



MSN Student Handbook 2019-2020

The University of Memphis
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ACCREDITATION

The baccalaureate and master's degree program in nursing at The University of Memphis, Loewenberg College of Nursing are 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 Graduate Students:

Welcome to the Loewenberg College of Nursing (LCON) at 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 Academic Nursing to prepare nurse clinicians, nurse scholars/scientists, nurse educators, and nurse leaders who transform healthcare for healthy population, better healthcare, and lower costs. Our academic excellence is achieved through an intellectually energetic environment that challenges, yet supports bright students to succeed. Together, we embrace the core values of *caring, diversity, integrity, and leadership*.



Our distinguished faculty, dedicated staff, engaged clinical partners, and alumni are committed to your success. To complete your graduate study, I encourage her to focus, engage, and manage. A myriad of services in University and the LCON exists to support you during the course of your advanced study.

Nurses lead the way and advance health. Our graduate programs prepare you to be change agents for transforming our nation's healthcare to be accessible, affordable, coordinated, safe, and high quality. We are dedicated to the advancement of all engaged in the endeavor of you to become advanced nurse practitioner, nurse leader, nurse educator, and/or continue pursuing a terminal degree. We foresee significant personal and professional growth as outcomes for you, faculty and staff, and our clinical partners. 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; 901-678-2020; 2501J CHB or follow twitter @uofmnursingdean.

Go Memphis Nursing; Go Tigers!

Lin Zhan, PhD, RN, FAAN
Dean and Professor
Wharton Executive Fellow

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 metaparadigm:

PERSON

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

ENVIRONMENT

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

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

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

HEALTH

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

NURSING

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, 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
- Integration of Cutting-edge Technology
- Programs of Research/Scholarly work
- Productive Partnerships from local to global communities

Core Values

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

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

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

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

Preparing Leaders, Promoting Health

Approved by LCON Faculty December 2010

GENERAL SERVICES

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 DRS. Students who request disability accommodations without a memo will be referred to DRS.

Center for Writing and Communication (CWC)

The Center for Writing and Communication, located on the first floor of Ned R. McWherter Library, is a combined writing and speaking center that offers free, one-on-one consultation with a trained staff comprised of graduate students from the departments of English and Communication Studies. They are available to offer students feedback on their writing and speaking assignments at any stage in the process. Students can schedule an appointment online or drop by the CWC when open (Monday-Thursday, 9-5; Friday, 9-noon).

Writing Coach

Each semester there is a writing coach available for nursing students (both graduate and undergraduate). This person is available to assist students with their writing and APA formatting for class assignments. The writing coach is a graduate student in the English department. Contact information for the writing coach will be made available to students at the beginning of each semester through their course site or through the MSN and FNP Advising sites.

Veterans and Military Student Services

The University of Memphis Veterans and Military Student Services assists veterans, service members and their families with the transition from a military environment into a positive academic community in pursuit of professional and personal development by connecting students to expert support services and tools to enhance academic and professional success.

Library

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

The Ned McWherter Library is also a designated government repository and houses a complete set of government documents. In addition to the books, journals, and documents housed in the Ned 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.

Additional Resources

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

NURSING STUDENT ACTIVITIES & FEES

STUDENT ACTIVITIES

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

The University of Memphis Graduate Student Association

The [Graduate Student Association](#) (GSA) is an official student organization of the University of Memphis. The GSA exists to serve the needs of, advocate for the interests of, and foster collaboration among graduate and professional students. The GSA creates new programs and initiatives to provide growth and interaction opportunities for all graduate students as well as communicate with UofM administration and faculty on behalf of graduate students. Some of our activities include: providing research and travel funding, organize professional development seminars, co-facilitate the Student Research Forum and collaborate with the SGA.

All enrolled graduate students are automatically members of the GSA. All graduate students are encouraged to participate in GSA discussions and activities, and may serve on GSA committees and working groups.

Sigma Theta Tau International, Beta Theta At-Large Chapter

Sigma Theta Tau International (STTI) is the national honor society for Nursing. Membership is by invitation only and is an honor. Junior and senior baccalaureate and graduate students in Nursing who have demonstrated excellence in their nursing education and who meet STTI eligibility criteria are invited into the honor society.

Currently, induction into the local chapter of STTI, Beta Theta At-Large, occurs each Fall and Spring. All students are encouraged to attend events sponsored by Sigma Theta Tau, Beta Theta At- Large Chapter as well as regional, national and international Research Symposia of STTI.

In order to be eligible, Graduate Students must:

- have completed ¼ of the nursing curriculum;
- achieve academic excellence (at schools where a 4.0 grade point average system is used, this equates to a 3.5 or higher); and
- meet the expectation of academic integrity.

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.

Composites

Each graduating class of students in the Loewenberg College of Nursing is recognized by a composite portrait of each student in academic regalia, which permanently hangs in the Loewenberg College of Nursing. All graduating seniors are encouraged to have their composite pictures made. Information about composites is widely posted on all senior student bulletin boards. Composite pictures are made in early 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 relive financial burden of nursing students. All scholarships recipients are encouraged to attend.

Loewenberg College of Nursing Alumni Association

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

National GRAD Resource Site

Grad Resources (<http://www.gradresources.org/>) is a non-profit organization based in Dallas, Texas that serves the practical and emotional needs of graduate students on several university campuses across the United States.

Grad Resources offers grad students free assistance and support via grad student orientation programs, seminars, support groups, online resources and several helpful articles. The organization is actively involved in co-sponsoring TA/RA appreciation events as well as Graduate and Professional Student Appreciation Week.

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.

Typhon/Medatrax

Beginning fall 2019, all incoming students are required to purchase Typhon for health data and case management. Information for access is provided in the admission packet. Current students will continue using Medatrax until the completion of the program.

Laboratory Fee

To pay for supplies used in the Nursing Skills Laboratory, courses such as advanced health assessment and special procedures a laboratory fee is assessed for each student.

Criminal Background Check/Urine Drug Screen

All students entering clinical courses are required to complete an annual drug test and criminal background check at the student's expense. In addition, criminal background checks may be required by the clinical sites where the student practices and may have time requirements associated with such a check.

The drug screen must be completed within 30 days prior to the start of clinical and will be required to be repeated if a student does not attend class for one semester (summer session excluded). The test must be conducted by the designated vendor the LCON. Information regarding the location and company conducting the test will be provided to the students prior to entering the required course(s). The drug test must be conducted by the LCON approved vendor. If students have questions about this please contact msn@memphis.edu.

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 courses which use a standardized achievement test are assessed a fee for the cost of the test.

ACADEMIC SUCCESS

ACADEMIC SUCCESS

The LCON Dean, Faculty, and Staff support your academic success. We share a few tips for your successful completion of the graduate degree:

- *Review your course syllabus.* The syllabus is your guide for each course. At the beginning of each semester, carefully read your syllabus 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 each day's assignments. If you have questions about the syllabus, be sure to ask your professor.
- *Be Prepared for class.* One of the most important things you can do to prepare for class is read. You should read required content prior to class and familiarize yourself with key terms. Once you finish reading, write down a list of questions to ask in class, highlighting things that are unclear or difficult to understand.
- *Be Prepared 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.
- *Study effectively.* You should also review course material following class. Carefully compare class notes to your reading materials and other classmates' notes. As a general rule of thumb, most professors suggest students spend 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 studying.
- *Utilize your resources.* The university and LCON provide many resources to assist students. These can include things such as writing coaches, tutors, disability support services, test taking strategies, counseling, and much more. 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.

(Revised July 2014)

MSN NURSING PROGRAM CURRICULUM

MSN PROGRAM OUTCOMES

The Masters of Science in Nursing program prepares the graduate to:

1. Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles.
2. Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations.
3. Practice advanced nursing independently and collaboratively with healthcare teams to address complex situations and coordinate care.
4. Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.

AACN Essentials of Master's Education	LCON MSN Outcomes (2012)
Essential I: Background for Practice from Sciences and Humanities Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	1,2,3
Essential II: Organizational and Systems Leadership Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.	1,2,3
Essential III: Quality Improvement and Safety Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.	1,2,3,4
Essential IV: Translating and Integrating Scholarship into Practice Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results	1,2,4
Essential V: Informatics and Healthcare Technologies Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.	2,3,4
Essential VI: Health Policy and Advocacy Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health	3,4
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Recognizes that the master's-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.	2,3
Essential VIII: Clinical Prevention and Population Health for Improving Health Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.	2,3
Essential IX: Master's-Level Nursing Practice Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice.	2,3

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

Matrix of LCON MSN Program Outcomes by Level

MSN Level Outcomes that Support Student Outcomes of MSN Program
Upon successful completion of the MSN program, graduates will:

1. Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles

Core Knowledge	Advanced Nursing Practice Knowledge
Assimilate essential knowledge and theories necessary to implement advanced nursing practice role.	Integrate and apply specialized knowledge, theories, and competencies in advanced nursing practice roles.

2. Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations.

Core Knowledge	Advanced Nursing Practice Knowledge
Access, analyze and critique research from nursing and other disciplines that apply to advanced nursing practice roles Analyze risk for disease, health variants, and health disparities across diverse population groups.	Synthesize and utilize knowledge, theory, and research from nursing and other disciplines in advanced nursing practice to promote disease prevention, and improve health, provide quality, and cost effective care to diverse populations.

3. Practice advanced nursing independently and collaborative with healthcare teams to address complex situations and coordinate care.

Core Knowledge	Advanced Nursing Practice Knowledge
Articulate and recognize the uniqueness of advanced nursing roles and their contribution to interprofessional healthcare teams practice. Analyze risk for health disparities across diverse populations.	Practice in the advanced nursing role collaboratively with other disciplines. Advocate for the adoption and implementation of best practice and evidence-based models of care

4. Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.

Core Knowledge	Advanced Nursing Practice Knowledge
Formulate solutions to health care issues within a legal, ethical, evidence-based and cost effective framework. Analyze professional standards, models of health care delivery, and the results of policy research	Articulate and utilize strategies in the advanced practice role that advocates and influences policies and health and healthcare.

Loewenberg College of Nursing Program Model



CURRICULUM

EXECUTIVE LEADERSHIP Curriculum

The 37-credit Executive Leadership MSN program prepares nurses for leadership and executive positions in various health care settings. The EMSN program is based upon well founded principles, including components of the American Nurses Credentialing Center (ANCC) Magnet® Recognition Program and The American Organization of Nursing Leadership (AONL) Competencies. The program is an academic partner of the American Nurses Credentialing Center (ANCC) Magnet® Recognition Program. There are 420 practicum hours in the EMSN program.

CORE COURSES			
NURS 7001	Healthcare Policy		3
NURS 7002	Advanced Nursing Research		3
NURS 7990	Scholarly Synthesis		3
		Total Core Hours	9

EXECUTIVE LEADERSHIP SPECIALTY COURSES			
NURS 7007	Advanced Role Development for Nurse Execs		3
NURS 7901	Relationship-Building for the Nurse Exec		3
NURS 7903	Accountability and Advocacy for Nurse Execs		3
NURS 7303	Healthcare Finance		3
NURS 7904	Financial Mgmt & Resource Allocation/Patient Care		3
NURS 7905	Improving Patient Care Delivery		3
NURS 7907	Evidence-Based Leadership Practices		3
NURS 7908	Healthcare Finance Practicum		3
NURS 7909	Nurse Executive Practicum		4
		Total Concentration Hours	28
		Total Program Hours	37

NURSING EDUCATION Curriculum

The Nursing Education concentration prepares nurse educators in various healthcare settings. Over the course of study, students will learn about nursing and educational theories, curricular development and program planning, teaching/learning strategies and evaluation.

CORE COURSES			
NURS 7001	Healthcare Policy		3
NURS 7002	Advanced Nursing Research		3
NURS 7990	Scholarly Synthesis		3
		Total Core Hours	9

EDUCATION SPECIALTY COURSES			
NURS 7000	Theoretical Foundations		3
NURS 7003	Advanced Role Development		3
NURS 7204	Curriculum Design & Education Theory		3
NURS 7205	Evaluation Methods in Nursing Education		3
NURS 7101	Advanced Health Assessment		3
NURS 7102	Advanced Health Assessment Lab		1
NURS 7103	Advanced Pathophysiology		3
NURS 7104	Advanced Pharmacology		3
NURS 7207	Clinical Focus Practicum		2
NURS 7209	Nursing Education Practicum		4

CLINICAL FOCUS SPECIALTY ELECTIVES			
Students must select one (1) of the following to fulfill degree requirements			
NURS 7505	Advanced Adult Health Nursing		3
NURS 7515	Advanced Psychiatric/Mental Health Nursing		3
NURS 7525	Advanced Critical Care Nursing		3
NURS 7545	Advanced Woman's Health & Perinatal Nursing		3
NURS 7635	Advanced Pediatric Nursing		3
		Total Concentration Hours	31
		Total Program Hours	40

FAMILY NURSE PRACTITIONER Curriculum

This 46-hour program prepares advanced practice nurses who deliver primary health care to all ages; individuals and families throughout the lifespan and across the health continuum. Students will be provided with knowledge and clinical skills necessary for health promotion, disease prevention, assessment, and management of common acute and chronic illnesses.

CORE COURSES			
NURS 7001	Healthcare Policy		3
NURS 7002	Advanced Nursing Research		3
NURS 7990	Scholarly Synthesis		3
		Total Core Hours	9

EDUCATION SPECIALTY COURSES			
NURS 7000	Theoretical Foundations		3
NURS 7003	Advanced Role Development		3
NURS 7101	Advanced Health Assessment		3
NURS 7102	Advanced Health Assessment Clinic		1
NURS 7103	Advanced Pathophysiology		3
NURS 7104	Advanced Pharmacology		3
NURS 7601	Family Nurse Practitioner I		3
NURS 7602	Family Nurse Practitioner I/Clinic (120 clock hrs)		2
NURS 7603	Family Nurse Practitioner II		3
NURS 7604	Family Nurse Practitioner II/Clinic (240 clock hrs)		4
NURS 7605	Family Nurse Practitioner III		3
NURS 7606	Family Nurse Practitioner III/Clinic (120 clock hrs)		2
NURS 7609	FNP Practicum (240 clock hrs)		4
		Total Concentration Hours	37
		Total Program Hours	46

POST MASTER’S CERTIFICATE PROGRAM
Family Nurse Practitioner (FNP)
Curriculum

The Family Nurse Practitioner (FNP) Certificate program provides a formal program of study for master’s-prepared nurses interested in taking the national certification exam to practice as a Family Nurse Practitioner. To be eligible to take the national certification exam students must “successfully complete graduate didactic and clinical requirements of a master’s nurse practitioner program through a formal graduate-level certificate or Master’s level NP program in the desired area of practice.” The FNP Certificate program offers a formal program of study to meet this need for students who already have the Master of Science in Nursing degree without requiring a second master’s degree.

PREQUISITES	
The following prerequisites must be completed at the master’s level with a grade of “B” or better prior to admission.	
Advanced Health Assessment	3
Advanced Health Assessment, Clinical or Lab	1
Advanced Pathophysiology	3
Advanced Pharmacology	3

PROGRAM REQUIREMENTS			
NURS 7601	Family Nurse Practitioner I		3
NURS 7602	Family Nurse Practitioner I/Clinic (120 clock hrs)		2
NURS 7603	Family Nurse Practitioner II		3
NURS 7604	Family Nurse Practitioner II/Clinic (240 clock hrs)		4
NURS 7605	Family Nurse Practitioner III		3
NURS 7606	Family Nurse Practitioner III/Clinic (120 clock hrs)		2
NURS 7609	FNP Practicum (240 clock hrs)		4
		Total Program Hours	21

POST MASTER'S CERTIFICATE PROGRAM

Nursing Education Curriculum

The Nursing Education Certificate program provides a formal program of study for masters prepared nurses interested in obtaining a credential allowing them to teach in the College of Nursing. The program provides them with content necessary to teach nursing students in a specific area of nursing. Once students complete the certificate, they would be eligible to sit for the national certification exam in this area.

PREQUISITES	
The following prerequisites must be completed at the master's level with a grade of "B" or better prior to admission.	
Advanced Health Assessment	3
Advanced Health Assessment, Clinical or Lab	1
Advanced Pathophysiology	3
Advanced Pharmacology	3

PROGRAM REQUIREMENTS			
NURS 7204	Curriculum Design & Education Theory		3
NURS 7205	Evaluation Methods in Nursing Education		3
NURS 7207	Clinical Focus Practicum		2
NURS 7209	Nursing Education Practicum		4

CLINICAL FOCUS SPECIALTY ELECTIVES			
Students must select one (1) of the following to fulfill degree requirements			
NURS 7505	Advanced Adult Health Nursing		3
NURS 7515	Advanced Psychiatric/Mental Health Nursing		3
NURS 7525	Advanced Critical Care Nursing		3
NURS 7545	Advanced Woman's Health & Perinatal Nursing		3
NURS 7635	Advanced Pediatric Nursing		3
		Total Program Hours	15

ACCELERATED RN to BSN to MSN

Nursing Education

CURRICULUM PLAN

NURS 3005	Professional Nursing	2
NURS 3006	Professional Nursing Seminar	1
NURS 3000	Pharmacology	3
NURS 4127	Community Health Nursing	3
NURS 4129	Community Health Nursing Practicum	1
NURS 4205	Transitions into Professional Nursing Practice	4
NURS 4206	Transitions into Professional Nursing Practice Practicum	8
NURS 7101*	Advanced Health Assessment	3
NURS 7102*	Advanced Health Assessment Lab	1
NURS 7103*	Advanced Pathophysiology	3
NURS 7002*	Advanced Nursing Research	3

** courses count toward BSN and MSN degree*

NURS 7000	Theoretical Foundations of Advanced Nursing Practice	3
NURS 7001	Health Care Policy	3
NURS 7003	Advanced Role Development	3
NURS 7990	Scholarly Synthesis	3
NURS 7104	Pharmacology for Advanced Practice	3
NURS 7204	Curriculum Design and Education Theory	3
NURS 7205	Evaluation in Nursing Education	3
NURS 7207	Clinical Focus Practicum (120 clinical hours)	2
NURS 7209	Education Residency (240 clinical hours)	4

One of the following clinical focus courses

NURS 7505	Adult Health Nursing	3
NURS 7525	Critical Care	3
NURS 7635	Pediatric Nursing	3
NURS 7515	Psych-Mental Health	3
NURS 7545	Women's Health and Perinatal Nursing	3

MSN degree to be awarded at the completion of above

Total Nursing Credit Hours	62
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ACADEMIC POLICIES

Academic Policies for MSN Students

Admission Criteria

1. Completion of BSN from an accredited program (ACEN or CCNE) is required
2. An active unrestricted registered nursing license to practice in Tennessee or license to practice in the state in which the clinic assignments are completed.
3. An undergraduate minimum cumulative grade point average of 2.8 on a 4.0 scale

Admission Procedures

1. Admission to both the Graduate School and the Loewenberg College of Nursing is required.
2. Admission to the program will be based on competitive selection from the pool of applicants.
3. Submit TOEFL scores if applicable.
 - A TOEFL score of 210 (computer based score), 79 (internet based), 7.0 IELTS or 550 (paper- pencil) for students whom English is not their primary language
4. **Letters of reference** (3): One (1) academic and two (2) professional references are preferred. Recommendation forms will be sent to the three reference email addresses you provide in the LCON application.
5. **Letter of Interest/Intent** that clearly and coherently addresses alignment of goals and program outcomes
6. **Professional resume** that includes any leadership experience (evidence of goal setting and follow-through, contribution to diversity and inclusion, evidence of intellectual curiosity, and commitment to the profession demonstrated by certifications, professional memberships, etc.).
7. Interview with LCON graduate faculty as requested

Students admitted to graduate clinical practicum must have and maintain the following while in the program:

1. An unencumbered license to practice as a registered nurse in Tennessee or license to practice in the state/country in which the clinical assignments are completed
2. Current CPR certification
3. Evidence of hepatavax, MMR, varicella, polio and tetanus vaccination. Positive titers (date and result) will be accepted in lieu of hepatavax, MMR, varicella or polio vaccines. A documented history of varicella disease by a healthcare provider may also be accepted in absence of titer or proof of vaccination. Self or parental report of varicella disease is not sufficient to prove immunity to the disease and will not be accepted
4. A negative PPD or chest X-ray
5. Evidence of current professional malpractice insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Family Nurse Practitioner must maintain student NP liability insurance in the amount of \$1,000,000 per occurrence/\$6,000,000 total coverage.

Retention and Progression Requirements

1. Students in the Loewenberg College of Nursing Graduate program must comply with all retention standards of the University of Memphis Graduate School.
2. Graduate students must maintain a 3.0 GPA ("B"). Grades of "D and "F" will not apply toward any graduate degree, but will be computed in the GPA.

Program Requirements

1. Students enrolled in the MSN program must complete **36-44 semester hours** (based on concentration area) with *the minimum overall grade point average of 3.0*.
2. Every candidate for the master's degree in nursing is required to either pass a final comprehensive examination/project or complete the oral defense of a thesis. The examination will place emphasis on the student's area of concentration and will be administered by selected nursing faculty each semester. The candidate must be registered the semester the comprehensive exam is taken.
3. When the student elects to complete a thesis the candidate must enroll for thesis credit each semester until the thesis is completed. A maximum of 6 semester hours is permitted for thesis completion. Students must register for 3 hours of thesis credit in the semester in which they defend.
4. Family Nurse Practitioner students must complete a minimum of 720 clock hours to meet the academic and practicum requirement for national certification.
5. If a student has to repeat a didactic or clinical course for the purpose of achieving a satisfactory grade, not only must didactic or clinical course be retaken, but the co-requisite didactic clinical course must also be retaken. Courses that are companion courses, such as a clinical and didactic course, must be taken and successfully completed concurrently in the same semester to progress in the nursing program.
6. All requirements for the MSN degree must be completed in 5 calendar years.

Comprehensive Examination for FNP Students

Comprehensive examinations are administered only to FNP students in good academic standing. The result of the exam (positive or negative) must be communicated to the Graduate School on the Comprehensive Results Form within the same semester the exam was taken or by the specified deadline in the Graduate Catalog.

Comprehensive examinations for FNP students are offered in April, July, and November. A student who does not perform satisfactorily on the first comprehensive examination will be given an opportunity to take a second examination at the next regularly scheduled examination period. The College of Nursing may recommend appropriate coursework, which the student will take in preparation for retaking the exam.

Results of comprehensive examinations are not graded in the way that courses are and so cannot be appealed, nor can they be changed after the form has been filed with the Graduate School. A second failure results in termination, which can be appealed. The retention appeals process is formalized and must be followed in all cases. See the section on "Retention Appeals."

Advisement

All graduate students who have been accepted into the nursing major are assigned to an LCON Academic Advisor. The Academic Advisor will advise students regarding academic and program progression. The Academic Advisor will also approve and issue permits for course registration.

Faculty members can mentor and advise students in areas related to career development, lifelong learning, and quality of life management which enable students to succeed in the nursing profession.

Advisement Communication

MSN eCourseware Advising Site—Information is accessed via the eCourseware MSN Advising link located under my courses. The MSN advising site serves as a means of communication between the faculty, administration and graduate students. Students will be held responsible for all posted materials (Adopted 3/09). The @memphis.edu email is the official communication of the University.

Course Load Limitations

Fifteen (15) semester hours of coursework is the maximum load for students devoting full time to graduate study during regular sessions. The maximum total number of hours of graduate course work for which a graduate student may enroll during the Summer Session is 12.

Those who register for 9 or more hours per semester in the academic year will be considered full-time students.

Requests for overloads must be approved by the director of graduate studies in the student's college or school.

Adding and Dropping Courses

Courses may be added or dropped after initial registration for a limited time only. Refer to the Student Calendar at <https://www.memphis.edu/registrar/calendars/index.php> for appropriate deadlines. Courses may be added late only upon approval of the instructor and the director of graduate studies in the student's college. Courses may be dropped after the drop date only when circumstances beyond the student's control makes it impossible to complete the semester.

Although students may withdraw from courses, withdrawal after the "drop date" for the University requires dropping all university courses.

Late drops must be approved by the director of graduate studies in the student's college. Students enrolled on a non-degree basis must obtain the approval of the Vice Provost for Graduate Studies or designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not he/she has dropped a course.

Academic Disqualification

1. Fails to maintain a 3.0 Cumulative GPA in graduate school.
2. Fails to earn a grade of "B" (3.0) or better when repeating a course.
3. Willfully misrepresents patient data or clinical practice.
4. Willfully places any patient in physical or emotional jeopardy.
5. Is placed on probation by the State Board of Nursing.
6. Fails to disclose a felony conviction.
7. Fails to disclose disciplinary action or diversion by the State Board of Nursing.
8. Fails to complete all degree requirements within five years of entering graduate nursing coursework. A grade of "B" must be earned in all graduate practica, health assessment lab, and the residency practicum.

Notification of Dismissal

A student who is dismissed from a 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 faculty from the undergraduate program, and two 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 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.

Readmission

1. Once accepted into a degree program, a student is expected to enroll every semester thereafter (excluding summer sessions) and make satisfactory progress toward the degree. A student who does not enroll for a fall or spring semester must complete a readmission form/application. For students who do not enroll for two (2) or more consecutive semesters (excluding summer) must reapply to both the graduate school and the LCON graduate nursing program.
2. Submission of an application for readmission does not ensure acceptance.
3. An application for readmission may be rejected or additional requirements may be imposed on the student.
4. A readmitted student must follow the rules, prerequisites, and degree requirements listed in the most current Graduate Bulletin.
5. Students writing a thesis or dissertation or engaged in a culminating project must enroll on a continuous basis (fall and spring) until the thesis, dissertation, or project is complete.

FNP Program Re-Entry after Disqualification

Following academic disqualification, students are eligible to reapply to the FNP program after 3 years or to the FNP Post Master's Certification after 1 year. Minimum course requirements following readmission include the completion of FNP I, II, III, Residency and co-requisite courses. All MSN progression, retention, and graduation policies apply.

Withdrawal from Graduate School

1. A graduate student may withdraw from the University after the drop date only when circumstances beyond the student's control make it impossible to complete the semester. Late withdrawals must be approved by the director of the program concentration and the LCON associate dean of academic programs and submitted to the Graduate School. Students enrolled on a non-degree basis must obtain the approval of the Vice Provost for Graduate
2. Studies or designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not he/she has withdrawn.

Audit of Courses

1. Students who are admitted to the University of Memphis may register to audit a course with the prior approval of the instructor and the head of the academic unit or designate. Students enrolling on an audit basis do not receive academic credit for that course. Particularly in high-demand courses, academic units should make sure that students who need these courses for degree credit can be accommodated before they issue permits for audits. Audits should not be used simply as a vehicle for obtaining access to laboratory or studio facilities.
2. Auditors are not required to take examinations and do not receive a regular letter grade. The student and the instructor should reach a precise agreement as to the extent and nature of the student's participation in the course, including class discussion, projects, and readings. Students auditing a course will receive "audit" (AU) on the transcript only if they have attended regularly and participated according to the prior agreement with the instructor.
3. A student may not change from a grade point basis to audit or from audit to a grade point basis after the last day to add classes for that session. Any questions concerning this policy should be referred to the

colleges.

4. Fees for audits will be assessed on the same basis as fees for credit courses.

Grading Policies

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

The grading policy for the Loewenberg College of Nursing is:

A	=	93-100	S	=	Satisfactory
B	=	85-92	U	=	Unsatisfactory
C	=	77-84			
D	=	70-76			
F	=	69 and below			

Incomplete Grades:

- The grade "I" (Incomplete) may be assigned by the faculty member in any course other than those with grading in which the student is unable to complete the work due to extraordinary events beyond the individual's control that are acceptable to the faculty member.
- The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 90 days from the end of the semester or summer session in which it was received (see University Calendar), the "I" will change to an "F," whether or not the student is enrolled.
- The faculty member may grant up to a 45-day extension if sufficient extenuating circumstances exist. At the end of the extension period, the "I" grade will automatically revert to "F" if the student has not completed the requirements.
- The student will be certified for graduation only when all requirements are met, including the removal of "I" grades. If a student has an "I" in a course necessary to fulfill degree requirements in the semester in which he or she expects to graduate, the certification process and graduation will automatically be deferred to the next term.

Grade Point Average Requirements:

Graduate students must maintain a 3.0 GPA ("B"). The GPA is calculated by the following:

- Any grades of "D" and "F" will not apply toward any graduate degree, but will be computed in the GPA;
- Grades earned at another university will not be computed in the cumulative GPA;
- Grades in courses that are older than the time limitation for degree will be shown on the transcript but will not be included in the computation of the GPA used for graduation;
- Only courses that have been validated will count toward the degree (see below for validation policy); and
- Grades earned in the final semester may not be used to correct GPA deficiencies.

The overall GPA required for graduation is computed on all graduate level courses completed whether or not they are listed on the candidacy form.

Repetition of Graduate Courses:

A graduate student may repeat a course to earn a higher grade only if the earned grade was a "U" or lower than a "B" (3.0). **MSN students who repeat a course must earn a B or better in the repeated course.** No course

can be repeated more than once to improve the grade. A maximum of two courses can be repeated during the student's total graduate career to improve a grade. Only the grade earned in the second attempt will be included in the computation of the cumulative grade point average.

Transfer Credit

- Credit towards the MSN degree from another institution does not transfer automatically. In general, however, graduate work completed at another institution in a program accredited at the graduate level may be accepted in a graduate degree program at the University, with the following provisions. (1) These courses have not been used to earn a previous degree. (2) They relate to the content of the graduate program and/or are comparable to those offered at the University. (3) They do not exceed time limitations set for master's programs (5 years).
- Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Only transcripts received directly from an issuing institution are considered official.
- Approved transfer credit may be accepted for not more than 12 semester hours of course credit toward the MSN degree.
- Courses proposed for transfer credit must meet the following two requirements. (1) The University of Memphis requires a minimum of 750 contact minutes for each semester credit (2250 for a 3- hour course). (2) The Tennessee Conference of Graduate Schools requires a minimum of 3 hours of class work per week for 3 hours of credit.
- Grades earned at another institution will not be computed in the University cumulative grade point average, nor will they be accepted for transfer, unless they are "B" (3.0) or better.

Graduation Requirements - Admission to Candidacy

Before an applicant will be officially admitted to candidacy for a master's degree, the student must have satisfied the following requirements:

1. The "Application of Admission to Candidacy" for the Master's Degree and an "Intent to Graduate Card" must be filed by the deadline published in the Graduate Bulletin, posted on graduate nursing bulletin boards on campus, and available on-line. No exceptions will be made if both the intent card and candidacy forms are not submitted by the stated deadlines.
2. If a student is writing a thesis, an approved Thesis/Dissertation Proposal form must be filed with all necessary human or animal subjects' approvals before any research is undertaken.
3. The student must have at least a 3.0 average on all coursework listed on the candidacy form as well as any other graduate work undertaken at The University of Memphis within the specified time limit. Grades of "D" or "F" are not accepted for any graduate degree credit but these grades will be computed in the GPA. No more than seven (7) hours of "C+", "C", or "C-" will be counted toward degree requirements.
5. Grades earned in the final semester may not be used to correct GPA deficiencies. The student must have at least a 3.0 average in all graduate work at the time the Intent to Graduate Card is filed.
6. The program must include a minimum of 70% of the total required hours as 7000 level courses.
7. All requirements of the Graduate School and LCON graduate program must be met.
8. If a student wishes to substitute a course for a required course, the substitution must be approved by the Director of Graduate Nursing on the Course Substitution Form. The form must accompany the candidacy form.

9. The student's graduate work up to this point must be acceptable in quality and quantity to the major advisor, and/or Director of Graduate Nursing, and the Vice Provost for Graduate Studies. It is the responsibility of each graduate student to notify the Graduation Analyst at jgbrooks@memphis.edu of any changes in name or address. Students who are graduating will receive a letter explaining graduation ceremony requirements about one month prior to graduation.

CLASSROOM AND COURSE EXPECTATIONS

CLASSROOM AND COURSE EXPECTATIONS

Students enrolled at the University of Memphis are citizens of their civic communities as well as the academic community. As such they are expected to conduct themselves as law-abiding members of the University at all times.

Presence in Classrooms

Most MSN courses are online. However, enrolled students are expected to be physically present at orientations, intensives, and/or comprehensive health assessment examinations if applicable. Presence in MSN courses may also include visitors with legitimate purpose. Instructors of record are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited for the purpose of making special announcements, guest lecturing, or another authorized reason. Instructors are also responsible for addressing situations where unauthorized children attend their classes.

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

Academic Misconduct

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures ([Code of Student Rights and Responsibilities](#)).

1. Graduate students at the University of Memphis are expected to observe the regulations and policies that govern the behavior of students as members of this academic community. In particular, graduate students should become familiar with the University's policies on plagiarism in its various forms. Furthermore, term papers may not be used to meet the requirements of more than one course unless approved in advance by both instructors.
2. The University of Memphis' [Code of Student Conduct](#) (<http://www.memphis.edu/studentconduct/academic-misconduct/index.php>) defines academic misconduct as all acts of cheating, plagiarism, and fabrication. .

The term cheating includes, 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. Examples of cheating include, but are not limited to:

- Using any unauthorized assistance in taking quizzes or tests
- Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- Acquiring tests or other academic material before such material is revealed or distributed by the instructor
- Misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort
- Failing to abide by the instructions of the proctor concerning test-taking procedures
- Influencing, or attempting to influence, any University employee in order to affect a student's grade or evaluation
- Any forgery, alteration, unauthorized possession, or misuse of University documents

Plagiarism is the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. 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.

Academic misconduct also includes furnishing false information to a University official, faculty member, or office; or the forgery, alteration, or misuse of any University document, record, or instrument of identification.

The Office of Student Conduct (<http://www.memphis.edu/studentconduct/>) addresses allegations of academic misconduct.

Examinations

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). Students missing an exam for any reason must contact the Associate Dean for Academic Programs in person, by telephone, or email at least **one hour prior to the scheduled examination**.

1. All students must bring official identification to the testing session.
2. All student items, except a specified calculator, will be deposited on the floor in the front of the room. No coats, sweaters, or caps are allowed on the person during testing.
3. A random seating arrangement for students will be faculty generated.
4. During nursing 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.
5. Any form of plagiarism, cheating, fabrication or other types of academic dishonesty will result in serious actions taken through University channels. 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](#).
6. 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.
7. If a final examination is missed due to an extreme unplanned circumstance, with proper documentation a make-up exam will be administered.

Grading Policies for Competency Performance Evaluations

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

Clinical performance evaluations may be used in the theory portion of clinical courses when the skills being evaluated are clinical in nature and application. These evaluations could include clinical decision-making, planning, or implementation of data analysis related to a simulation case study, video, computer-based interaction, or similar activities. Specifics regarding such evaluations will be provided in the courses in which they are required.

Course faculty will provide specific details related to competency evaluations, as well as other forms of examinations used to determine the student's grade.

Academic Probation

A graduate student whose cumulative grade point average drops below 3.00 will be placed on probation. A second consecutive semester on probation can result in suspension. Conditions under which continuation in the Graduate School beyond two consecutive semesters on probation must be recommended by the academic unit and approved by the director of graduate studies in the student's college and the Vice Provost for Graduate Studies. If, in the opinion of the director of graduate studies, the academic unit, and the Graduate School, a degree-seeking student is not making satisfactory progress toward degree completion, the student will be dismissed from the degree program. If, in the opinion of the director of graduate studies, the academic unit in which the student is enrolled in coursework, and the Graduate School, a non-degree-seeking student is not making satisfactory progress toward licensure, certification, or program admission, the student will be dismissed from the University.

Class Attendance

Class attendance including online classes may be mandatory as determined by the faculty of each course. According to university policy, students who do not attend classes in the first weeks of class will be administratively dropped from the class. Accordingly, any subsequent changes that must be made in financial aid awards will be done.

Class Specific Policies and Procedures

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

Recording of Class or Lecture

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

Disruptive Classroom Behaviors

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

Usage of Electronic Devices

Students may use laptop computers in class when given permission by the instructor.

Unexcused exits

If taking on a ground class, students are not expected to leave to retrieve a soda or other snack items; to leave to engage in a conversation (i.e. person-to-person or by phone), or to leave before class is finished for any reason without prior permission from the instructor

Non-Permitted Communication during On Ground Classroom Instruction

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

Personal Attacks

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

Threatening Behaviors

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

Overt Inattentiveness

- Preventing others from concentrating on classroom instruction Reading a newspaper, doing homework from another class, etc.
- Other Distracting Behaviors
 - Sleeping in class
 - Arriving late to class, especially on test dates Persistent Tardiness
 - Creating excessive noise from packing up before class has ended
 - Dressing inappropriately as to cause other students or instructor to be distracted (i.e. wearing pajamas, indecent exposure, or offensive words on clothing)

Grade Appeal Process

This appeal procedure provides any graduate student at The University of Memphis with a clearly defined avenue for appealing the assignment of a course grade that the student believes was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. **In all cases the complaining student shall have the burden of proof with respect to the allegations in the complaint and in the request for a hearing.**

The student must institute the appeal process within thirty (30) class days following the University deadline for posting grades in the system. If the instructor, chair, or dean fails to respond to the student's complaint within the time limits, the Graduate Grade Appeals Committee shall act on the student's complaint. The procedure is terminated if the student and the instructor agree on the grade. If neither the student nor the instructor appeals a decision within the appropriate time limit, the disposition of the complaint made in the previous step shall be final.

A written record of all decisions shall be kept with the file at all steps in the process. Copies of all correspondence and records shall be retained in the office in which the complaint is finally resolved. The original documents shall be forwarded to the Graduate School for filing.

All parties must carefully adhere to the following procedure, observing the deadlines.

Step 1

Time Limitation: Early enough to meet the deadline in Step 2.

The student shall first consult with the instructor in an effort to provide a satisfactory resolution of the complaint. In the event the student cannot schedule a meeting with the instructor, the student may contact the department chair, who shall schedule the meeting between the student and the instructor. If for any reason the instructor is not available, proceed to Step 2. If agreement is reached between the student and instructor, the appeal process ends.

Step 2

Time Limitation: Thirty (30) class days from the University deadline for posting grades in the system.

If the complaint is not resolved in Step 1, the student must complete a [Graduate Grade Appeal Form](#). This form, accompanied by a written statement detailing the factual basis of the complaint along with the instructor's written rebuttal shall be taken by the student to Assistant Dean of Nursing Students, who will establish a hearing with LCON's Progression Committee. The written complaint must be received by the Assistant Dean for Nursing Students within thirty (30) class days from the University deadline for posting grades in the system. The Progression Committee's chair shall then address the complaint in consultation with the instructor and the student within fifteen (15) class days of the date of submission of the written complaint. If the instructor is unavailable, the chair should proceed with the appeal. The department chair may utilize any resources available to resolve the grade conflict. The chair must provide a written rationale for any decision made, which shall become part of the file.

If the Progression Committee's chair was the instructor of the course involved in the complaint, the Dean of LCON may appoint another chair. The chair is empowered to recommend a grade change if he/she finds that the original grade was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. The chair shall notify both the Dean of the recommendation. The Dean will notify the student and instructor in writing of the action taken. Either the student or the instructor may appeal the chair's decision within five (5) class days by filing a written request for a hearing before the dean of the college.

Step 3

Time limitation: Within five (5) class days after the fifteen class-day period above.

If the complaint cannot be resolved at the level of Step 2 within the prescribed fifteen (15) class days, the student or the instructor has five (5) class days to request in writing (with a copy to the Graduate School) that the chair forward the complaint to the dean of the college. The chair shall provide the dean with the Graduate Grade Appeal Form, the chair's written rebuttal, a copy of all correspondence and decisions, along with other records pertaining to the complaint.

The dean may utilize any resources available to resolve the grade conflict within fifteen (15) class days. If the dean finds that the request lacks merit, he or she shall notify the student, the instructor, and the chair in writing; the grade shall remain as recorded. The dean is empowered to change the grade if he/she finds that the original grade was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. Otherwise the grade shall remain as recorded. The dean must provide a written rationale for any decision made, which shall become part of the file.

Either the student or the instructor may appeal the dean's decision within five (5) class days by filing a written request for a hearing before the Graduate Grade Appeals Committee with the Dean of Graduate Studies or designee. This request must be accompanied by the *Graduate Grade Appeal Form*, a copy of all correspondence, including the dean's written recommendation, and other records pertaining to the complaint.

Step 4

Time limitation: Within five (5) class days after the fifteen (15) class-day period above.

The written request for a hearing before the Graduate Grade Appeals Committee should state the factual basis for the appeal of the results of Step 3. All supporting documents, including the Graduate Grade Appeal Form, should be included at the time of submission.

The Dean of Graduate Studies shall forward the request to the chair of the Graduate Grade Appeals Committee. The chair shall subsequently distribute copies of the request to the members of the committee for consideration. If the Committee finds the student's or the instructor's request merits a hearing, the Committee shall notify the student, the instructor, the chair, and the college dean of the date, time, and the location of the hearing. If the Committee finds that the request does not merit a hearing, the student, the instructor, the chair, and the dean shall be so notified in writing.

The Graduate Grade Appeals Committee may utilize any available resources to resolve the conflict within fifteen (15) class days. To hold a hearing, the seven (7) members of the committee (or appropriate alternates) must be present. The instructor and student will present their cases at the hearing in each other's presence. If a majority of the Committee agrees that the grade should be changed because it was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance, the Committee shall notify the Dean of Graduate Studies, who shall be empowered to change the grade without the consent of the instructor, the chair, or the college dean. Otherwise, the grade shall remain as recorded. The decision of the Committee shall be communicated to all parties in writing. **The decision of the Graduate Grade Appeals Committee shall be final.**

The Graduate Grade Appeals Committee shall be composed of a chair, six members, and six alternates constituted as follows:

A chair designated by the Dean of Graduate Studies and selected from the graduate faculty; a graduate faculty member and alternate designated by the Dean of Graduate Studies; two graduate faculty members and two alternates elected by the University Council for Graduate Studies; three students and three alternates selected by the Dean of Graduate Studies.

The appeals procedure is not complete until all appropriate records are forwarded to the Graduate School Office. At this time, the Vice Provost for Graduate Studies shall notify the Office of the Registrar, Records Analysis, of any grade change. A copy of the Graduate Grade Appeals Form shall become a part of the student's file. A permanent record of all grade appeals reviewed by the Grade Appeals Committee shall be maintained in the Graduate School.

Although the primary responsibility of the committee is to review appeals, the committee shall report any obvious discriminatory or capricious conduct on the part of either the student or the instructor to the Dean of Graduate Studies for consideration and action.

Retention Appeal Process

Any action that results in a student being terminated may be appealed under the following procedures. These actions may include a second failure on comprehensive examinations, failure on a thesis or dissertation oral, a second semester on academic probation, or an action of a program retention committee. Appeals are to be presented and hearings on appeals convened only during periods in which the academic units of the University are in session. All parties concerned must receive copies of:

1. The requests for a hearing,
2. Notices of the time and location of the hearing, and
3. Disposition of the hearing request in each step of the appeal procedure.

As soon as notice is received that the appeal is continuing, copies of all correspondence and other records pertaining to the complaint must be forwarded to all concerned.

Step 1

A. Time Limitation: Thirty class days following the semester in which the termination was received. The student must submit a written request to the department chair for a hearing to appeal termination from the program. The request should state the factual basis for the appeal.

B. Time Limitation: Fifteen (15) class days following receipt of the complaint.

C. In consultation with the student and appropriate departmental committee, the department chair will render a decision on the appeal. The student and departmental committee will be notified in writing of the department chair's decision and reasons supporting the decision.

*Step 2**

A. Time Limitation: Five (5) class days following the announcement of the decision by the chair. The student or the departmental committee may appeal the decision made in Step 1 by filing, with the director of graduate studies in the student's college, a written request for a hearing before the college council for graduate studies. The request should state the factual basis for the appeal of the chair's decision and include a copy of the chair's decision.

B. Time Limitation: Fifteen (15) class days following the receipt of the written request.

The college council for graduate studies will notify the student, departmental committee, and chair of

the date, time, and location of the retention appeals hearing. If the college council agrees that the student should be reinstated, the council shall be empowered to reinstate the student. The student, departmental committee, and chair will be notified in writing of the college council's decision and reasons supporting the decision.

[*In the case of programs that are not represented on a college council, Step 2 will be omitted and the appeal will be forwarded to the dean of the department involved.]

Step 3

A. Time Limitation: Five (5) class days after the announcement of the decision by the college council.

If the complaint cannot be resolved at the level of Step 2, the student or the departmental committee may request in writing that the director of graduate studies in the student's college forward the complaint to the dean of the appropriate college with a copy of the college council's decision.

Time Limitation: Fifteen (15) class days following the written request for appeal.

The college dean may utilize any resources available to resolve the conflict. The chair, the director of graduate studies in the student's college, the departmental committee, and the student will be notified in writing of the dean's decision.

Step 4

A. Time Limitation: Five (5) class days following the announcement of a decision by the college dean.

If the complaint cannot be resolved at the level of Step 3, the student or the departmental committee may appeal the decision by filing, with the Dean of Graduate Studies, a request for a hearing before the University Council for Graduate Studies. The written request for a hearing must state the factual basis for the appeal and include a copy of the dean's decision.

If the University Council for Graduate Studies finds that the appeal does not merit a hearing, all concerned parties shall be notified by the Vice Provost for Graduate Studies.

B. Time Limitation: Fifteen (15) class days following the receipt of the written appeal.

If the University Council for Graduate Studies finds that the appeal merits a hearing, it will notify the college dean, the director of graduate studies in the student's college, the department chair, the departmental committee, and the student of the date, time, and location of the retention appeals hearing. Any available resources may be used by the University Council to resolve the conflict. If the University Council agrees that the student should be reinstated, it shall be empowered to reinstate the student. The Dean of Graduate Studies will notify in writing all concerned parties and the student of the decision and reasons supporting the decision.

The decision of the University Council for Graduate Studies shall be final.

CLINICAL PRACTICUM

CLINICAL PRACTICUM

Core Performance Standards for Clinical Courses

The following standards are required to enroll in all MSN clinical courses (FNP)

1. Clinical thinking ability sufficient for clinical judgment
2. Interpersonal abilities sufficient to interaction with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds
3. Communication abilities sufficient for interaction with others in verbal and written form
4. Physical abilities sufficient to move from room to room and maneuver in small spaces (FNP students)
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care (FNP students)
6. Auditory ability sufficient to monitor and assess health needs
7. Visual abilities sufficient for observation and assessment necessary in nursing care
8. Tactile ability sufficient to perform physical assessments

Clinical/Residency Nursing Course Enrollment Requirements

Prior to attending a health care agency practicum, students must provide evidence of the following:

- Statement of good health status
- Evidence of current immunization for measles, mumps, rubella (MMR), tetanus-diphtheria, polio, and Hepatitis B (Heptavax)
- Results of titer for Varicella (chickenpox) and rubella or proof of immunization
- Current CPR certification by the American Heart Association, Health Care Provider, or by the American Red Cross (CPR for Professional Rescuer)
- Professional liability insurance with a minimum of \$1,000,000 per occurrence/\$6,000,000 per aggregate.
- A negative PPD test for tuberculosis or the statement of a health care provider attesting to a negative tuberculosis status.
- Students will be required to have a Criminal Background and Urine Drug Screen check prior to enrolling in a clinical/residency nursing course.

Clinical Policies

All required health data must be current and completed prior to beginning a clinical course. Permits will not be issued to any student with incomplete health data.

Prior to the first day of clinical, the preceptor agreement form must be completed, and reviewed and approved by the Clinical Coordinator.

Clinical Practica may not be scheduled on Saturday, Sunday, or University holidays. All clinical must be completed between the hours of 7am and 6pm. No student may complete a clinical practicum at a clinical site in which the student is currently employed unless compelling circumstances prevail. If so, the faculty of record and the Associate Dean for Graduate

Nursing programs must approve the placement and provide documentation for this occurrence. Students are expected to provide a clinical schedule to the clinical faculty by Monday of the second week of the semester for approval by the clinical faculty. **Under no circumstances should a student be engaged in clinical practice without prior approval of the clinical faculty; violation of this policy is grounds for dismissal from the course.** Any changes in the schedule should be provided in writing one week in advance of the change.

An unapproved absence from clinical will result in an automatic failure of the course.

In the event of an unexpected absence on a scheduled clinical day, the student must contact the preceptor and the clinical faculty by phone and email before the start of the clinical day.

In the event that a change in clinical site is deemed necessary, written approval must be obtained by the clinical faculty and the clinical coordinator.

Clinical practice hours may not be completed in less than 7 weeks. In addition to meeting the minimum clinical contact hour requirement, the student must be deemed competent by the clinical faculty and preceptor in order to complete the course. The final clinical visit by the clinical faculty will be considered a CPE, at which time the student will be expected to demonstrate clinical competence.

Students may spend a maximum of 20% of clinical time during a semester in a specialty area of practice with prior approval of the clinical coordinator.

- At least one clinical rotation must be spent in a Family Practice setting.
- At least one clinical rotation must be precepted by a Nurse Practitioner.
- FNP I, FNP II, and FNP III must be completed in different clinical settings.

Clinical/Residency Attendance

The student is expected to responsibly participate in clinical/residency experiences at the scheduled times. If the student is absent for unavoidable reasons, it is the student's responsibility to notify faculty immediately and to make arrangements for an alternative assignment. The clinical agency must also be notified as directed by course faculty. Each individual course syllabus has specific policies and procedures that must be followed.

Client Safety and Confidentiality

Clients have the right to expect competent and safe professional nursing practice. Any student who, in the professional judgment of faculty, places a patient in either physical or emotional jeopardy in any clinical/residency 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/residency 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.

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

The confidentiality of all clients must be maintained. Confidentiality also applies to all administrative and academic records in which the graduate student has access during residency courses. Breaches in confidentiality will result in failure of the clinical/residency course and may result in dismissal from the program. Clients and/or agencies must never be discussed by name or by identifying information or in places where professional discussions may be overheard by others (elevator, dining room, etc.).

Clinical/Residency Dress Code

Students should wear a white lab coat over street clothes in the clinic setting unless otherwise advised by their preceptor. The student's University of Memphis nametag should be worn at all times. Students must maintain a neat, clean appearance and will be sent from the clinical site for failure to do so. Typical dress includes neutral pants or skirt with a conservative top and closed toe shoes. Hair should be groomed and neat. Body piercing or tattoos must be concealed. Tank tops, t-shirts with advertising, shorts, sandals, or jeans cannot be worn. Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient comfort. Polish, if worn, must be a solid neutral shade without art and in good repair. No artificial nails or tips are allowed in the clinical setting. Students are expected to demonstrate professional appearance and behavior in the clinical setting at all times. The clinical instructor/preceptor is the final judge of appropriateness of appearance in the agency to which the student is assigned.

Advanced Practice Residency

Students must have satisfactorily completed all core (exception scholarly synthesis) and FNP courses **prior** to the final semester in which the Residency and Comprehensive Examination is offered. No courses may be repeated in the semester in which the student is taking the Advanced Practice Residency. The FNP Advanced Practice Residency must be completed in a Family Practice or Internal Medicine setting. A student may return to a previous clinical site for the Residency.

Grading Policy for Clinical Nursing Courses

Each individual course syllabus has specific grading policies and procedures that must be followed. 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 then assigned according to the criteria for each course as listed in the course syllabus.

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

Transportation

Transportation to clinical sites is the responsibility of the student.

Substance Use

Students should not consume alcohol while in uniform or within 12 hours of a LCON assignment (pre-lab, clinical, seminar, class etc.). When substance abuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the clinical coordinator or Dean. The Dean or designee will substantiate observations and concerns about the student in an investigation. Steps outlined in the LCON student handbook will be implemented.

Blood and Body Fluid Exposure: Immediate Treatment

Needle stick/human bite/medical instrument wound:

- Wash the area thoroughly with soap and water for 15 minutes.
- Encourage bleeding by milking the wound (attempt to stop bleeding if bleeding is profuse).

GO TO EMERGENCY DEPARTMENT OR EMPLOYEE HEALTH OF HOSPITAL/FACILITY WITHIN TWO (2) HOURS. (This care is crucial to determine need for prophylaxis and ensure proper collection of both source patient and student specimens for testing.)

Mucous membrane splash (mouth, eyes) - Immediately rinse with normal saline or water for 15 minutes. (normal saline preferable)

For both situations above:

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

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

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

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

Blood and Body Fluid Exposure: Preventive Measures

Student nurses should always follow Standard Precautions for Blood Borne Pathogens.

If caring for a known HIV or Hepatitis B patient, or handling blood/body fluid/tissue of same, the Student nurse may double glove.

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>

Client Care and Ethics

The LCON adheres to the ANA Code of Ethics in regard to the care of all persons, including those with HIV/AIDS:

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

ANA Code of Ethic

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.

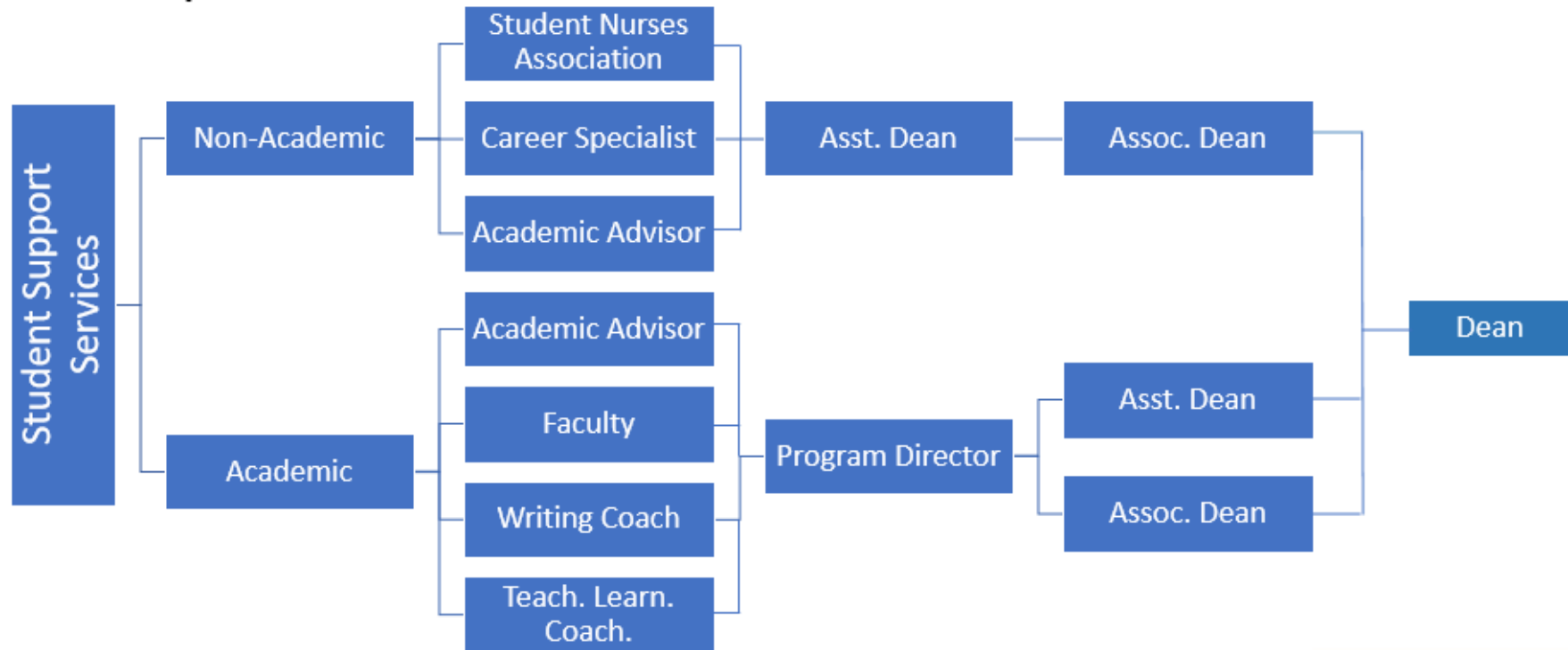
Any student who is removed or barred from clinical practice by a clinical agency will earn an immediate grade of unsatisfactory.

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

COMMUNICATION

Communication Roadmap

MSN Communication Roadmap



LCON Webstie/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.

Emergency Notification Procedure

The University of Memphis new comprehensive personal safety mobile app is **LiveSafe** and can be downloaded for free. This app allows you to receive instant alerts from Police Services. It provides a quick, convenient and discreet way to communicate directly with Police Services. The app will allow members of the campus to send text, pictures, video and audio directly to Police Services in real time. It also allows for a live chat with safety personnel. The app includes the option to share tips and information anonymously. In addition, subscribers can use SafeWalk to invite personal contacts to virtually escort you as you chat. [Click here](#) for information on how to download the LiveSafe app.

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.

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

Inclement Weather

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

CODE OF ETHICS

LOEWENBERG COLLEGE OF NURSING CODE OF ETHICS

Code of Ethics

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 Loewenberg College of Nursing Community will:

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

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

Professional Conduct and Demeanor

The nursing student is a representative of the University of Memphis (UM), 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 **on-line social networking sites**.

Professional conduct and demeanor 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 faculty to routinely monitor students' web sites, if inappropriate postings are brought to their attention, 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 HIPPA** 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 Demeanor may result in sanctions up to and including dismissal from the nursing program, as well as, federal prosecution, fines, and imprisonment.

The UM-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.

GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES

The University of Memphis

Preamble

Graduate Students play an integral part in the ability of the university campus to provide the breadth and quality of educational experiences expected of a Carnegie Research I Institution. Graduate students supplement and complement the teaching and research activities of the faculty, and in so doing they allow the faculty to engage more students in individualized instructional opportunities. They also provide the institution with an ability to more rapidly adjust the educational opportunities to meet student needs and preferences than can be accommodated for by the faculty alone. It is important that the campus community recognize and support the important role played by graduate students in enabling the campus to address its research, teaching, and outreach missions.

A major purpose of graduate education at The University of Memphis is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional. Graduate research and teaching assistantships offer an "apprenticeship" experience in the academic profession as well as financial support. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of enquiry, mentoring, demonstrate personal and professional integrity, and foster mutual respect. This shared responsibility with faculty extends to all of the endeavors of graduate students, as students and as members of the larger academic community.

Each right of an individual places a reciprocal duty upon others; the duty to permit the individual to exercise the right. The graduate student, as a member of the academic community, has both rights and duties. Within that community, the graduate student's most essential right is the right to learn. The University of Memphis has a duty to provide for the graduate student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The graduate student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. While this document is not legally binding, violations of the standards contained within may serve as grounds for filing grievances through the existing University procedures.

It is also acknowledged that situations may arise which this document is not able to foresee or prevent, and in such cases this document should be viewed as a guideline and as a set of minimum standards. Some of the standards contained within are already specified as rights or responsibilities of students in existing official university literature, and are restated here to ensure that graduate students are aware of such standards.

The following principles illustrate what graduate students should expect from their programs and what programs should expect from their graduate students, to help achieve this excellence:

- I. Graduate Students Have the Right:
 - a. To be respected as individuals and as developing professionals
 - b. To matriculate through the degree program in a timely fashion

- c. To an advisor
- d. To be provided with clear degree requirements
- e. To have progress towards their degree objectively evaluated by the appropriate faculty member(s)
- f. To reasonable confidentiality in communications with professors, defined as: When the graduate had an expectation of confidentiality *and* When a reasonable person in the same situation would have an expectation of confidentiality
- g. To only perform tasks that are related to their professional/academic development or within the confines of a contractual obligation or relevant assistantship duties
- h. Not to be discriminated against on the basis of race, gender, disability, religion, socioeconomic status, age, ethnicity, or sexual orientation
- i. To due process regarding grade appeals, grievances, or issues before Judicial Affairs
- j. To student representation in decisions regarding curriculum and program development
- k. To be appropriately recognized for significant contributions to the research process and publications
- l. To sufficient supervision when appointed as a Graduate Teaching Assistant or Graduate Research Assistant
- m. To petition for a change in advisor/major professor or thesis/doctoral committee membership at any point in their academic career without incurring any undue future negative academic/social consequences as a result of this change, with the exception of academic scheduling
- n. To be informed in a timely fashion about a change in their advisor or committee members' status as it relates to their thesis/dissertation completion or research agenda
- o. To expect professional interaction from faculty, staff, and peers

II. Graduate Students Have the Responsibility

- a. To read pertinent catalog/website information and college/departmental handbooks regarding successful completion of courses, forms (e.g. intent to graduate and candidacy), composition of masters and doctoral committees, comprehensive and qualifying examinations, and thesis/dissertation defenses
- b. To acknowledge the contributions of faculty members in their scholarly presentations and publications
- c. To conduct themselves in a manner befitting their professional area of study d.

To matriculate with integrity through the degree in a timely fashion

- e. To take the initiative to ask questions and access information about degree requirements, program completion, and financial arrangements
- f. To inform appropriate faculty members in a timely fashion about any changes in program status, advisor, or committee membership
- g. To familiarize themselves with the university and college level student codes of conduct
- h. To follow all University policies and procedures when conducting research, including those specified by the Institutional Review Board and the Institutional Animal Care and Use Committee
- i. To interact with faculty in a professional and civil manner
- j. To behave in a professional and appropriate manner in class

<https://umdrive.memphis.edu/g-gsalib/www/rightsandresponsibilities.html>

SUBSTANCE ABUSE POLICY

The University of Memphis Loewenberg College of Nursing

Substance Abuse Policy Statement

The University of Memphis, 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 are covered under their active Tennessee Registered Nurse License or the license agreement in their home state 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. 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.
6. The testing laboratory will notify the Dean of the College of Nursing 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 complains
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

Physical Signs

Hand tremors
Excessive sweating
Marked nervousness
Coming to clinical area intoxicated
Blackouts

Absentminded/forgetful	Frequent hangovers
Alternate periods of high and low activity	Odor of alcohol
Increasing inability to meet schedules	GI upset
Missed deadlines	Slurred speech
Frequent requests for assistance	Increased anxiety
Carelessness	Unsteady gait
Overreaction to criticism	Excessive use of breath mints/mouthwash
Illogical or sloppy charting	Sniffling, sneezing
Deteriorating handwriting	Clumsiness
Poor judgment	Flushed face
Inattentive	Watery eyes
Disorganized	Anorexia
Tendency to blame others	
Complaints regarding poor care	

Use of Controlled Substances

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

G. Documentation

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

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

actions and counseled whenever possible.

H. Inspection of Students and their Property

1. Searches of students and their property include but are not limited to lockers, mailboxes, lunch boxes, book bags, purses, or other items on medical center property and private vehicles if parked on 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 subject to immediate dismissal.

I. Off-Campus Arrests or Convictions

A student who is arrested or charged for a drug offense which involves the off-campus sale, distribution, or possession of legal or illegal drugs must promptly inform the 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 an arrest or charge for a drug offense is grounds for disciplinary action up to and including dismissal from the college.

J. Intervention/Tennessee Assistance Program (TNPAP) or Professional Assistance Program RN State of License

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 board of nursing where the RN holds licensure.
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 student will be assigned a faculty advocate to facilitate communications between the student, TNPAP or RN's state 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 Monitoring Contract or other Board of Nursing

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 Professional monitoring contract. Access to controlled substances in the clinical area will be determined by TNPAP or the professional monitoring program and the Director of Clinical Education and/or Associate Dean of Academic Programs of the College of Nursing.

Reentry after treatment may be granted only once.

1. The Tennessee Professional Assistance Program (TNPAP) 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, Program liaison and the Director for Clinical Education and/or Associate Dean for Academic Programs.
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 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 agreement.

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 Agreement and Drug Testing Procedure Form

I understand that The University of Memphis 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 and/or Associate Dean for Academic Programs.

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 and/or Associate Dean for Academic Programs. 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

Witness #2 Signature

STATE OF _____

COUNTY OF _____

On this _____ day of _____, 201____, 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 Director of Clinical Education of the suspicious behavior.
6. The **Director of Clinical Education calls Mid-South Testing Center** to report situation and location of student.
7. **Faculty completes 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 is provided to student.
12. If a student accepts the 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 the 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:
Midsouth Drug Testing
3294 Poplar Ave. Ste 250 Memphis, TN 38111
p. 901.320.9295 f. 901.320.9359
www.midsouthdrugtesting.com

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

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

1. Name of Student: _____
2. Date of Incident: _____
3. Time of Incident: _____
4. Location of Incident: _____
5. Detailed description: Include any behaviors, visual, olfactory, or auditory observations

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

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

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

**Adopted from the University of South Alabama*

Appendix D
The University of Memphis
Loewenberg 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 TNPA and/or the Professional Assistance Program in the state of my license and the College of Nursing.

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

WITNESSES:

Witness #1 Signature Student's Signature

Witness #2 Signature Student's Printed Name

STATE OF _____

COUNTY OF _____

On this _____ day of _____, 201__ , 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
2019-2020**

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: _____