



THE UNIVERSITY OF  
**MEMPHIS**<sup>®</sup>  
Loewenberg College of Nursing

**BSN & RN-BSN**  
**Student Handbook**  
**2020-2021**

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## **ACCREDITATION**

The baccalaureate and master's degree programs in nursing at the University of Memphis, Loewenberg College of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001. (202) 887-6791.

## **MEMBERSHIP**

The Loewenberg College 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.

## **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.

## MESSAGE FROM THE DEAN

*Dear Nursing Students:*

Welcome to the Loewenberg College of Nursing (LCON) at the University of Memphis! Founded in 1912, the University of Memphis is a place that cultivates you to be *driven by doing*.

For over 50 years, the LCON has had an unbroken record of *academic excellence* in higher education. We prepare nurse clinicians, nurse scholars/scientists, nurse educators, and nurse leaders. Our 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*.



Our distinguished faculty, dedicated staff, engaged clinical partners, and alumni are committed to your success. A myriad of services including scholarships are available in the University and the LCON to support your learning, promote your wellbeing, and enrich your college life. To be successful, I encourage you to *focus, engage, and manage*. To become a professional nurse starts thinking like a nurse, and acting like a nurse as you immerse yourself with diverse didactic and clinical learning experiences on campus and across healthcare settings.

The future of nursing rests with you who will enter the noble and the most trusted profession - Nursing. 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. Together, we work with you to make your educational experience challenging, meaningful, and rewarding!

As your Dean, I am here to serve you. I look forward to meeting you in person. I can be reached via email/call/or stop by: [lzhan@memphis.edu](mailto:lzhan@memphis.edu); 901-678-2020; CHB 2502J, or follow my twitter @uofmnursingdean.

*Go Memphis Nursing, Go Tigers!*

Lin Zhan, PhD, RN, FAAN  
Dean and Professor

# Loewenberg College of Nursing

## PHILOSOPHY of NURSING

The faculty of the Loewenberg College 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 meta-paradigm:

### 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, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations.

**American Nurses' Association (2010). Nursing's Social Policy Statement. The Essence of the Profession. Washington, DC: Author.**

## LOEWENBERG COLLEGE OF NURSING MISSION AND SHARED VISION

### Mission

To provide accessible and innovative higher 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

To create a center of excellence where education, research/scholarship, practice and partnerships integrate to advance nursing science and to promote health of the global community.

### Strategic Goals

- Innovative and high quality academic programs
- Student success: recruitment, retention, degree completion, and employment
- Diversity and Inclusion
- Advance Nursing Science
- Partnerships from local to global communities

### Core Values: Caring. Diversity. Integrity. Leadership

**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.

***Preparing Leaders, Promoting Health***

*Approved by LCON Faculty December 2010 & 2018*

## **GENERAL SERVICES**

**University ID Card**

The University issues each student an identification card that bears the student's name and image referred to as the campus card. [Identification cards](#) can be obtained in 115 Wilder Tower for the Memphis campus and 109 Varnell-Jones for the Lambuth campus.

**Parking Permit**

Parking permits can be obtained from the [Parking Office](#) located at 120 Zach Curlin Parking Garage.

**Email**

New students receive an account activation code with their U of M acceptance letter which can be used to create and manage all accounts using the [ID Management system](#).

**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.

**Tiger-Lan Laboratory**

There are numerous TigerLAN Computer Labs located across campus. Click [here](#) for a list of the labs and the computers.

**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 LCON health form is presented.

**Disability Services**

Disability Resources for Students (DRS), 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 Disability Resources Services (DRS). Students who request disability accommodations without a memo will be referred to DRS.

**Student Employment**

College work-study is available to financially qualified students through the Office of Financial Aid in Wilder Tower. All nursing students are encouraged to apply for financial aid if needed. Additionally, after the first semester of nursing study, students may obtain employment as a patient care assistant in any one of the wide variety of clinical settings 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 College 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 all faculty and students. 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, and the Health Reference Center Academic. These databases are available to all students via The U of M McWherter Library web site.

The McWherter Library also is 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.

Health Science Library is located on the second floor of the Community Health Building – the Home of the LCON. In this library, individual study rooms, small group study rooms are also available. The state-of-the art design makes library learning and studying conducive.

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.

### **Cultural Opportunities**

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

### **LCON Website/eCourseware/Email**

Information is posted on the LCON 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 throughout the nursing building. Students are encouraged to check these boards.

Keeping up with changes or news from the University of Memphis and LCON 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.

### **Letter of Recommendation**

Employment recommendations are only provided to those students who are in good academic standing in the LCON. 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 employment recommendations from the LCON require the student to give permission for the LCON 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.

Because a letter of recommendation may include information from the student's academic record and because the letter itself is considered part of the student's academic record, the LCON follows the [University Registrar Policy](#) for Letters of Recommendation.

**Requesting Test Scores**

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

**Emergency Notification Procedure**

The University uses the Live Safe comprehensive personal safety mobile application to inform students of emergencies. [Click here](#) for information on and to download the Live Safe mobile application for IOS and Android:

**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. During the event of natural disaster while in the clinical setting the student should follow the facility guidelines.

**Inclement Weather**

The University's official number to call for closing is 901-678-0888. Local television, radio stations, and the Live Safe mobile application will announce when the University is closed. Please notify faculty if you will be absent from a clinical laboratory class due to unsafe weather conditions.

## **NURSING STUDENT ACTIVITIES**

Students in the Loewenberg College of Nursing (LCON) are encouraged to participate in all campus activities and to become actively involved in campus life.

### **Student Nurses Association**

All students are strongly encouraged to be members of the LCON Student Nurses' Association (SNA). SNA 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 LCON SNA chapter as delegates to state, regional, and national conventions each year. SNA participation prepares students for teamwork, leadership, building professional relationships, reaching out to help and serve, and advocating for professional nursing.

### **Participation in TSNA and National Student Nurses Association**

Students meeting the following criteria may 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 twice a year. 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
- display 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
- display 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 must be met at the beginning of the fall or spring semester to be considered for the invitation to join.**

**Composite Photos**

Each graduating class of students in the LCON is recognized by a composite portrait of each student in academic regalia, which permanently hangs in the LCON. 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 September for Fall graduates, and February for Spring and Summer graduates. Pictures may only be made on the specified date.

**University of Memphis Honors Assembly**

Each Spring semester, select 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. Students are recognized for the award in the area of Integrity, Caring, Diversity, Leadership, and Dean's Award for Excellence.

**Scholarship Luncheon**

Each Spring semester, the Loewenberg College of Nursing (LCON) host a scholarship luncheon to recognize recipients of nursing scholarships. The program also recognizes and shows appreciation to the donors who generously help relieve financial burden of nursing students. All scholarships recipients are encouraged to attend.

**Academic Success Program**

The Academic Success Program (ASP) is a one-day program hosted in the Spring and Fall for incoming nursing students. The goal of the ASP is to help students transition their mindset and understand what is expected to become an Active, Adaptive, and Achieved nursing student. All incoming nursing students are encouraged to attend.

**LCON Nursing Alumni Association**

All graduates of the LCON are eligible members of the LCON 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 College 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 Nursing Skills Laboratories, students are assessed a skills laboratory fee for laboratory courses.

### **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 are assessed a fee for the cost of achievement tests that will be administered during the program.

### **Online Course Fee**

Online courses have the same tuition rate as on-campus course sections. However, online course sections are assessed an online fee per hour basis with no maximum, and are in addition to on-campus fees.

## **THE BACHELOR OF SCIENCE IN NURSING PROGRAM**

### **The Bachelor of Science in Nursing (BSN)**

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 must complete the General Education Curriculum required for all students at the University of Memphis.

### **BSN Program Outcomes**

The baccalaureate program prepares the graduate to:

1. Provide safe and high quality nursing care across a continuum of healthcare environments.
2. Use evidenced based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
3. Explore the impact of socio-cultural, economic, legal and political factors that shape healthcare delivery and professional nursing practice.
4. Communicate and collaborate effectively both interprofessionally and intraprofessionally.
5. Implement clinical prevention and health promotion strategies to improve patient health outcomes.
6. Demonstrate professional values and ethical behaviors in all dimensions of nursing practice.

*(Revised April 2014, Approved by CCNE March 2015)*

### **Essential Curricular Concepts, Core Nursing Competencies, BSN Nursing Course Outcomes**

Curricular Concepts derive from core competencies 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) Evidence-Based Practice-1,2,3
- 3) Interprofessional Collaboration-1,4,5
- 4) Communication-1,4,5
- 5) Cultural Sensitivity and Humanity-1,6
- 6) Health Promotion 1,2,6
- 7) Information Management and Technology-1,2,3,5
- 8) Professionalism-1,2,5
- 9) Quality and Safety1,2,3,4,5
- 10) Clinical Reasoning and Judgement 1,2,3

### **Professional Standards of Nursing Practice and Education**

The LCON 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 LCON 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 LCON BSN program outcomes

AACN <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i>	LCON BSN Program Outcomes
<input type="checkbox"/> Liberal Education for Baccalaureate Generalist Nursing Practice – “A solid base in liberal education provides the cornerstone for the practice and education of nurses”.	1,2,6
<input type="checkbox"/> 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,
<input type="checkbox"/> Scholarship for Evidence Based Practice – “Professional nursing practice is grounded in the translation of current evidence into practice.”	2,3,4,
<input type="checkbox"/> 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.”	2,3,4,5,6
<input type="checkbox"/> 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.”	1,4,5,6
<input type="checkbox"/> 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.”	3,4,5,6
<input type="checkbox"/> 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”.	2,5,6
<input type="checkbox"/> Professionalism and Professional Values – “Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing.	1,4,6
<input type="checkbox"/> 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.	1,2,4, 5,6
<i>(AACN, 2008; Revised 4/2014, Approved by CCNE March 2015)</i>	

\*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. Click [here](#) for the General Education Program categories and their approved courses.

### **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.

- a. Twenty-five percent of the credit hours toward the degree must be earned at The University of Memphis, as required by SACS.
- b. 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.
- c. Effective Fall Semester 2004, each institution in the State University and Community College System of Tennessee 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 / Fine Arts 9 hours (At least one course must be in literature.)
  - Social / Behavioral Sciences 6 hours
  - History 6 hours
  - Natural Sciences 8 hours
  - Mathematics 3 hoursSee the [Undergraduate Catalog](#) for complete information on Graduation from the University.

**General Education Requirements:**

<b>Foundation Courses in Arts/Sciences/Humanities</b>	<b>Essential Knowledge Needed in Nursing</b>
<p><b>English Composition</b> ENGL 1010: English Composition ENGL 1020: English Composition and Analysis</p>	Introduces, develops, and enhances the student's ability to communicate effectively using expressive, expository and persuasive writing
<p><b>English Literature</b> 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><b>Social/Behavioral Sciences</b> SOC1 1010: Introduction to Sociology <u>or</u> PSYC 1230: General Psychology <u>and</u> <b>Plus one from the list of general education requirements</b></p>	Promotes understanding of behavioral, social and cultural differences in the implementation of the nursing process with various and diverse populations
<p><b>Nutrition</b> 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><b>Math – one of the following:</b> MATH 1420: Foundations of Math II MATH 1530: Intro to Stat. Reasoning &amp; Appl. MATH 1710: College Algebra MATH 1730: College Algebra &amp; 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><b>Biology</b> BIOL 1230/31 Microbiology BIOL 2010/11 Anatomy &amp; Physiology I BIOL 2020/21 Anatomy &amp; 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><b>History</b> 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><b>Communication</b> COMM 2381: Oral Communication</p>	Communication is an essential and integral part of the nursing process
<p><b>Humanities</b> Humanities Elective (6 hours)</p>	Broadens nursing perspective and worldview by providing a liberal arts foundation
<p><b>Statistics – one of the following</b> MATH 1530: Intro to Stat. Reasoning &amp; Appl SOC1 3311: Social Statistics EDPR 4541: Fundamental/Applied Stat Methods</p>	Provides a basic understanding of statistical analysis which is the foundation for evidence-based reasoning
<p><b>Electives</b> Upper Division Electives (3 hours)</p>	Allows for course selection to reflect individual interest

**General Education Requirements**  
**Traditional BSN Curriculum Model/ 5 Semester Curriculum Plan**

**Freshman Year**

Course/Title	Credit	Course/Title	Credit
ENG 1010 English Composition I	3	ENG 1020 English Comp/Analysis	3
BIOL 2010/2011 Anatomy & Physiology I	4	BIOL 2020/2021 Anatomy & Physiology II	4
<sup>1</sup> History	3	<sup>1</sup> Mathematics	3
<sup>1</sup> Humanities	3	<sup>1</sup> Humanities	3
<sup>2</sup> Social/Behavioral Science	3	<sup>1</sup> History	3
	<b>16</b>		<b>16</b>

**Sophomore Year**

Course/Title	Credit	Course/Title	Credit
ENGL 2201 Literary Heritage <u>or</u> ENGL 2202 Literary Hert-Afr./American Emphasis	3	NURS 3000 Pharmacology in Nursing	3
BIOL 1230/1231 Microbiology	4	NURS 3400 Clinical Pathophysiology	3
NUTR 3202 Nutrition for Health Care (preferred) <u>or</u> NUTR 2202 Nutrition	3	NURS 3101 Health Assessment	2
COMM 2381 Oral Communication	3	NURS 3103 Health Assessment Lab	1
<sup>1</sup> Social/Behavioral Science	3	NURS 3105 Foundations of Patient Centered Care	3
	<b>16</b>	NURS 3106 Foundational Nursing Skills	2
			<b>14</b>

**Junior Year**

Course/Title	Credit	Course/Title	Credit
NURS 3005 Intro to Professional Nursing	2	NURS 3230 Gerontological Nursing	3
NURS 3006 Professional Nursing Seminar	1	NURS 3231 Gerontological Nursing Practicum	3
NURS 3205 Nursing of the Adult I: Common Health Alterations	3	NURS 4110 Evidence-Based Practice in Nursing	3
NURS 3206 Nursing of the Adult I: Common Health Alterations Practicum	3	NURS 3217 Nursing of the Childbearing Family	2
NURS 4127 Community Health Nursing	3	NURS 3219 Nursing of the Childbearing Family Practicum	2
NURS 4129 Community Health Nursing Practicum	1	Statistics	3
NURS 3127 Mental Health Nursing	3		
NURS 3129 Mental Health Nursing Practicum	1		
	<b>17</b>		<b>16</b>

**Senior Year**

Course/Title	Credit	Course/Title	Credit
NURS 3305 Nursing of the Adult II: Complex Health Alterations	3	NURS 4205 Transitions into Professional Nursing Practice	4
NURS 3306 Nursing of the Adult II: Complex Health Alterations Practicum	3	NURS 4206 Transitions into Professional Nursing Practice Practicum	8
NURS 3227 Pediatric Nursing	2		
NURS 3229 Pediatric Nursing Practicum	2		
Upper Division Elective (Nursing or non-Nursing)	3		
	<b>13</b>		<b>12</b>

<sup>1</sup> Refer to the [Bulletin of The U of M, Undergraduate General Education](#)

<sup>2</sup>Take PSYC 1030 (General Psychology) or SOCI 1111 (Introduction to Psychology)

### Online RN- BSN/ 3 Semester Curriculum Plan

For RN-BSN prerequisite and general education requirements [click here](#). The following is a 3 semester sample study plan for RN-BSN students (31 credits).

<b>Semester 1</b>		
Course	Name	Credits
NURS 3005*	Professional Nursing	2
NURS 3006*	Professional Nursing Seminar	1
NURS 3101*	Health Assessment	2
NURS 3103*	Health Assessment Lab	1
NURS 3400	Clinical Pathophysiology	3
<b>Semester 1 Total</b>		<b>9</b>
<b>Semester 2</b>		
NURS 3000	Pharmacology	3
NURS 4127*	Community Health Nursing	3
NURS 4129*	Community Health Nursing Practicum	1
NURS 4110	Evidence Based Practice in Nursing	3
<b>Semester 2 Total</b>		<b>10</b>
<b>Semester 3</b>		
NURS 4205*	Transitions into Professional Nursing Practice	4
NURS 4206*	Transitions into Professional Nursing Practice Practicum	8
<b>Semester 3 Total</b>		<b>12</b>
<b>Total</b>		<b>31</b>

\*Co-requisite courses must be taken in the same semester.

### 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 3005, 3006, 3400, 3101, 3103, 3105, 3106

Level II Courses: NURS 3000, 3205, 3206, 4127, 4129, 3127, 3129, 4110, 3217, 3219, 3305, 3306

Level III Courses: NURS 3230, 3231, 3227, 3229, 4205, 4206

#### Matrix of LCON BSN student outcomes by level

Upon successful completion of the BSN program, graduates will:

##### 1. Provide safe and high quality nursing care across a continuum of healthcare environments.

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. Use evidenced based research, informatics, and technologies in nursing practice to improve the health of diverse populations.

Level I - Provider of Care	Level II - Designer/Manager/Coordinator of Care	Level III – Member of Profession
Identify resources for evidence based practice Use technology in providing care	Investigate scientific evidence used to support best practice Use advanced clinical technologies in the	Integrate scientific evidence into practice Coordinate the use of various technologies in directing patient care

##### 3. Explore the impact of 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

**4. Communicate and collaborate effectively both inter-professionally and intra-professionally.**

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

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

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

**6. Demonstrate professional values and ethical behaviors in all dimensions of nursing practice.**

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

*(Revised 4/2014, Approved by CCNE March 2015)*

**BSN Essentials: Curriculum Content Mapping by Course Number**

<b>Expected Competencies</b>	<b>NURS 3005</b>	<b>NURS 3006</b>	<b>NURS 3400</b>	<b>NURS 3101</b>	<b>NURS 3103</b>	<b>NURS 3105</b>	<b>NURS 3106</b>	<b>NURS 3000</b>	<b>NURS 3205</b>	<b>NURS 3206</b>	<b>NURS 4127</b>	<b>NURS 4129</b>	<b>NURS 3127</b>	<b>NURS 3129</b>	<b>NURS 4110</b>	<b>NURS 3217</b>	<b>NURS 3219</b>	<b>NURS 3305</b>	<b>NURS 3306</b>	<b>NURS 3230</b>	<b>NURS 3231</b>	<b>NURS 3227</b>	<b>NURS 3229</b>	<b>NURS 4205</b>	<b>NURS 4206</b>
<b>I. Liberal Education for Baccalaureate Generalist Nursing Practice</b>	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>II. Basic Organizational &amp; Systems Leadership for Quality Care &amp; Patient Safety</b>	X	X							X	X	X	X	X	X		X	X	X	X	X	X		X	X	X
<b>III. Scholarship for Evidence-Based Practice</b>	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>IV. Information Management &amp; Application of Patient Care Technology</b>				X	X	X	X	X	X	X					X			X	X	X	X	X	X		X
<b>V. Healthcare Policy, Finance, &amp; Regulatory Environments</b>	X							X			X	X	X	X		X	X	X	X	X	X		X	X	X
<b>VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b>	X	X		X	X	X	X		X	X	X	X	X	X		X	X	X	X	X		X	X	X	X
<b>VII. Clinical Prevention &amp; Population Health</b>	X	X		X	X	X	X		X		X	X	X	X		X	X	X	X	X	X	X	X	X	X
<b>VIII. Professionalism &amp; Professional Values</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>IX. Baccalaureate Generalist Nursing Practice</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Nursing Program Model

# Loewenberg College of Nursing Program Model



### Clinical Course Competencies: Core

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

#### 1. Patient-centered Care

Care that is compassionate and based on respect for the patient’s preferences, values, age, culture and needs. The patient is recognized as a full partner in the provision of this care. (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).

S	N	U
Accurately and efficiently performs patient assessments with minimal instructor cues and reports changes from patient baseline. Able to interpret findings with minimal assistance. Identifies patient learning needs. Formulates patient teaching plan correctly with occasional cues. Implements teaching plan correctly. Respects the rights of patients and family.	Using assessment tool accurately performs patient assessment; identifies and reports only obvious changes from pt. baseline; Needs assistance in interpreting findings. Identifies patient learning needs. Formulates basic patient teaching plan with frequent cues. Does not implement the plan when opportunity is available.	Unable to perform patient assessments at course level accurately and on time. Fails to identify/report physical and/or psychosocial changes from patient’s baseline while performing nursing assessments. Omits significant clinical findings. Unable to identify basic patient learning needs. Unprepared to teach patient. Does not respect the rights of patients and family.

#### 2. Evidence-based Practice

Identification, evaluation, and integration of the best current evidence with clinical expertise and consideration of patient/family preferences and values for the delivery of optimal health care (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).

S	N	U
Integrates best research evidence with clinical circumstances and patient’s values in clinical decision-making. Identifies clinical questions in the course of patient care activities. Articulates EBP skills independently.	Integrates best research evidence with clinical circumstances and patient’s values in clinical decision-making. Needs frequent cues to identify clinical questions in the course of patient care activities. Articulates EBP skills with assistance.	Unable to integrate best research evidence with clinical circumstances and patient’s values in clinical decision-making. Unable to identify clinical questions in the course of patient care activities. Unable to articulate EBP skills.

### 3. Interprofessional Collaboration

Cooperation across interdisciplinary healthcare professions which fosters open communication, mutual respect, shared decision-making, and team learning to ensure care that is reliable and continuous (Institute of Medicine, 2003; Massachusetts Department of Higher Education, 2010).

S	N	U
Able to identify management responsibilities of nurses on the clinical unit. Able to distinguish between functions requiring a registered nurse and functions that can be delegated. Correctly incorporates other health care workers into patient care. Collaborates with medical provider in the management of patient care.	Needs frequent cues to identify management responsibilities of nurses on the clinical unit. Needs occasional cues to distinguish between functions requiring a registered nurse and functions which can be delegated. Needs to be reminded to report findings to the medical provider.	Unable to distinguish between functions requiring a registered nurse and functions that can be delegated. Unable to share responsibility with the assigned nurse. Unable to communicate effectively with the medical provider.

### 4. Communication

Effective interaction with patients, families, and colleagues, which fosters mutual respect and shared decision-making, promotes patient understanding, satisfaction, and positive health outcomes (Massachusetts Department of Higher Education, 2010).

S	N	U
Demonstrates therapeutic communication skills with patients to obtain data. Reports patient data to appropriate health care providers and faculty using accepted terminology.	Demonstrates minimal listening and communication skills to obtain data. Needs frequent cues to report patient data to appropriate health care providers and faculty.	Unable to effectively communicate with patients, peers, faculty and other health care providers. Fails to report relevant patient data to appropriate health care providers and faculty.

### 5. Human Diversity and Cultural Sensitivity

Actions which convey sensitivity and appreciation for the diversity of another, leading to the ability to work effectively with diverse groups and communities with a detailed awareness, specific knowledge, refined skills, and personal and professional respect for cultural attributes, to include differences and similarities (Giger et al., 2007; Suh, 2004).

S	N	U
Shows respect for others' culture and values. Shows kindness or compassion for others.	Needs reminder to respect others' culture and values. Needs reminder about importance of kindness or compassion for others.	Shows disrespect for others' values and cultures. Lack of kindness or compassion for others.

**6. Health Promotion**

The process of advocacy and mediation, enabling individuals to have increased control over health determinants. Activities and interventions which facilitate behavioral, social, and environmental changes conducive to the achievement of health-related goals in individuals, families, communities, and populations (U.S. Department of Health and Human Services, 2000; World Health Organization, 2016).

S	N	U
Implements plan of care for patients that promote positive health outcomes. Sets priorities with minimal assistance. Teaches health promotion, disease prevention, and risk reduction strategies as indicated.	Establishes plan of care that promotes positive health outcomes for patients with frequent cues after mid-term. Has difficulty setting priorities and establishing health related goals.	Unable to formulate appropriate plan of care; fails to evaluate or modify plan of care. Fails to complete plan of care. Cannot set priorities.

**7. Information Management and Patient Care Technology**

Use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making throughout the processes associated with delivering care (Quality and Safety Education for Nursing, 2007)

S	N	U
Documents patient data for patients on required forms according to agency policy after second week. Documents appropriate patient data in a timely and accurate manner. Uses relevant resources in the collection of data. Analyzes patient and community data in planning and executing patient care. Uses specialty-based technical skills/therapeutic interventions for diagnosis & treatment of health problems (see course specific technical skills checklist). Interprets laboratory/diagnostic test data in the management of patient's condition.	Documents minimal patient data on required forms according to agency policy for patients. Needs cues to document appropriate patient data in a timely and accurate manner with several cues. Uses relevant resources in the collection of data with cues. Analyzes patient and community data in planning and executing patient care with cues Uses specialty-based technical skills/therapeutic interventions for diagnosis & treatment of health problems (see course specific technical skills checklist) with cues. Interprets laboratory/diagnostic test data in the management of patient's condition with cues.	Unable to document patient progression and assessment correctly on flow sheet. Charting not completed in a timely manner. Patient documentation contains faulty and/or inaccurate data. Unable to demonstrate proper use of written and spoken English language. Unable to use relevant resources in the collection of data. Unable to analyze patient and community data in planning and executing patient care. Unable to use specialty-based technical skills/therapeutic interventions for diagnosis & treatment of health problems (see course specific technical skills checklist). Unable to interpret laboratory/diagnostic test data in the management of patient's condition.

**8. Professionalism**

Pervasive dedication to and demonstration of accountability for the fundamental and inherent values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of care that is consistent with legal, ethical, and regulatory standards (American Association of Colleges of Nursing, 2008; Massachusetts Department of Higher Education, 2010).

S	N	U
<p>Adheres to LCON and agency policies/procedures regarding ethical behavior, patient confidentiality, dress and punctuality. Regularly takes advantage of learning opportunities and appropriately seeks feedback from instructor, staff. Is a patient advocate. Follows HIPPA regulations.</p>	<p>Requires cues to adhere to college/agency policies and principles regarding ethical behavior, patient confidentiality, dress and punctuality (first offense). Needs reminder to follow HIPPA regulations (once).</p>	<p>Fails to maintain patient confidentiality. Falsifies entries in health care records. Displays negativism, complains chronically, and avoids learning opportunities. Fails to adhere to LCON and agency policies/procedures. Unsatisfactory use of supervision. Any behavior, which jeopardizes safety of patient, self, or others. Unexcused absence, unreported absence, and repeated lateness. Repeated HIPPA violations Unsatisfactory, plagiarized or late assignments.</p>

**9. Safety and Quality**

Actions and interventions which minimize risk of harm to patients and providers through system effectiveness and individual performance. The use of data to monitor the outcomes of care processes, and the implementation of improvement methods to continuously enhance the quality and safety of health care (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).

S	N	U
<p>Performs previously learned skills in a timely manner. Accurate verbalization of new skill/procedure and performs new skills with assistance. Collects all equipment and supplies, implements proper nursing interventions prior to performing skills. Applies theory to the clinical situation</p>	<p>Needs assistance to perform previously learned skills on time, accurately, safely. Occasionally skips steps. Accurate verbalization of skill/procedure with occasional cues. Needs cuing to apply theory to the clinical situation. Disorganized when setting up for procedures.</p>	<p>Unable to perform previously learned skills accurately. Poor organization when performing skill. Unable to verbalize skill steps; unsafe skill procedure; excessive anxiety. Unable to apply theory content to the clinical setting.</p>

### 10. Clinical Reasoning and Judgment

The process of assimilating information and analyzing data regarding clinical situations and changes in patient condition, leading to decision-making based on the evidence, meaning, and outcomes achieved (Benner, Sutphen, Leonard-Kahn & Day, 2008; Pesut, 2001).

S	N	U
Identifies common recurring patient problems with minimal cues. States possible solutions for patient problems with occasional cues. Given a patient problem, independently states steps to solve problem.	Identifies obvious recurring patient problems with cues. Has difficulty suggesting possible solutions for patient problems.	Unable to identify common patient problems. Ineffective problem solving and/or problem resolution. Unable to evaluate expected outcomes for the assigned patient.

## **ACADEMIC SUCCESS**

## ACADEMIC SUCCESS

The LCON Dean, Faculty, Staff, and community/practice partners are here to support your academic success. We offer you some strategies for your academic success, to highlight:

- *Review your course syllabus.* The syllabus is your guide for each course. At the beginning of each semester, carefully read your syllabus by taking note of course/class outcomes, assignments, exams, and important dates. Check the syllabus prior to each class for required readings and an overview of daily assignments. If you have questions about the syllabus, be sure to ask your professor.
- *Prepare for class.* One of the most important things you can do to prepare for class is to “read”. You should read required content prior to class and familiarize yourself with key terms/concepts/contents. Once you finish reading, write down a list of questions to ask them in and off class, and highlight things that are unclear or difficult to understand.
- *Prepare for clinical.* A key factor in clinical preparation is clinical orientation. Therefore, be sure to attend orientation because this is your *opportunity to familiarize yourself with the clinical site and ask questions. Arrive at clinical with all your necessary supplies and assignments and most importantly a positive attitude and on time.*
- *Study effectively.* You should review course material following class. Carefully compare class notes to your reading materials and relevant notes. As a general rule of thumb, most professors suggest students spending a minimum of two hours per week studying for each credit hour. The most common reason for course failure is not being able to balance outside employment and study time. Therefore, students with less than a 3.0 cumulative grade point average in nursing courses are strongly discouraged from work or activities that take away from your study.
- *Utilize your resources.* The university and LCON provide many resources to assist students. These can include things such as writing coaches, tutors, peer tutors, disability support services, test taking strategies, off-class reviews, nursing scholarships, and counseling. It is important that you seek assistance when needed and access and utilize the resources available to you.
- *Establish meaningful relationships.* Academic success in nursing is further enhanced through participation in university and college activities with faculty and peers. You are strongly encouraged to actively participate in university and LCON groups and organizations. This provides an opportunity to socialize with peers, relieve stress, improve time management skills, explore diverse interests, and creates a well-rounded educational experience.
- *Attend Class.* Attendance to class is necessary for successful completion of the course. Students are responsible for all material covered during class (whether they are present or not).

### **Academic Advisement**

All students are required to be *advised* by the LCON Academic Advisor according to the University advising calendar. The Academic Advisor collaborates with the Assistant Dean for Nursing Students and Associate Dean for Academic Programs to recommend any change in support of student success.

BSN Advising and RN-BSN advising sites located under *my courses* in eCourseware house important information and announcements. The advising sites serve as a means of communication between the Academic Advisor, Academic Services Coordinator, faculty, and students. Students are held responsible for all posted materials (Adopted 3/09).

### **LCON Honors Program Guidelines**

Students must contract with professors for an Honors Course designation. Students must select a topic of nursing importance that can be explored, developed and synthesized across the nursing curriculum. A designated LCON faculty coordinator will guide the student in this process.

**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 2<sup>nd</sup> Friday of the semester. (The contract to the University is due the 3<sup>rd</sup> 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. (Revised 2/14)

**Classroom and Didactic Course Expectations****Presence in Classrooms**

Presence in classrooms is restricted to properly enrolled students or visitors with legitimate purpose. Instructors 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. The instructor is responsible for addressing any situation when unauthorized individuals (including children) attend their classes.

**Attendance**

Class attendance requirements are 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. For online courses, attendance is determined by the last date the student signed in to the online course. Accordingly, any subsequent changes that must be made in financial aid awards will be done.

**Class and Clinical Specific Policies and Procedures**

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

**Recording of Class or Lecture**

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

**Student Conduct**

The nursing students shall conduct themselves responsibly and professionally. In accordance with The University of Memphis Office of Student Conduct, the following behaviors have been defined as disruptive to an optimal learning environment and will not be tolerated in the LCON. Consequences for classroom misconduct are found in the University of Memphis [Code of Student Rights and Responsibilities](#). Some examples include:

- Usage of Electronic Devices
  - Using cellular phones, text messaging, iPods, MP3 players, etc. while class is in session. **Note:** Students may use electronic devices 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 learning experience is finished for any reason without prior permission from the instructor
- Non-Permitted Communication during Course Instruction
  - Talking while the instructor is talking
  - Talking before being recognized by the instructor (i.e. blurting out information)
  - Talking without permission during 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 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 learning experience
  - 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/clinical 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)

### ***LCON Intercampus Transfer Guidelines***

The Loewenberg College of Nursing's five semester traditional BSN program is offered at both the Memphis and Lambuth campuses. Students are admitted twice yearly in the Fall and Spring semesters to a home campus where they attend didactic courses; clinical courses are taught at institutions in their respective communities.

**Students are expected to complete the nursing program at their home campus.** A request to transfer will not be reviewed if submitted prior to completion of the first semester at the student's assigned home campus. Because student credentialing and orientation at clinical settings is a lengthy and time-sensitive process, transferring between campuses can potentially affect timeliness of course completion and/or progression and therefore is not guaranteed. Request should only be made if documentation is provided that proves extenuating and/or unexpected circumstances that may hinder academic performance.

Students wishing to transfer to another campus are to submit a formal request to the Assistant Dean for Nursing Students as soon as they become aware of the need for transfer. The Assistant Dean for Nursing Students, the Associate Dean of Academic Programs, Assistant Dean of Nursing at Lambuth, and the BSN Director will review requests based on the availability of didactic and clinical course seat at both campuses and carefully analysis of each with the goal to support academic success of the student. Students will be notified of a decision by the Assistant Dean for Nursing Students no later than two (2) weeks prior to the start of the semester.

### ***Summer School***

- **There is no guarantee for summer school** due to the availability of financial resources, faculty, clinical sites, and adequate student enrollment.
- Students must have all general education courses completed in order to enroll in the nursing courses offered during summer session.
- Students with the highest grade point averages are given **priority** for summer school enrollment. The intensive nature of summer classroom and clinical coursework indicates that students with less than a "B" average in nursing coursework should not 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 HR5063](#) for complete list of locations.)

**Communication**

All nursing students follow the professional communication roadmap (See below). Professional communication is integrity-based and helps ensure communication effectiveness.

**Professional Communication Roadmap**



## **ACADEMIC POLICIES**

## Academic Policies

### Grading Policy

In accordance with the LCON course grading policy, students must earn an average of 75% in order to pass the course or the average must be 74.5% in order to round to 75%. Final grades ONLY will be rounded to the 10<sup>th</sup> place. For example, 74.49 is equivalent to 74.4. NO ROUNDING OCCURS UNTIL THE FINAL GRADE.

#### Example:

#### Grading Weights:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam (comprehensive)	25%
Quizzes	10%
Discussion Board (DB)	10%
Formal Paper	10%

$$0.15(\text{Exam \# 1}) + 0.15(\text{Exam \# 2}) + 0.15(\text{Exam \#3}) + 0.25(\text{Final}) + 0.1(\text{DB}) + 0.1(\text{ATI}) + 0.1(\text{Formal Paper}) = X/1$$

Courses are assigned a numeric/ "S" or "U" grade in accordance with the grading policy for the undergraduate program of the LCON:

Course letter grades are assigned according to the policy of the LCON.

A = 100-92

B = 84-91

C = 75-83

D = 74-65

F = 64 and below

S = Satisfactory

U = Unsatisfactory

### Testing Policy

1. All course examinations are mandatory. Students are expected to be present for exams at the designated time and place provided by the course instructor. A test absence may be excused only in extreme unplanned circumstances (i.e., illness, injury, death of close family). RN-BSN students participate in computerized testing via eCourseware. Students missing an exam for any reason must contact the faculty in person, by telephone, or email at least **one hour prior to the scheduled examination**.
2. All students must bring official identification which includes a picture ID. All other personal belongings may not be brought inside of the testing area. This specifically includes any personal electronic communication devices. **No personal belongings should be left unattended outside of the testing area.**
3. All student items, except a specified calculator and keys, should be locked in lockers provided on floors 3 and 4 of CHB or in a locked vehicle. No coats, sweaters, or caps are allowed on the person during testing.
4. All students will be seated by random assignment upon entering the testing center. Students should proceed to the assigned seat and remain quiet throughout the testing period.
5. The proctor will supply the exam password when all students are seated and quiet.
6. Once an exam has begun, students will not leave the testing room until dismissed except in extreme circumstances and only in the company of a proctor.
7. During tests, no questions should be asked out loud by students. If a question must be asked, students are expected to raise a hand for assistance and the faculty proctor will come to you. Students may not leave the room during the exam.
8. When a student has submitted the exam attempt, the student should wait quietly for the exam review to begin. Talking, nonverbal communication, further use of the computer, or leaving the testing center is not permitted during this time.

9. Students who have completed the exam must remain quiet and demonstrate professional behavior toward those who are still taking the exam.
10. Test review of missed questions will be offered immediately following the allotted exam time after all students in the exam group have submitted the exam. The proctor will open the review and display the exam items that were answered incorrectly only along with the correct answers to those items. Students should continue to refrain from talking during the exam review.
11. Students who are not successful on the exam are encouraged to schedule an appointment with the instructor to clarify understanding of concepts and/or to identify test-taking strategies for improvement. Specific exam items from the course exam will not be reviewed during this time; rather, similar questions may be reviewed using other resources.
12. Students who are not compliant with exam procedures will be given verbal and/or written counseling and the Program Director will be informed of the incident. Example behaviors include having personal items at the exam seat without permission, creating noise or talking during the exam, and exhibiting disrespect toward fellow students who are still undertaking the exam. Repeat behaviors will be referred to the program director for formal counseling.
13. A student who arrives after the assigned exam start time may be allowed to take the exam within the remaining time period, wait for a later seating if available, or excused from the exam to receive no credit at the instructor's discretion.
14. The LCON faculty will not tolerate any form of plagiarism, cheating, fabrication or other types of academic dishonesty and are obligated to take serious actions through University channels in these circumstances. Students are expected to abide by the Code of Student Rights and Responsibilities of the University. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the University of Memphis' Office of Student Conduct.
15. If a unit exam is missed and excused the final exam for the course will be weighted to account for the missed exam. Any additional missed exam will result in a grade of zero unless a student has been granted an excused absence due to extreme circumstances.
16. LCON courses are taught during non-standard university times and final exams may be administered on any day/time during the final exam period. If a final examination is missed due to an extreme unplanned circumstance, only with proper documentation will a make-up exam be administered.

### ***Clinical Evaluation Policy***

Students are evaluated in the clinical setting continually throughout the semester. Students must display progressive improvement and demonstrate 'Satisfactory' performance of all Core and Course-specific competencies by the conclusion of the semester to successfully pass the clinical course. Final clinical course grades are assigned as either 'Satisfactory' or 'Unsatisfactory'.

The Student Clinical Evaluation tool is utilized by faculty to evaluate each student's clinical performance. This tool reflects both the LCON Core competencies and the Course-specific competencies.

A student who receives an 'Unsatisfactory' in one Core or Course-specific competency will receive an 'Unsatisfactory' for the entire clinical day. A student who earns an Unsatisfactory Clinical Day grade is required to meet with the assigned faculty to be counseled regarding measurable behaviors that the student must demonstrate in order to bring the competency grade to a passing level. Faculty members will substantiate all 'Unsatisfactory' grades with anecdotal comments. In the event that a student receives 'Needs Improvement' on the same competency, the 3<sup>rd</sup> 'Needs Improvement' will result in an 'Unsatisfactory' and the student will be deemed 'Unsatisfactory' for the entire clinical day. After receiving an 'Unsatisfactory' on a competency, any further occurrences for areas of improvement on the same competency will result in 'Unsatisfactory' for the competency and clinical day.

Three (3) 'Unsatisfactory' clinical days during the semester will result in failure of the course.

### ***Skills/Health Lab Evaluation Policy***

Course specific skills unique to each Lab are listed in the Lab course syllabus. A student is required to successfully demonstrate competency in all course-specific skills.

A student who is unsuccessful during the first course-specific skill demonstration will have two additional attempts to demonstrate competence in the skill(s) prior to the end of the semester. All course-specific skills must be demonstrated successfully prior to the last day of class in order to pass the Lab course. A student who is unable to demonstrate competence in any of the course-specific skills after three attempts fails the course.

Students are accountable for all current policies specified in [The University of Memphis Undergraduate Catalog](#), the LCON BSN Student Handbook, and each LCON course syllabus.

### ***Incomplete Grade***

When extenuating circumstances (i.e., illness) prevent a student from completing a course, a grade of “Incomplete” may be given at the discretion of the faculty in accordance with [University Academic Standards](#). This grade will automatically convert to an “F” in 45 days following the end of the semester when course requirements have not been met.

### ***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 the national average.

Each semester, the Associate Dean and course faculty will review these scores. Student scores are on file in the college 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, all pre-licensure 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 LCON Clinical Placement Coordinator.

### ***Academic Integrity***

Students enrolled in the Undergraduate Program of the University of Memphis are expected to abide by the [Code of Student Rights and Responsibilities](#) of the University. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the University of Memphis Office of Student Conduct.

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. LCON students are expected to adhere to the University of Memphis [Code of Student Rights and Responsibilities](#).

### ***Academic Misconduct***

Academic Misconduct consists of plagiarism, cheating, and fabrication and is defined by the University as:

1. **Plagiarism.** The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution.
2. **Cheating.** Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.
3. **Fabrication.** Unauthorized falsification or invention of any information or citation in an academic exercise

(University of Memphis, [Code of Students Rights and Responsibilities](#)).

All writing submitted to any class should be the student's original work. When using ideas and/or words from other persons, the student must reference them in the appropriate format. Anything less constitutes plagiarism.

The LCON will not tolerate any form of plagiarism, cheating, fabrication or other types of academic dishonesty and are obligated to take serious actions through University channels in these circumstances as (University of Memphis, [Code of Students Rights and Responsibility](#)).

Academic misconduct is harmful to the community of nursing and is a serious allegation that is not made frivolously. Other examples/types of academic misconduct include but are not limited to:

1. 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.
2. Any issue of academic misconduct or dishonesty in application to the nursing 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.
3. Any deliberate action that is designed to harm another student's progress or course of study in nursing is an act of academic misconduct.
4. Any student who tampers with the academic records, tests, projects, or a paper of another student has committed a serious act of academic misconduct.
5. 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](#), 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 Integrity Committee or exercise summary discipline (i.e., lowering the student's grade in the course, assignment, or examination affected by the alleged academic misconduct up to and 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. Click [here](#) for specific information about plagiarism and other forms of academic misconduct.

### **General Education Coursework**

Any general education courses not completed prior to beginning nursing coursework must be taken and/or satisfied prior to entering the final nursing semester of graduation.

### ***Progression in the Nursing Major***

1. All students must complete the nursing major (5-semester program; 4-semester program for Accelerated students) within 4 years. If a student withdraws from a course(s) or is not enrolled for a semester, s/he is under the same time line for nursing program completion (*Revised 12/2013*).
2. A nursing course can ***only be entered twice***.
3. 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 taking other nursing courses.
4. When the theory or clinical course must be repeated, the companion course must also be repeated even if a satisfactory grade was earned.
5. Students not enrolled in nursing courses for two consecutive semesters (fall/spring; spring/fall) must reapply for LCON admission. There are no automatic readmissions. Re-admission is on a space- available basis. (*Revised 2/2014*)
6. A student who withdraws from all nursing courses in his/her first semester will be required to reapply for LCON admission. There are not automatic readmissions.

### ***Irregular Progression in the Nursing Major***

Students who fail a nursing course or withdraw from a nursing course are considered in Irregular Progression. Irregular Progression students are required to complete the nursing major within 4 years.

### ***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. Withdrawal from the same nursing course twice.
4. Professional/academic misconduct or dishonesty. (Refer to the University of Memphis’ [Code of Student Rights and Responsibilities](#) )
5. Falsification of any academic/medical/nursing records or misrepresentation of nursing care or credentials.
6. Clinical practice that places patients in physical or emotional jeopardy after the student is taught otherwise.
7. Failure to adhere to LCON substance abuse policy.

### ***Notification of Dismissal***

A student who is dismissed from the LCON nursing program is notified by email and certified U. S. Mail from the LCON Associate Dean for Academic Programs. The dismissed student may appeal to the LCON Progression Committee led by the LCON Assistant Dean for Students.

### ***Dismissal Appeal Process***

A student has the right to appeal dismissal from the nursing program. Formal appeals are heard by the LCON Progressions Committee. The committee is chaired by the LCON Assistant Dean for Nursing Students, and includes a minimum of two members of the faculty from the undergraduate program, and two members of the faculty from the graduate program without direct responsibility for the student’s coursework that led to the dismissal. Requests must be submitted in writing by official university email (memphis.edu) to the chair of the LCON Progression Committee. The request must be received within (5) days of official notification of dismissal. In addition, written approval for individuals or legal representatives who are invited to attend the appeal by the student must be received and approved by the LCON Assistant Dean for Nursing Students five (5) business days prior to the appeal hearing.

Following the appeal hearing, the committee will send a recommendation along with supporting documentation to the LCON Dean who makes the decision. The LCON Dean will then notify the student of the final decision.

### ***Withdrawal from Nursing Courses***

The LCON follows the University of Memphis withdrawal policy from courses. Withdrawal from courses should be discussed with the Academic Advisor and/or the Assistant Dean for Nursing Students for clear understanding of program progression implications including 4-year requirement for program completion and a nursing course can only be entered twice. Students who withdraw from all nursing courses must reapply for admissions into the program.

### ***Late/Retroactive Withdrawal***

A late or retroactive withdrawal after the published university “drop date” will only be granted in cases where there are documented significant emergency or extreme circumstances that are **beyond the student’s control, unforeseeable, and severe**. Refer to University Office of the Registrar policy on <https://www.memphis.edu/registrar/students/records/late-retroactive-withdrawal.php>.

Students must meet with the Associate Dean for Academic Programs as soon as possible following the significant emergency or extreme circumstance to discuss the possibility for a late/retroactive withdrawal. It is the responsibility of the student to document the nature and effect of the extreme circumstance, including actions to avoid withdrawal, such as meetings with university support services. Students are advised that the late/retroactive withdrawal policy is not intended for students to avoid poor grades.

### ***Undergraduate Grade Appeal***

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 Office of the Vice President for Student Academic Success who will notify 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 Office of the Vice President for Student Academic Success.

## ***Grade Appeal Procedures***

A student wishing to appeal a grade must follow Steps 1-4 listed below. (The deadlines listed below apply to the dates when classes are in session during the fall or spring semesters.) 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 the Vice President for Student Academic Success. 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.

**Step 1:** The student should first consult with the instructor, 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 the department chair, 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 unresponsive or unavailable. In this case, the student may proceed directly to Step 2.

**Step 2:** If the complaint is not resolved in Step 1, the student may present the complaint in writing by the end of the third week in the semester to the chair of the department in which the course was offered. Included in the petition the student should attach the appropriate materials described above, and if available, the instructor's written explanation for the assigned grade. The department chair will attempt to resolve the complaint in consultation with the instructor and the student. The department chair will provide a written response to the student within two weeks from the time the written complaint has been received. If the department chair was the instructor of the course, the student may proceed directly to Step 3.

**Step 3:** If the complaint has not been resolved at the departmental level, the student may appeal further by presenting a written petition to the dean of the college in which the course was offered, along with a copy of the materials presented at the previous stage and any written responses received from the department. At the latest, this petition should be presented within one week after the departmental 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 instructor and the department chair. If the dean and the department chair agree that the grade should be changed, the dean shall be empowered to change the grade without the instructor's consent. Either the student or the instructor may appeal this decision in Step 4. If the dean and the department chair do not agree, the dean shall present his or her view in writing to the student, with copies to the instructor and the department chair, so that the student may include that information in an appeal to the Undergraduate Grade Appeals Committee for final resolution of the complaint.

**Step 4:** If the complaint has not been resolved through the previous steps, the student may present a grade appeal petition addressed directly to the Undergraduate Grade Appeals Committee through the Office of the Vice President for Student Academic Success. Copies of written materials and petitions presented at the previous steps, along with any written responses received from the department or the college, must be included with the petition at the time of submission. The deadline for submission of a petition is March 15 for grades awarded during the previous fall term, and October 15 for grades awarded during the previous spring or summer terms. (The Grade Appeals Committee does not meet during summer months.) The Office of the Vice President for Student Academic Success will forward the petition along with the attached materials to the chair of the Undergraduate Grade Appeals Committee, who will distribute copies to the members of the Committee.

The Committee members shall review the petition and the attached materials and then forward their recommendation to the chair of the Committee about whether a hearing is warranted in this case. If a majority of the Committee does not vote that the case merits a hearing, the grade stands as issued. If a majority of the Committee votes in favor of a hearing, the chair of the Committee shall inform the student and the instructor, and shall arrange a hearing to be attended by the student, the instructor, and the members of the Undergraduate Grade Appeals Committee or their designated alternates. The hearing may be attended remotely through the use of technology. Copies of the Committee's decision for the hearing shall be sent to the department chair and dean of the college.

Prior to the hearing, the instructor should be given a copy of the student's petition and supporting materials. If members of the Committee feel that additional factual information is needed prior to or after the hearing to render a decision, the chair

of the Committee should inform the Office of the Vice President for Student Academic Success, of that request in writing, and that office should make every effort to provide that information in writing to the Committee. At the hearing, first the student and then the instructor will each have the opportunity to present their cases orally and to present any other written materials they deem appropriate. The Committee members shall have the opportunity to ask questions to both the student and instructor. At the end of the meeting, the student and then the instructor shall be given the opportunity for brief closing statements.

The chair of the Committee should inform the student, the instructor, the department chair, the college, and the Office of the Vice President for Student Academic Success of the Committee's decision in writing within one week of the hearing. If a majority of the Committee agrees that the grade should be changed, the Office of the Vice President for Student Academic Success will notify Student Records (Registrar's Office) of the grade change. Otherwise the grade shall remain as recorded. The decision of the Undergraduate Grade Appeals Committee shall be final.

The Undergraduate Grade Appeals Committee shall be composed of seven members and seven alternates constituted as follows:

A chair designated by the Vice President for Student Academic Success, a faculty member and alternate designated by the dean of the college involved, two faculty members and two alternates designated by the Faculty Senate, one student and one alternate designated by the college, two students and two alternates selected through the Student Government Association.

Although the primary responsibility of the Committee is to review grade appeals and assign the appropriate grade in cases where the appeal is upheld, the Committee shall also report any findings of discrimination or prejudice to the Office of the Vice President for Student Academic Success for further consideration and possible action.

**University of Memphis  
Loewenberg College 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 \_\_\_\_\_

**Attach one legible copy of all written work in this course**

## **CLINICAL REQUIREMENTS & POLICIES**

### **BSN Clinical Course Requirements**

Upon acceptance to LCON, students will receive a “Required Nursing Program Documents” packet. Purchase Clinical Data Management Software (CDMS) from the University of Memphis official Campus Bookstore immediately. This can be purchased online at [www.bkstr.com/memphisstore/home](http://www.bkstr.com/memphisstore/home), then search for Clinical Data Management by Mindstorm. Access will be granted to the system upon EMAIL submission of voucher and receipt from students memphis.edu email to ([bsn@memphis.edu](mailto:bsn@memphis.edu)). This software will be used to access and upload health data documents required for the nursing program. Items will need to be completed as directed to receive any nursing permits. **No student will be allowed to participate in clinical learning experiences until these requirements are satisfied.** Immunizations, background check and urine drug screen must be current through the entire semester student is enrolled in a practicum.

- Health Examination form
- Proof of Current Immunizations
  - Measles, Mumps, Rubella (MMR): Evidence of 2 doses of MMR, 4 weeks apart or documentation of positive titers
  - Tetanus, diphtheria, pertussis: A current Tdap vaccination within past 10 years
  - Polio-evidence of childhood immunization or a positive antibody test
  - Hepatitis B (Heptavax): Three dose series (dose #1, dose #2 in 1 month, #3 in 5 months after dose #2 (any dosing outside of this schedule requires titer showing immunity) or signed waiver.
  - Varicella (chickenpox): Evidence of a positive varicella titer (date and result), documented history of disease by a healthcare provider or verification of vaccine series (two). If titer is negative or equivalent, documentation of two varicella vaccines given no less than four to eight weeks apart is required. Self or parental report of varicella disease is not sufficient to prove immunity to the disease and will not be accepted.
  - PPD (TB skin test): An annual negative PPD test for tuberculosis or the statement from a health care provider attesting to a negative tuberculosis status.
  - Influenza vaccine-1 dose of influenza vaccine annually (complete and provide documentation September through December) or physician documentation of allergy to chicken, eggs or feathers.
- American Heart Association CPR Certification
  - Obtain Basic Life Support for Healthcare Provider certification as offered through American Heart Association.
  - Online CPR certification or re-certification is not accepted.
  - Students submit a copy of the front and back of the certification card
- Signed Authorization for Release of Student Information and Acknowledgement
- Signed Hepatitis B Waiver (required if declines Hepatitis B immunization)
- Criminal Background Check Results from approved vendor
- Student Signature Form
- Malpractice Insurance-Professional liability insurance with a minimum of \$1,000,000 per occurrence/\$5,000,000 per aggregate. This is purchased by the LCON for students when the malpractice fee is paid to the University. Urine Drug Screen by approved vendor completed by student as directed 30 days prior to clinical placement.

All students are required to complete an annual criminal background check at the student’s expense. Any student out of program for a semester or more may be required to complete additional background check and/or urine drug screening upon their return. Students sitting out due to pregnancy or illness will be required to submit authorization from their healthcare provider for returning to clinical practice.

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

Students ought to be aware and/or participate emerging requirements stipulated by practice settings/hospitals/healthcare agencies prior to clinical practicum. The emerging requirements for nursing students in clinical aim to further safeguard high quality and safe nursing practice for patients and their families.

## Clinical Practicum

### *Clinical Placement*

Students are randomly assigned to clinical placements. 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. Students may not contact *Clinical Placement Coordinator* for any change in practicum assignments **except** when assigned to a clinical area where employed, which is NOT allowed. Transportation to the practicum sites is the responsibility of the student (*Adopted 3/09, revised 7/14*). Be aware that schedules can change after permits have been released and students are registered. Practicum day/time changes are only made when necessary.

### *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.

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.

### *Clinical/Lab Attendance Policy*

Class attendance is a contract between faculty and students. It is expected that a student will attend classes regularly and give the faculty a reason for any absence. Students are expected to be on time for class. If attendance sheets are required by the faculty, the student is responsible for signing the daily attendance sheet.

Students are responsible for achieving all the objectives for content and learning activities missed. Failure to attend class regularly can affect students' grades and financial aid. Specific attendance requirements may be required by faculty for some classes and students are expected to follow them.

Clinical attendance, including skills/simulation lab, **is mandatory**. Students are expected to participate in all clinical experiences at the scheduled times. In the event of an unplanned extreme circumstance or illness, a student must notify the faculty or designated representative at the clinical site by TELEPHONE **before** the beginning of the clinical experience or no later than 24 hours following the scheduled clinical missed. Faculty may request documentation substantiating absence to determine whether the clinical absence is excused. A student who fails to notify faculty of an unplanned absence is considered a **no call/no show, which results in an immediate course failure**.

The student who arrives at his/her clinical setting with symptoms of illness may be excused by the faculty or preceptor, resulting in an excused clinical absence. Faculty may request medical certification of the health status of the student on the student's return. Excused absences may be made up at the discretion of the faculty. A grade of "Unsatisfactory" will be assigned whether the absence is excused or unexcused.

Students are expected to arrive on-time at the clinical site prepared to deliver safe and effective nursing care. A student who comes unprepared for his/her clinical assignment will not be permitted to participate in the scheduled clinical experience and will be considered absent (unexcused). The student will receive an assigned grade of **Unsatisfactory** for the clinical day. **Two unexcused clinical absences will result in failure of the course**. Following **any** absence the student is responsible for demonstrating the achievement of clinical objectives with the validation and evaluation of the nursing faculty prior to the next clinical/lab.

If the total number of clinical absences (excused and unexcused) exceeds 20% of the clinical time, this may result in the student receiving an unsatisfactory course grade. (*Revised 11/14*)

### *Clinical Tardy*

Students are expected to be on the clinical unit or clinical site and ready for report or begin the clinical day at the **specified time for the unit or site location**. *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 is considered absent for the day (Clinical/Lab Absence Policy will apply).

### ***Unsatisfactory Clinical Course Grade Prevents Clinical Course Withdrawal***

Students who earn a grade of “Unsatisfactory” in a clinical practicum course during the semester may not withdraw from the course. Any course withdrawal completed under this circumstance will be administratively reversed at the end of the semester when official grades are entered.

### ***Transportation***

Transportation to clinical is the responsibility of the student.

### ***Repeating Clinical Practicum***

In the event a student repeats a clinical practicum, s/he will not be assigned the previous clinical instructor (unless there is only one faculty).

### ***Required Drug Testing***

All students are required to complete a drug screen at the student’s expense 30 days prior to entering the clinical practicum each fall and spring semester.

### ***Substance Use***

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

### ***Clinical Safety***

#### **Blood and Body Fluid Exposure Prevention and Treatment**

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

#### **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 (fees may apply) 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 Post Exposure Follow-Up Care:**
    1. Post exposure follow up is essential. Each disease above will have windows and retesting must be done to ensure no conversion has taken place.

2. 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.

### **Health Insurance**

Students are responsible for all medical expenses and are encouraged to secure and maintain healthcare insurance while enrolled in the nursing program. The University of Memphis' Student Health Center website provides options for healthcare insurance for students. <http://www.memphis.edu/health/policies/insurance.php>

### **Clinical Practice in Employment Setting**

It is a conflict of interest for students to be placed on a clinical unit where employed. If this situation occurs, contact the Clinical Placement Coordinator who will change the clinical placement location.

### **Nursing Student Employment**

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 practicum.

### **Client Care and Ethics**

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

*The Code of Ethics for Nurses is a dynamic document that is an integral part of the foundation of nursing. It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession, a nonnegotiable ethical standard, and an expression of nursing's own understanding of its commitment to society. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethic makes explicit the primary goals, values, and obligations of the profession.*

- ANA Code of Ethics Preamble

### **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.

Students are required to abide by all [HIPAA regulations](#). The confidentiality of all clients must be maintained in accordance with legal and professional regulations. 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, other).

**Any student who is removed or barred from clinical practice by a clinical agency will earn an immediate course grade of unsatisfactory and may result in disqualification from the nursing program.** Refer to the *Professional Conduct and Demeanor Policy* previously presented.

### **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 (optional) 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, sheathshirts, leggings 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, Identity Factor (adopted 12/2008), or Uniform Source (Lambuth, adopted 1/2014) with student's name (optional) and the LCON monogrammed logo (required) provided by the supplier to be located on the left pocket. The clinical uniform must be clean, free of wrinkles, in good repair, and properly fitted. Examples of an improperly fitting uniform include but are not limited to scrubs that are too tight, too loose and scrub pants that drag the floor.
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. Monogram should be worn on the left front.
3. *Scrub Jacket:* An approved white scrub jacket may be worn in the clinical setting only. It should be clean, in good repair and properly fitted with the monogram placed on the left front as with the lab coat.
4. *Undergarments:* Proper undergarments must be worn. Plain, white, short or long –sleeve form fitting T-shirts with no lettering or pictures may be worn underneath the scrubs. Short sleeves must not be seen under the short scrub sleeve.
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. *Head Coverings:* Head coverings worn for cultural or religious purposes may be worn with the clinical uniform. Solid colors that do not require prior approval include galaxy blue, grey, black or white. In consideration of specific observances, head covering colors or patterns that fall outside of the policy must be approved by the faculty prior to the clinical day
8. *Fingernails:* Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient care and comfort. *Nail polish of any kind or color is not permitted.* Artificial nails, including dips, or tips are not allowed in the clinical setting.
9. *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. Wedding bands and/or engagement rings are acceptable. Jewelry may not be attached in patient care settings. Flesh tone or clear gauges may be worn to cover obvious holes in nose and ear piercings. Single Daith piercings for

the prevention of migraine headaches are permitted with a written medical necessity statement from a healthcare provider. These statements will be loaded into the CDMS and must be verified by the Director of Clinical Education.

10. *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.
11. *Make-up:* should be complimentary as to create a natural appearance.
12. *Tattoos* and body art may not be visible. Must be covered.
13. The U of M student ID must be worn at all times in the clinical area.
14. Students may not smoke or use any vapor in clinical settings and labs.

***Clinical Supplies Required***

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 CALCULATION POLICY**

Students in the LCON undergraduate curriculum will be provided instruction in dosage calculation beginning in the first semester and continuing across the curriculum, incorporating specialty and advanced content appropriate to individual courses.

Student competency in dosage calculation and medication administration will be evaluated across the curriculum in the following courses: Foundational Nursing Skills, Common Health Alterations Practicum, Gerontological Nursing Practicum, Complex Alterations Practicum, Pediatric Practicum, and Transitions into Nursing Practice Practicum.

### ***Dosage Calculation Procedure***

On completion of each of the following courses, the student will:

#### **Foundational Nursing Skills**

- *Calculate dosages for oral and parenteral medications, to include primary intravenous infusion rates*

#### **Common Health Alterations Practicum**

- *Calculate dosage based on previously learned objectives*
- *Calculate secondary intravenous infusion rates*
- *Calculate direct intravenous medication rates*

#### **Gerontological Practicum**

- *Calculate dosage based on previously learned objectives*

#### **Complex Health Alterations**

- *Calculate dosage based on previously learned objectives*
- *Calculate titration of intravenous medications*

#### **Pediatric Nursing Practicum**

- *Calculate dosage questions based on previously learned objectives*
- *Calculate weight-based pediatric dosages*

#### **Transitions into Professional Nursing Practice Practicum**

- *Calculate dosage questions based on previously learned objectives*

Undergraduate students will purchase the adopted dosage resource(s) as part of required course texts and supplies at the beginning of the first semester of study. This resource will be used across all levels for dosage instruction and practice. Continued use of the resource will be reviewed regularly by the course and clinical coordinators of the courses that are involved in dosage evaluation, including when edition updates occur and prior to changing the designated resource at any level.

In courses responsible for new content, the clinical coordinator will coordinate with the course coordinator to develop and maintain:

- Structured methods to direct student learning of new content assigned to that course, based on the current text/resource.
- Formative and summative assessments to be used during the semester to measure students' accomplishment of the objectives for that course. These assessments will be based on material from the current text/resource and will follow a similar format through all levels. The assessments may be used as graded components in the practicum course and/or evaluation of course competency as determined by the clinical coordinator in coordination with the course coordinator for that level.

During the final portion of each semester, examples of these assessments will be provided to the clinical coordinator of the next level for development of the entry examination for that subsequent course. Clinical instructors will be responsible for instruction in the content, administration of written assessments, and monitoring of student progress as directed by the clinical and course coordinator.

### ***NURS 3106 Foundational Nursing Skills***

#### ***Entry***

Students will be assessed for the ability to perform basic arithmetic skills at the beginning of the semester. Students who score <90% on the first attempt will be required to perform remediation.

### *Ongoing*

Regular assessment of student progress will be completed throughout the semester. During the final portion of the semester, a 10-item comprehensive examination will be administered to assess if the student has successfully met the expected objectives for this course. Students must achieve 90% or higher within three attempts to be successful in the course.

### **NURS 3206 Common Health Alterations Practicum**

### **NURS 3231 Gerontological Practicum**

### **NURS 3306 Complex Health Alterations Practicum**

### **NURS 3229 Pediatric Nursing Practicum**

### **NURS 4206 Transitions into Professional Nursing Practice Practicum**

### *Entry*

A 10-item written dosage examination that assesses mastery of content taught in each previous course will be administered during the first week of the semester. Students must achieve 90% or higher to administer medications in the clinical setting. Students who score < 90% on the first attempt will have the opportunity to remediate and repeat the testing once/week for a total of three attempts until achieving a score of 90% or higher. Students will not be allowed to administer medications until they are successful in achieving this score. Each week that the student cannot administer medications in the clinical setting will result in a Needs Improvement (NI) in the Patient Safety Competency on the

*Clinical Evaluation Tool.* The clinical performance policy related to unsatisfactory clinical performance will apply. The entry exams will follow a similar format throughout the levels without repeating test items. The clinical coordinator, working with the course coordinator, will be responsible for development and maintenance of the exam and will support clinical faculty in evaluating student performance.

### *Ongoing*

Clinical competence in dosage calculation and medication administration will be evaluated on an ongoing basis in the clinical setting throughout the semester through observation of the student's ability to apply both dosage calculation and pharmacology concepts in the process of safely caring for patients.

## ***Rules for Rounding Medication and Intravenous Fluid Amounts***

### **Apply to all dosage calculations:**

- Leading zeroes must be used.  
Example:
  - Correct 0.76 mL
  - Incorrect .76 ml
- Trailing zeroes are never used.  
Example:
  - Correct 5 mL
  - Incorrect 5.0 mL
- Every calculation must be written to demonstrate how the answer was obtained. Dimensional analysis is the preferred method for calculation.
- Answers must be labeled with correct units.

## **Oral Medication Administration**

### **Capsules and Tablets**

#### *Capsules*

- Round to a whole number.  
Example:
  - 1.6 = 2 capsules
  - 1.3 = 1 capsule

### Tablets

- Medications that indicate a timed-release formulation, such as XL, ER, LA, CR, etc. cannot be split. Answers must be indicated in whole numbers.
- All other tablets are assumed to be scored. Round to the nearest half tablet.  
Example:
  - 1.3 = 1.5 tablets
  - 1.2 tablets = 1 tablet

### Liquid Medications for Oral Administration

- Metric measures: Round liquid medications to the nearest tenth (one decimal place).  
Example:
  - 10.3 mL elixir
- Household measure: Round liquid medications to the nearest ¼ teaspoon.

### Parenteral Medication Administration

#### Injections

- If amount is > 1 mL, round to one decimal place.  
Example: 1.76 mL calculated will be rounded to 1.8 mL for administration.
- If amount is < 1 mL, round to two decimal places.  
Example: 0.764 mL calculated will be rounded to 0.76 mL for administration

### IV Medication dosage for titrated or weight-based medications

#### Non-weight based

- mg/min or mcg/min (or mg/hr or mcg/hr), round to two decimal places.

#### Weight based

- mg/kg/min or mcg/kg/min (or mg/kg/hr or mcg/kg/hr), round to two decimal places.

*For weight-based calculations, convert weight in pounds to kilograms, then round kilogram weight to one decimal place.*

### Intravenous Fluid Administration

#### Infusion rates

- mL/hour, round to one decimal place. If the infusion device does not allow administration to one decimal point, round to the whole number.  
Examples:
  - 0.9% sodium chloride 75.4 mL/hr
  - D5 ½ NS 125 mL/hr
- gtts/min  
Round to the whole number.

### 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.

## **ONLINE RN-BSN**

### **Prior Learning Assessment Guidelines**

RN- BSN students may earn college credit for prior learning experience with approval. Course credit may be earned in two ways:

1. Credit by examination - national standardized achievement exam
2. By professional experiential learning portfolio.

### **Credit by Examination (CBE)**

*Credit by examination (CBE)* can be earned for three RN-BSN courses: Health Assessment & Lab (NURS 3101/3103), Pathophysiology (NURS 3400), and Pharmacology (NURS 3000). Students will be awarded college level credit after admission to LCON by successfully passing a professionally recognized national exam at the national proficiency benchmark. CBE can be earned by a) achieving proficiency on a standardized achievement exam taken in the associate degree nursing (ADN) program or by b) taking a national standardized exam at LCON.

Students requesting credit for ADN achievement tests will work directly with their Academic Advisor. Students requesting to take a national standardized exam for college credit at LCON will work directly with the RN-BSN Director.

### **RN-BSN Credit by Examination/Validation**

Under the Tennessee Career Mobility Plan registered nurses who have graduated from Tennessee schools or out-of-state programs will be able to progress to the baccalaureate degree in nursing without testing to verify previous nursing education if they obtain a minimum grade of “C” in the first 15 credit hours of nursing courses. If they make less than a “C” in any nursing course during the first 15 hours they must take and obtain satisfactory scores before they can proceed in nursing courses. In addition, the nursing course must be repeated with a minimum grade of “C”. Registered nurses articulating to the baccalaureate level may be awarded or transfer in nursing credits equivalent to approximately one year of nursing courses. For this to occur, a grade of “C” or better must have been earned in previous nursing course work. Nursing credits transferred or awarded will be held in escrow. These credits will be placed on individual transcripts only after students have successfully completed the 15 hours of nursing courses with a “C” or better in the LCON. Non nursing credits are transferred according to university policies.

### **ADN Achievement Tests**

Students may submit summative national test results for Pharmacology, Pathophysiology, or Health Assessment taken in their associate degree nursing program to earn CBE. For example, graduates of an Associate Degree Nursing (ADN) program who score at the 50 percentile or greater on the Pharmacology and/or Pathophysiology comprehensive exams through a nationally benchmarked standardized nursing examination may obtain credit for NURS 3000 and NURS 3400 respectively.

1. The student is responsible for initiating contact with the former nursing school and requesting that the school fax official test results to LCON (901) 678-4825.
2. The LCON Academic Advisor will review the results and petition the U of M registrar for credit if the student earns a passing score, for example 50% or greater.
3. The students will be charged a \$60 fee for each 3 credit course; \$15 will be charged for each hour in excess of three per course.
4. The student will earn college credit, though no quality points will be added in the students’ GPA calculation.

### **National Standardized Exam**

Students may request to take a national standardized exam for college credit at LCON for Pharmacology, Pathophysiology and Health Assessment for the purpose of earning college credit for NURS 3000, NURS 3400, and NURS 3101/3103 respectively. Student costs associated with CBE are as follows:

CBE COURSE	Credit Value	University Test Fee	EVOLVE Costs	Proctoring Fee	Total Est. Cost/Course
NURS 3000 Pharmacology	3	\$60.00	\$33.00	\$35.00	\$128.00
NURS 3400 Pathophysiology	3	\$60.00	\$33.00	\$35.00	\$128.00

NURS 3101 Health Assessment	2	\$60.00	\$33.00	\$35.00	\$128.00
NURS 3103 Health Assessment	1	\$60.00	\$0	\$0	\$60.00
<b>TOTAL COSTS FOR 3 COURSES WITHOUT PRACTICE EXAMS</b>					<b>\$438.00</b>
Optional Additional Costs: Practice Exams For 3 Courses					\$92.00
<b>TOTAL COSTS FOR 3 COURSES WITH PRACTICE EXAMS</b>					<b>\$530.00</b>

*Credit by examination* (CBE) may be earned for three courses: Health Assessment & Lab (NURS 3101/3103), Pathophysiology (NURS 3400), and Pharmacology (NURS 3000). Students demonstrating competency by successfully passing a professionally recognized national exam will be awarded college level credit.

Requests for prior learning experience credit must be made four (4) weeks before the semester begins to provide sufficient time for validating learning, approving credit, finalizing the course plan of study, ensuring accurate fee invoices, and avoiding late registration fees. A student requesting CBE through testing at LCON may repeat the exam once to earn credit; if the student is unsuccessful on the second attempt, the student is required to enroll in the course. *All students who have previously taken a course for credit and were unsuccessful (earning a D or F grade) are ineligible to request credit through prior learning assessment*

The procedure for obtaining CBE through a national standardized exam is an 8-step process:

**Step 1) RN-BSN Director Approval**

- The student contacts the RN-BSN Director to requests to test using the credit by exam process for one or more courses. The RN-BSN Director reviews the student’s transcript to determine eligibility. If the student is eligible and approved, the RN-BSN Director will order the exam(s) requested by the student.

**Step 2) Ordering the Standardized Exam**

- Student sets up an account with Evolve at <https://evolve.elsevier.com/> The RN-BSN Director will email students the payment ID and Codes once they are received.
- When paying for exams. Select HESI Exams
- Next, select “Register for HESI” from the dropdown box.
- To pay for exams change the payment ID and code to reflect the numbers you were sent in the confirmation email from the RN-BSN Program Director
- The student pays on-line for the exam requested by the RN-BSN Director.
- The exam must be paid a minimum of 2-3 working days prior to the testing date.

**Practice Exams**

Students may also order on-line review materials and practice exams covering content for the three subject areas, Health Assessment & Lab (NURS 3101/3103), Pathophysiology (NURS 3400), and Pharmacology (NURS 3000) at a cost of \$92 for review products for all exam(s). Access to the practice exam(s) is available for two years from purchase date. The purchase of the practice exam(s) for increased success on the CBE is recommended but not required. Visit the following link to purchase practice exams <https://evolve.elsevier.com/cs/product/9781455741380?role=student>. The course ID is -10376\_jdapremont\_1002 to access the specific subject area you wish to study.

**Step 3) Initiating the CBE Process with the University**

The student must then go to <https://www.memphis.edu/registrar/register/credit-by-exam.php> to submit requests for Credit by Exam and Course Validation online for review and approval. The completed form will then be routed electronically to Registrar’s Office, the LCON RN-BSN Director or Associate Dean of Academic Programs for required signatures and approval. Lastly, the student must pay test fees. These fees allow the credit hours to be put on the student’s transcript.

**Step 4) Paying the University for CBE**

The student can pay online a **non-refundable fee** of \$60.00 per test/course plus \$15.00 per credit hour for each hour in excess of three credit hours. Fees must be paid prior to the examination.

### **Step 5) Scheduling the Exam**

Next, the student schedules the exam at the U of M Testing Center <http://www.memphis.edu/testing/index.php> by calling (901) 678-2428 or emailing the request to [proctoredtests@memphis.edu](mailto:proctoredtests@memphis.edu)

### **Step 6) Paying the Proctoring Fee**

Next, the students pay a \$35 test administration fee to cover costs associated with proctoring the exam. Visit the following website for instructions on paying the proctoring fee <http://www.memphis.edu/testing/services/proctor.php>. The student schedules the exam at the [U of M Testing Center](#) and or by calling (901) 678-2428 or emailing the request to [proctoredtests@memphis.edu](mailto:proctoredtests@memphis.edu)

### **Step 7) Exam Day**

On the exam day, the student takes the *Application for Undergraduate Credit by Examination* form and the original payment receipt from the bursar's office (not a copy) to the Testing Center. The department completes section 4 of the form (cost) and retains the form.

### **Step 8) Exam Results**

Student test results are uploaded by *EVOLVE* within a week of the student's exam date. The **RN-BSN Director** forwards the results to the **Academic Advisors**, indicating whether the student earned CBE or is required to enroll in the course. The student also receives an email notifying them that their results are available on the Evolve website during the same time-frame.

### ***Prior Learning Portfolio***

Credit through *prior learning assessment portfolio* may be earned for a maximum of four (4) credits in the Professional Nursing Practice Practicum (NURS 4206). The Prior Learning Assessment Portfolio for RNs is guided by the Center for Innovative Teaching and Learning and reviewed by LCON faculty.

The student may earn up to 4 credits in NURS 3900 – Experiential Learning for RNs. The amount of credits earned may be substituted for up to 4 credits required in NURS 4206 - Transitions into Nursing Practice practicum. Students are encouraged to begin the portfolio process at least one year prior to enrolling in NURS 4206 if portfolio credit is requested using the following link <http://www.memphis.edu/innovation/elc/portfoliodevelopment.php>

The portfolio contains supporting experience verification for NURS 4206 course outcomes. Types of experiences to validate experiences may include:

- Formal mentored internship, such as the U.S. Army Cadet Command's Nurse Summer Training Program and Veterans Affairs Learning Opportunity Residency (VALOR);
- Professional certifications (may include, but is not limited to: ACLS, CCRN, RN-BC (any certified credential by ANCC);
- Professional development through continuing formal/informal professional education (may include, but is not limited to: seminars, conferences, competencies completion for general practice for the healthcare system or specific-unit competencies for safe, quality effective patient care;
- Professional presentations and/or publications; and
- Professional leadership positions through employment, professional organizations or military.

Students are encouraged to begin the portfolio process at least one year prior to entering the senior semester. Students interested in the creation of a learning portfolio should follow the steps outlined by the Center for Innovative Teaching and Learning. <http://www.memphis.edu/innovation/elc/portfoliodevelopment.php>

### ***Professional Conduct and Comportment***

The nursing student is a representative of the University of Memphis (UofM), and should realize that their conduct and demeanor may positively and negatively affect the judgments of others about UM, Loewenberg College of Nursing (LCON).

LCON students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, attending physicians, nursing preceptors, affiliated institutional staff, other students, the public and other members of the health care team. This professional behavior is to be maintained in any and all situations where the student is identified as a LCON student, including situations off-campus, as well as in "**virtual**" sites, such as **online social networking sites**.

Professional conduct and comportment is required of students **in cyberspace in the same manner it is required in all other settings**. Students must keep in mind that behaviors that are illegal or in violation of UM policy on campus will be illegal or violate UM policy if it occurs and/or appears online. If a student identifies as a LCON student in an online forum, the LCON will hold them to the highest standards of professional conduct. While it is not the policy of LCON administration/faculty to routinely monitor students' web sites, if inappropriate postings are brought to their attention, administration/faculty will investigate the report.

Inappropriate behaviors include, but are not limited to, the use of offensive language, gestures, or remarks. Illegal conduct that **violates HIPAA** includes, but is not limited to, disclosure of patient information, including discussions with other persons and/or posting online photographs of patients. Attempting, directly or indirectly, to obtain or retain a patient or discourage the use of a second opinion or consultation by way of intimidation, coercion or deception, is also inappropriate and unprofessional conduct. Violations of Professional Conduct and Comportment may result in sanctions up to and including dismissal from the nursing program, as well as, federal prosecution, fines, and imprisonment.

The UofM-LCON upholds the *American Nurses' Association's Principles for Social Networking*.

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

To Avoid Problems:

1. Remember that **standards of professionalism** are the **same online** as in **any other circumstance**.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. **Maintain professional boundaries** in the use of **electronic media**. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. **Do not take photos or videos of patients on personal devices, including cell phones**.
6. Promptly report a breach of confidentiality or privacy.

References:

- American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.
- National Council of State Boards of Nursing. (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

## **LOEWENBERG COLLEGE OF NURSING CODE OF ETHICS**

## Loewenberg College of Nursing

### Code of Ethics

#### Shared Vision

We, the students of the Loewenberg College 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 College 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 College 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 LCON 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., Janeczek, 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. Reviewed 2016.*

## Students' Rights and Responsibilities

The LCON 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-LCON**

# **Constitution of the Student Nurses Association**

The Loewenberg College 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 College 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 organization shall be:

1. To maintain and uphold the ideas and standards of the Loewenberg College 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 for students with College of Nursing faculty and administration and other University administrators.
6. To foster 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. Member Eligibility

1. Students enrolled at the Loewenberg College of Nursing leading to licensure as a registered nurse.
2. Registered nurses enrolled at the Loewenberg College 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 College of Nursing student handbook.

## ARTICLE IV

### DUES

#### SECTION 1.     Joining the Student Nurses Association

Students shall become members of the Student Nurses Association by virtue of enrolling in the College of Nursing and paying dues.

Loewenberg Student Nurses' Association dues are \$10 per semester.

#### SECTION 2.     Fee Assessment

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

#### SECTION 3.     Contributions

1. Providing meeting and programs for members of Loewenberg College of Nursing Student Nurses Association.
2. Providing a \$200 scholarship for a graduating member to go towards NCLEX preparation and licensure
3. Defraying travel expenses for students attending the National Student Nurses Association conference yearly
4. Paying officers National Student Nurses Association membership dues.

If this chapter of the Loewenberg Student Nurses Association is dissolved, all remaining monies will go to the Loewenberg Foundation.

## ARTICLE V

### ELECTED OFFICERS AND THEIR FUNCTIONS

#### SECTION 1.     Purpose

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

#### SECTION 2.     Representation

The Student Nurses Association Executive Council shall consist of the officers elected by the Student Nurses Association.

#### SECTION 3.     Elected Officers

Elected officers shall be:

1. President
2. Vice President
3. Treasurer/Sales Chairperson
4. Secretary

5. Membership Chairperson
6. Activities Chairperson
7. Social Media Chairperson
8. Student Advocate

SECTION 4. Qualifications/Eligibility of Officers

1. All officers shall maintain a cumulative scholastic grade point average of 2.5.
2. All Officers shall be willing and able to fulfill the duties of the position held.
3. No Officer shall hold more than one position at any time.
4. All Officers shall become members of the National Student Nurses' Association, Inc.; paid membership fees shall be reimbursed by the University of Memphis chapter

SECTION 5. Duties of the Executive Council Members

1. President
  - a. Serve as the principal officer of the association and preside at all meetings
  - b. The President with the approval of the Student Nurses Association Executive Council, shall appoint the chairmen of all ad hoc committees and hold each chairman responsible for the work of the ad hoc committee.
  - c. The President shall act as representative of the student body when necessary.
  - d. The President shall act as acting SNA President at University, State and National functions.
  - e. The President shall be responsible for communicating the actions and decisions of the Student Nurses Association Executive Council to all members of the Loewenberg College of Nursing and the faculty and administration.
2. Vice President
  - 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. The Vice President will be responsible for planning regular SNA meetings for all members and reporting information to students.
  - d. Preside over Membership, Activities, and Social Media Chair
3. Membership Chairperson
  - a. The Membership Chairperson shall be responsible for orienting new students to SNA and recruiting new members.
  - b. The Membership Chairperson shall be responsible for the address and phone list of all nursing students. This is to be distributed each Fall semester.

4. Secretary
  - 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 advisor(s)
  - d. Maintain organized and assessable records of minutes from prior meetings, classified list of active members, and the constitution of the Student Nurses Association
5. Treasurer/Sales Chairperson
  - a. The Treasurer shall collect dues and appropriate revenue from student body projects, pay bills, and keep a record of all money received or expended.
  - 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. The Treasurer shall notify the Student Nurses Association Executive Council of any person failing to pay dues and should keep an appropriate record.
  - e. Responsible for ordering merchandise from vendors and managing the SNA online store.
  - f. The Treasurer shall be responsible for preparing a budget and presenting it to the Student Nurses Association Executive Council for approval
6. Activities Coordinator
  - a. The Activities Coordinator shall be responsible for planning all social functions of the Student Nurses Association, including being in charge of obtaining entertainment, refreshments, and decorations.
  - b. The Activities Coordinator shall be responsible for recruiting SNA members for LCON functions (i.e. Convocation, White Coat ceremony, etc.).
7. Social Media
  - a. Responsible for maintaining open and clear channels of communication via social media, email blasts, and any other effective means of communication as deemed necessary.
  - b. Responsible for establishing and maintaining contact with appointed semester representatives for all events and issues pertaining to the Student Nurses Association.
  - c. responsible for the proper posting of all notices of regular and called SNA meetings and Student Nurse Association Executive Council meetings, including the agenda for the meeting.
8. Student Advocate
  - a. Communicate concerns of LCON students to the SNA President and LCON Administration.
  - b. Preside over all SNA Ambassadors.

9. Faculty Advisor(s)

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

10. Retirement from Office

- a. Each officer upon retirement from office, shall deliver to the Student Nurses Association Executive Council all money, accounts, records, books, papers, or other articles pertaining to his/her work and plans as they affect the organization.
- b. Each officer shall be responsible for orientation of his/her successor to the duties of his/her office, including a written report of the accomplishments, goals, and suggestions for the new officers when deemed necessary.

SECTION 3. 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 4. 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 VII**

COMMITTEES

SECTION 1. Faculty and Administrative Committees

1. Each Fall, the Student Nurses Association Executive Council will recommend an undergraduate student to represent students on the committees concerning curriculum and student affairs.

SECTION 2. Ad Hoc Committees

1. 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 3. Reports of Committees

1. Each committee shall report to the Student Nurses Association Executive Council as necessary or as requested by the Student Nurses Association Executive Council.

SECTION 4. Campus Wide Committees

1. The President of the Student Nurses Association Executive Council shall appoint Student Nurses Association members, with approval of the Student Nurses Association Executive Council, to other college and campus committees that call for student membership. The Student Nurses Association Executive Council shall report to the Loewenberg College of Nursing these committees and their members.

**ARTICLE VIII**

MEETINGS

SECTION 1. Mass Meetings

1. Meetings shall be called by the Student Nurses Association Executive Council at least once a month. Attendance by all members is expected.
2. The Dean of the College of Nursing may request a meeting at any time.

SECTION 2. Executive Council Meetings

1. There shall be regular Student Nurses Association Executive Council meetings at least once a month, in addition to general meetings.
2. Attendance at these meetings is required for Executive council members.
3. A maximum of 3 unexcused absences will be allowed for a council member. Excessive absences from council meetings will result in removal from office.

SECTION 3. Quorum

1. A quorum to conduct business at meetings shall consist of two-thirds (2/3) of the current active membership of the group.

**ARTICLE IX**

ELECTIONS

SECTION 1. Elections and Terms of Executive Council Officers

1. The Student Nurses Association Executive Council shall present the slate of approved candidates one to two weeks before the election.
2. The installation date shall be designated by the Student Nurses Association Executive Council.
3. The newly elected governing body shall attend council meetings one month prior to the termination of the school year.
4. Voting shall be done by ballot.
5. A tie vote shall be decided by revote.
6. A Student Nurses Association Executive Council member shall preside over the ballot collection at all times

during the election.

7. At close of election, the ballots shall be counted by two Student Nurses Association Executive Council members appointed by the President of the Student Nurses Association Executive Council.
8. To constitute and election to office, the candidate must receive a majority of the votes cast by two-thirds of the membership of the Student Nurses Association.
  - a. If no candidate receives a majority vote, the two candidates receiving the highest number of votes shall be voted upon again by the same constituency.

## **ARTICLE X**

### FISCAL YEAR

1. The fiscal year of the Student Nurses Association shall begin May 1 and end April 30.

## **ARTICLE XI**

### PARLIAMENTARY AUTHORITY

1. Robert's Rules of Order Revised shall be the standard for all parliamentary procedures of all meetings of the Student Nurses Association and its constituent parts in all cases to which they are applicable and in which they are not inconsistent with the By-laws.

## **ARTICLE XII**

### REVISIONS AND AMENDMENTS

#### SECTION 1. Method of Amending

1. The Constitution and By-laws shall be considered for reevaluation and revision each Summer by the Student Nurses Association Executive Council.
2. The Constitution and By-laws may be considered for revision and/or amendment at the written request of a member of the College of Nursing.
3. Proposed changes shall be prepared in writing and presented to the Student Nurses Association Executive Council where they may be accepted or rejected by a majority vote.
4. If accepted, they shall be submitted to the Dean of the College of Nursing for consideration.

#### SECTION 2. Voting on Amendments

1. If the proposed changes have been approved by the Dean, they shall be presented to the student body for approval. (Optional ballot vote can be used.)
2. If accepted by two-thirds of the membership of the Student Nurses Association, the changes shall be written into the Constitution and/or By-laws and shall become effective immediately.
3. Amendments to the Student Nurses Association bylaws, adopted at the General meeting, shall promptly be

incorporated into the bylaw and become effective immediately.

### **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 College of Nursing scholarship fund.

## **SUBSTANCE ABUSE POLICY**

**The University of Memphis**  
**LCON**  
**Substance Abuse Policy Statement\***

The University of Memphis, Loewenberg College 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 College 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 College of Nursing maintains 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 College of Nursing's Substance Abuse Policy and Procedure Statement is particular to the College of Nursing.

The College 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 college 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 college, 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 College 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 College of Nursing. A designee for the College of Nursing will forward the money to TNPAP. Graduate students and RNs earning a BSN 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 college/hospital property.
3. Observation of poor judgment or careless acts.

#### **D. Drug Testing Procedure**

1. Tests will be conducted by a qualified laboratory using established methods and procedures.
2. Confidentiality of the student as well as the integrity of the urine, hair, saliva, or breath sample will be protected.
3. 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.
4. The sample will be screened for drugs and alcohol. 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.
5. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. A second test may be required and the student may not be allowed to attend class/clinical until resolved.
6. The testing laboratory will notify the Director of Clinical Education with test results.
7. The College of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate College of Nursing faculty.
8. 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 College 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 College 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

**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

**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

**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 Director of Clinical Education. The Director of Clinical Education 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 college 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 college of nursing representatives, faculty members, or college/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 be subject to immediate dismissal.

### **I. Off-campus Arrests or Convictions**

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

### **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 or to the students state Board of Nursing of Nursing Assistance Program if licensed as an RN.
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 College 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 Director for Clinical Education will facilitate communications between the student, TNPAP, or Professional Assistance Program, and the College 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 college within the specified length of time, he or she will be subject to immediate dismissal from the College of Nursing.

### **L. Reentry to the College of Nursing with TNPAP or Professional Assistance Monitoring Program Contract**

Following successful completion of an approved treatment program, a student may be allowed to reenter the College 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 the monitoring contract. Access to controlled substances in the clinical area will be determined by the professional monitoring program and the Director of Clinical Education and the Dean of the College of Nursing. **Reentry after treatment will be granted only once.**

1. The Tennessee Professional Assistance Program (TNPAP) or Professional Monitoring Program will recommend reentry to the College 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 College 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 college 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 or Professional Monitoring Program 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 monitoring contract.

**M. Dismissal from the College 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 college.
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 College 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 College 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 College of Nursing**  
**Substance Abuse Policy and Drug Testing Procedure Agreement**

I understand that the University of Memphis, Loewenberg College 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 Director of Clinical Education.

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

This notarized document constitutes my consent for drug testing by a college 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 Director of Clinical Education. 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 \_\_\_\_\_, 20\_\_, 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 College of Nursing**  
**Faculty Procedure for Notification/Suspicion of Drug/Alcohol Use by Students**

The College 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 LCON of the suspicious behavior.
6. The **Director for Clinical Education (or designee)** calls the **current drug testing affiliate** to report situation and location of student.
7. **Faculty completes the LCON *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) or the student's state Board of Nursing Professional Assistance Program if licensed as an RN, is provided to student.
12. If a student accepts the professional assistance 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 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:**

Mid-South Drug Testing  
3294 Poplar Ave., Suite 250  
Memphis, TN 38111  
p. 901.320.9295; f. 901.320.9359  
[www.midsouthdrugtesting.com](http://www.midsouthdrugtesting.com)



Appendix D  
**The University of Memphis**  
**Loewenberg College 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 Director of Clinical Education 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 college, and my after care plan will be submitted to the Director of Clinical Education. I understand that the College 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 TNPAAP or my state Board of Nursing's Professional Assistance Program and the College of Nursing.

**In Witness Whereof**, this instrument is executed this \_\_\_\_ 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 \_\_\_\_\_, 20\_\_ 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*

**STUDENT ACKNOWLEDGEMENT OF POLICIES/HANDBOOK**

**Student Acknowledgement of Policies/Handbook  
Agreement 2020-2021**

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

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_