavioral changes suspected to be related to the use of drugs or alcohol will be subjected to testing. The nursing faculty member's decision to refer a student for drug testing will be based on, but not limited to:

- Observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug including the odor of alcohol.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work performance.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Conviction or being found guilty of a drug, alcohol or controlled substance violation.

Drug Testing Procedure:

1. There is a report of suspicious student behavior(s).
2. The **faculty and another health care provider** together **witness** the suspicious behavior(s).
3. The **student remains in the presence** of a faculty or other designated person until drug testing procedure is complete.
4. The **student is not allowed to leave the premises** or engage in driving or other unsafe behaviors that may threaten self or others.
5. Notify the LSON **Dean (or designee)** of the suspicious behavior.
6. The **Dean (or designee)** calls **Mid-South Testing Center** to report situation and location of student.
7. **Faculty completes LSON Faculty Report of Reasonable Suspicion of Drug/Alcohol Use** form(Appendix A of BSN Student Handbook)
8. **Student is suspended** from classes pending test results
9. Test results will be reviewed within 24 hours
10. If negative results, the student may need further review for other conditions affecting behavior; appropriate referrals should be made
11. If positive results, a referral to Tennessee Professional Assistance Program (TNPAP) is provided to student.
12. If a student accepts the TNPAP referral and completes that program, with appropriate treatment/monitoring, he/she can be accepted back into the nursing program.
13. If student does not accept TNPAP referral or does not complete that program, with appropriate treatment/monitoring, he/she will not be accepted back into the nursing program.

Current drug testing vendor:
Kelly Dobbins, MA, R-CPCT, BAT
Mid-South Drug Testing
3294 Poplar Ave. Ste 250 Memphis, TN 38111
p. 901.320.9295 f. 901.320.9359
www.midsouthdrugtesting.com

Appendix C
University of Memphis
Loewenberg School of Nursing
Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form

Please use the space below to provide a detailed description of student behavior. All information is to be kept *confidential*. Please return this form in a sealed envelope to the Dean. Notify the Dean's office immediately to request a drug screen.

1. Name of Student: _____

2. Date of Incident: _____

3. Time of Incident: _____

4. Location of Incident: _____

5. Detailed description: Include any behaviors, visual, olfactory, or auditory observations

* Refer to the list in the Substance Abuse Policy and consider the following:

- * Speech
- * Coordination
- * Performance
- * Alertness
- * Demeanor
- * Eyes
- * Clothing
- * Odor of alcohol on breath
- * Other observed behaviors
- * List reports of complaints of student behavior
- * List unexplained absences or tardiness

Faculty/date/time _____ Witness/date/time _____
Student/date/time _____

**Adopted from the University of South Alabama*

Appendix D
**The University of Memphis
Loewenberg School of Nursing
Student Wellness Contract**

I, _____, will receive a comprehensive evaluation to determine chemical dependency or substance abuse. The exam will include a psychological evaluation. I understand that the payment for the evaluation, treatment, and follow-up care will be my responsibility. If treatment is not recommended, evidence of such shall be presented to the Dean of the School of Nursing before I may return to my academic studies. I understand that academic studies include both clinical and didactic course work. If treatment is recommended, I must complete the treatment program determined by the evaluator. Written evidence of my treatment program completion, ability to return safely to school, and my after care plan will be submitted to the Dean of the School of Nursing. I understand that the School of Nursing may impose restrictions on certain academic components of my studies including limited access to narcotics. It has been explained to me that the grade of (W) withdraw will be awarded for the nursing course(s) interrupted by my treatment. I understand that a written reinstatement request be submitted for the semester that I desire to return to the nursing program. I understand that further evidence of chemical impairment will result in the recommendation by the nursing faculty for my administrative dismissal from the program. My signature allows the release of information between TNPAP and the School of Nursing.

In Witness Whereof, this instrument is executed this the ____ day of _____, 201__.

WITNESSES:

Witness #1 Signature

Student's Signature

Witness #2 Signature

Student's Printed Name

STATE OF _____

COUNTY OF _____

On this ____ day of _____, 200__, before me appeared _____ to be known to be the person described in and who executed the foregoing instrument, and acknowledged that _____ executed the same as _____ free act and deed.

Given under my hand and seal on the day and year above written.

SEAL _____

NOTARY PUBLIC

My commission expires: _____

**adopted from Boise State University and Purdue University North Central*

Facility Name	Address	City	State	Zip Code	Region	Telephone	Fax
Bradford Health Services - Chattanooga	6160 Shallowford Road #103	Chattanooga	TN	37421-	East	(423) 892-2639	(423) 892-6182
Bradford Health Services - Crossville	1299 Genesis Road	Crossville	TN	38555-	East	(931) 484-4343	(831) 484-4257
Bradford Health Services - Knoxville	301 South Gallaher View Road #300	Knoxville	TN	37919-	East	(865) 693-9326	(865) 693-9536
Bradford Health Services - Livingston	529 N Church Street	Livingston	TN	38570-	East	(931) 403-4673	(931) 409-4674
Bradford Health Services - Oak Ridge	161A Roberisville Road	Oak Ridge	TN	37830-	East	(865) 481-8067	(865) 483-5478
CADAS	207 Spears Avenue (RRTF Building)	Chattanooga	TN	37405-	East	(877) 282-2327	(423) 756-7646
Cornerstone of Recovery	1120 Topside Road	Louisville	TN	37777-5502	East	(800) 684-6614	(865) 681-2266
Focus Healthcare A &D Treatment	7429 Shallowford Rd.	Chattanooga	TN	37421	East	(423) 308-2560	
Frontier Health-Bristol Regional Counseling Center	26 Midway Street	Bristol	TN	37620-	East	(423) 989-4500	
Frontier Health-Holston Counseling Center	1570 Waverly Road	Kingsport	TN	37664-	East	(423) 244-1300	
Frontier Health-Magnolia Ridge	900 Buffalo Street	Johnson City	TN	37601-	East	(423) 232-4130	
Frontier Health-Nolachuckey	PO Box 2226	Johnson City	TN	37605-	East	(423) 232-4300	
Frontier Health-Watauga	1517 Waverler Road	Kingsport	TN	37664-	East	(423) 232-2600	
Genesis	3201 Brainerd Road	Chattanooga	TN	37411-	East	(423) 629-5023	
Helen Ross McNabb Center	5310 Ball Camp Pike	Knoxville	TN	37921-3234	East	(865) 523-4704	
Hope of East TN	233 W Main Street	Morristown	TN	37814-	East	(423) 581-2411	(423) 581-2484
Indian Path Pavilion	2300 Pavilion Drive	Kingsport	TN	37660-	East	(423) 857-5500	(423) 857-5600
Magnolia Ridge	900 Buffalo Street	Johnson City	TN	37604	East	(423) 232-4130	(423) 232-4145
Peninsula Lighthouse	6800 Baum Drive	Knoxville	TN	33575-	East	(423) 970-9800	
Ridgeview Psychiatric Hospital & Center	240 West Tyrone Road	Oak Ridge	TN	37830-	East	(865) 482-1076	
Parkridge Valley	2200 Morris Hill Road	Chattanooga	TN	37421-	East	(800) 542-9600	(423) 499-1201
Watauga Mental Health Center	106 East Watauga Ave.	Johnson City	TN	37601-4628	East	(423) 232-2600	
Woodridge Psychiatric Hospital	403 N State of Franklin Road	Johnson City	TN	37601-	East	(865) 928-7111	(865) 928-7110
Bradford Health Services - Clarksville	231 Dunbar Cave Road Suite A	Clarksville	TN	37043-	Middle	(931) 542-9816	(931) 551-4486
Bradford Health Services - Cookeville	1330 Neal Street Suite D	Cookeville	TN	38501-	Middle	(931) 528-6803	(931) 528-6826
Bradford Health Services - Franklin	256 Seaboard Lane Buldg F #103	Franklin	TN	37067-	Middle	(615) 778-0113	(615) 778-1479
Bradford Health Services - Manchester	1602 McArthur Street	Manchester	TN	37355-	Middle	(931) 728-4442	
Bradford Health Services - Nashville	2525 Perimeter Place Drive #136	Nashville	TN	37214-	Middle	(615) 902-9191	(615) 316-0041
Buffalo Valley	501 S. Park Avenue	Hohenwald	TN	38462-1951	Middle	(800) 447-2766	(931) 796-5250

Facility Name	Address	City	State	Zip Code	Region	Telephone	Fax
Center for Professional Excellence	624 Grassmere Park Drive Bldg #11	Nashville	TN	37211-	Middle	(615) 837-2282	(615) 837-0728
Centerstone - Columbia-Maury County	PO Box 40406	Nashville	TN	37204-	Middle	(615) 463-4100	
Centerstone - DeDe Wallace Center	620 Gallatin Road South	Nashville	TN	37115-	Middle	(615) 460-4300	
Centerstone - Highland Rim	1803 N Jackson Street	Tullahoma	TN	37388-	Middle	(931) 455-3476	
Cumberland Heights A&D Treatment Center	8283 River Road	Nashville	TN	37209-	Middle	(615) 352-1757	(615) 353-4325
Cumberland Heights Outpatient Services	145 Thompson Lane	Nashville	TN	37211-	Middle	(615) 353-4305	
Discovery Place	1635 Spencer Mill Road	Burns	TN	37029-	Middle	(888) 749-8600	(615) 740-8606
Foundations	220 Venture Circle	Nashville	TN	37228-	Middle	(888) 869-9230	(615) 742-1009
Frontier Behavioral Health	1517 Waverly Road	Kingsport	TN	37664-	Middle	(423) 528-3903	
Journey to Recovery	2115 Old Ashland City Rd.	Clarksville	TN	37043	Middle	(931) 906-2070	(931) 906-2090
Keystone Recovery Center, Inc.	PO Box 160840	Nashville	TN	37216-	Middle	(615) 650-9082	(615) 227-8989
New Leaf Recovery Program(Plateau Mental Health Center	1200 South Willow Avenue	Cookeville	TN	30501	Middle	(931) 432-4123	
New Life Lodge	999 Girl Scout Rd.	Burns	TN	37029-0430	Middle	(800) 365-3899	(615) 446-2377
Onsite	PO Box 250	Cumberland Furnace	TN	37051	Middle	(800) 341-7432	(615) 789-5696
Parthenon Pavillion-Cumberland Heights Dual Diag	2401 Parman Place	Nashville	TN	37203-	Middle	(615) 342-1400	
Pathfinders	875 Highway 231 South	Castalian Springs	TN	37031-	Middle	(800) 553-2540	(615) 374-3560
Renewal Center/Smith County Memorial Hospital	158 Hospital Drive	Carthage	TN	37030-	Middle	(800) 360-2029	(615) 735-5215
Samaritan Recovery Center	319 S 4th Street	Nashville	TN	37206-	Middle	(615) 244-4802	
Tennessee Christian Medical Center for Addictions	500 Hospital Drive	Madison	TN	37115-	Middle	(615) 865-0300	(615) 860-6308
Turning Point Halfway House	601-A Harpeth Bend Drive	Nashville	TN	37221	Middle	(615) 662-3159	
Vanderbilt Addiction Center (VITA)	1601 23rd Avenue South	Nashville	TN	37232-	Middle	(615) 320-7770	
Betty Ford Center	3900 Bob Hope Drive	Rancho Mirage	CA	92270-	Out of state	(800) 854-9211	(760) 776-3414
Bradford Health Services - Warrior	PO Box 129	Warrior	AL	35180-	Out of state	(800) 333-1865	(205) 647-3626
Bridge, The	1745 Logsdon Road	Bowling Green	KY	42101-	Out of state	(270) 777-1094	(270) 777-1062
CARON Foundation	Galen Hall Road Box A	Wernersville	PA	19565-0501	Out of state	(800) 678-2332	(610) 678-5704
Charter Hospital of Louisville	1405 Browns Lane	Louisville	KY	40207-4608	Out of state		
Clearview Recovery Center	#3 Clearview Circle	42761	MS	39459-	Out of state	(800) 845-8918	(601) 544-8464
COPAC Addiction Services	3949 Highway 43 North	Brandon	MS	39047-	Out of state	(800) 446-9727	(601) 829-4278

Facility Name	Address	City	State	Zip Code	Region	Telephone	Fax
Four Rivers Behavioral Health	2850 Adams Street	Paducah	KY	42001-	Out of state	(800) 592-3980	
Hazelton Recovery Services	250 W Shawnee Road	Baroda	MI	49101-4024	Out of State	(800) 257-7800	
Meadows, The	1655 N Tegner	Wickenburg	AZ	85390-	Out of state	(520) 684-3926	(800) 684-3261
Metro Atlanta Recovery Residences (MARR)	2801 Clearview Place	Doraville	GA	30340-	Out of state	(800) 732-5430	(770) 457-1949
Palmetto Addiction Recovery Center	86 Palmetto Road	Rayville	LA	71269-	Out of state	(800) 203-6612	(318) 728-2970
Parkwood	8135 Goodman Road	Olive Branch	MS	38654-	Out of state	(800) 477-3422	
Pine Grove/Next Step	2255 Broadway	Hattiesburg	MS	39401-	Out of state	(800) 848-5891	(601) 288-3077
Ridgeview Institute	3995 South Cobb Drive	Smyrna	GA	30080-6397	Out of state	(800) 329-9775	(770) 434-4567
Rosewood	36075 S Rincon Road	Wickenburg	AZ	85390-	Out of state	(800) 280-1212	(423) 769-2511
Sante Center for Healing	914 Country Club Road	Arglye	TX	76226-	Out of state	(822) 258-4250	(940) 464-7220
Shades of Hope	PO Box 639	Buffalo Gap	TX	79508-	Out of state	(800) 588-4673	(731) 935-0047
Sierra Tucson	16500 N Lagodeloro Parkway	Tucson	AZ	85737-	Out of state	(800) 842-4487	(602) 792-5855
Talbott Recovery Center	5454 Yorktowne Drive	Atlanta	GA	30349-	Out of state	(800) 445-4232	(770) 997-8230
Cresthaven Lakeside	2911 Brunswick Road	Memphis	TN	38133-	West	(901) 377-4700	
Grace House of Memphis	329 N Bellevue	Memphis	TN	38105-4306	West	(901) 722-8460	
Jackson Area Council on A&D Dependency (JACO)	900 E Chester Street	Jackson	TN	38301-	West	(731) 423-3653	(901) 422-2820
Memphis Recovery Center	219 N Montgomery	Memphis	TN	38104-	West	(800) 672-7378	(901) 274-2172
Methodist Renewal Center	2009 Lamar Ave.	Memphis	TN	38114	West	(901) 276-5401	(901) 276-1924
Pathways	238 Summar Drive	Jackson	TN	38301-	West	(731) 935-8320	(731) 935-8327
Serenity Recovery Center - Memphis	1080 Poplar Avenue	Memphis	TN	38105-	West	(901) 521-1131	
The Ranch	PO Box 38	Nunnely	TN	37137-	West	(931) 729-9631	
Turning Point - Trenton	200 Hospital Drive	Trenton	TN	38382-	West	(731) 855-7982	

STUDENT ACKNOWLEDGEMENT OF POLICIES/HANDBOOK

**Student Acknowledgement of Policies/Handbook
2011-2012**

I have received a copy of the LSON *BSN Student Handbook*. I have read, understand, and will abide by the LSON policies related to:

Core Performance Standards (as per the University of Memphis *Undergraduate Bulletin*)
Progression and Retention Criteria (as per the University of Memphis *Undergraduate Bulletin*)
Advisement
Clinical Nursing Course Enrollment Requirements
Credit by Examination (RN-BSN)
General Education Course work
Participation in TSNA and NSNA
Matriculation into 3 Clinical Nursing Courses
Progression in the Nursing Major
Irregular Progression in the Nursing curriculum
Withdrawal from Courses
Disqualification from the Nursing Major
Children on Campus
Classroom Expectations
Class Attendance
Clinical Drop
Clinical Attendance
Blood and Body Fluid Exposure and Prevention
Clinical Practice in Employment Setting
Nursing Student Employment
Client Care Policy
Client Safety and Confidentiality
Clinical Professional Dress
Clinical Uniform
Clinical Supplies
Dosage Rounding Rules
Verbal and Phone Orders
Communication
Requesting Test Scores
Disaster Planning
Inclement Weather
Grading Policy
Testing Policy
Grading Policies for CPEs
Grading Policies for Clinical Nursing Courses
Academic Integrity
Academic Misconduct
Undergraduate Grade Appeal Procedure
Nursing Achievement Tests
Substance Abuse Policy

Print Name: _____

Signature: _____

Date: _____