Graduate Student Handbook 
2015-2016
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ACCREDITATION

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

MEMBERSHIP

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

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 School of Nursing at University of Memphis! Founded in 1912, the University of Memphis is the flagship of the Tennessee Board of Regents system and a place that cultivates you to be *dreamers, thinkers, and doers*.

The Loewenberg School of Nursing (LSON), the finest higher education institute for preparing professional nurses and leaders, has an unbroken record of *academic excellence* in higher education. We believe that academic excellence is achieved through an intellectually energetic environment that challenges, yet supports bright, curious students, and is built on the core values of *caring, diversity, integrity, and leadership*.

Our distinguished faculty, dedicated staff, clinical partners, and alumni are committed to your success. To be successful, you need to *focus, study, and balance*. A myriad of services in the University and the LSON exist to support you during the course of your advances study.

Nurses lead the way and advance health. Our graduate program prepares you to be change agents for the betterment of our nation’s health care 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; 100 Billy Mac Jones Building RM 102A.

*Go Tigers!*

Lin Zhan, PhD, RN, FAAN
Dean and Professor
LOEWENBERG SCHOOL OF NURSING

PHILOSOPHY

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

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

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

The faculty holds the following beliefs concerning the nursing metaparadigm:

PERSON

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

ENVIRONMENT

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

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

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

HEALTH

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

NURSING

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

LOEWENBERG SCHOOL OF NURSING

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

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

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

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

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

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

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

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

Preparing Leaders, Promoting Health

Approved by LSON Faculty December 2010
General Services

Email
Computer accounts are created automatically for new students after your information is entered into the Student Information System database. You still need to activate the account in order to use it. You should contact IT Help Desk at 678-8888 and they will provide a temporary password. You should then use the iamemory: https://iam.memphis.edu to set up your password and activate email.

More information on computer services is available here: http://www.memphis.edu/itd/support.php

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 are available through the My Memphis portal.

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.

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.

Center for Writing and Communication (CWC)
The center for Writing and Communication, located on the first floor of Ned R. McWheter 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.

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

Health Center
The Health Center, located at the corner of De Soto and University, is open from 8:00 a.m. to 4:30 p.m. Monday through Friday and is available to all students of the University. The major emphasis is on the diagnosis and treatment of short-term acute, episodic medical illness on an outpatient basis. All students must present a valid University Identification card except in cases of extreme emergency. The Health Center may provide some health services for pre-admission health requirements when a LSON health form is presented.
Veteran’s Affairs Resource Center
The University of Memphis Veterans Resource Center supports the transition from military life to civilian life. The Veterans Resource Center (VRC) is committed to providing veterans, active-duty, National Guard, reservists and qualified dependents with the services necessary to pursue their academic and personal interests, integrate into the campus community and ultimately ensure a successful experience. The VRC operates under the umbrella of Adult and Commuter Student Services. The University of Memphis Veterans Resource Center supports the transition from military life to civilian life. The Veterans Resource Center (VRC) is committed to providing veterans, active-duty, National Guard, reservists and qualified dependents with the services necessary to pursue their academic and personal interests, integrate into the campus community and ultimately ensure a successful experience. The VRC operates under the umbrella of Adult and Commuter Student Services.

Library
The Ned McWherter Library of the University of Memphis serves the faculty and students of the Loewenberg School of Nursing. All students should attend a library orientation prior to beginning nursing coursework. The library houses several indices frequently used by nursing students, including electronic access to the Cumulative Index for Nursing and Allied Health Literature (CINAHL), Medline, OVID, and the Health Reference Center Academic. These databases are available to all students via the U of M 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/service/graduate.php

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.

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

Tiger-Lan Laboratory
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 School 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

- Provides opportunity for discussion and recommendations on matters of concern to graduate students
- Represents the interests of all graduate students campus-wide
- Is the official liaison for graduate students to communicate as a group with University and Graduate School administrators
- Advocates for support of graduate student research and teaching experience

All enrolled graduate students are automatically members of the GSA, are encouraged to participate in GSA discussions and activities, and may serve on GSA committees and working groups. Every fall, and as needed throughout the academic year, a student from each department is elected or chosen to represent that department as a voting member of the GSA Leadership Council.

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 School of Nursing is recognized by a composite portrait of each student in academic regalia, which permanently hangs in the Loewenberg School of Nursing. All graduating graduate students are encouraged to have their composite pictures made.

Information about composites is widely posted on LSON bulletin boards and through e-courseware. Composite pictures are made in early October and generally include the Fall, Spring and Summer graduates. Pictures may only be made on the specified date.

Honors Assembly

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

All graduates of the Loewenberg School of Nursing (LSON) are members of the LSON 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.

The Office of Minority Affairs

Houses such registered student organizations as the Black Student Association, Black Scholars Unlimited, the Hispanic Student Association, NAACP, and the Minority Association of Pre-Health Students. The office provides a venue where student groups as well as individuals can go to study, use office equipment, and interact with their peers and the office staff. In addition, the office deals with academic, social, and personal concerns that the students may need to address.

The Office of Minority Affairs also serves as a resource for students, providing information on scholarships, internships, employment opportunities, and community resources available to them. The office also works in conjunction with various other campus departments as well as community agencies to provide students with services that may assist them in academic and professional endeavors.
Nursing Fees

Nursing students are assessed the following fees:

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

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

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

Medatrax
All students are required to purchase access for Medatrax for health and data management and case management during the clinical component of the program. Information was made available to students upon admission. Students having additional questions about Medatrax may contact msn@memphis.edu.

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
Students may be required to have a criminal background check prior to the initiation of their clinical rotations. 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.

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.

Urine Drug Screen
A urine test for drug screening is required for students entering clinical courses. 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 LSON. 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 LSON approved vendor. If students have questions about this please contact msn@memphis.edu.
Academic Success

It is the desire of the LSON Dean, Faculty, and Staff to support your academic success. A few helpful tips for success in the nursing program are:

- **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 LSON 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 school activities with faculty and peers. You are strongly encouraged to actively participate in university and LSON 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)*
THE MASTERS OF SCIENCE IN NURSING CURRICULUM
Loewenberg School of Nursing

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.
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<th><strong>AACN Essential</strong></th>
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<td><strong>Essential I: Background for Practice from Sciences and Humanities</strong></td>
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<td>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.</td>
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<td><strong>Essential II: Organizational and Systems Leadership</strong></td>
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<td>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.</td>
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<td><strong>Essential III: Quality Improvement and Safety</strong></td>
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<td>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.</td>
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<td><strong>Essential IV: Translating and Integrating Scholarship into Practice</strong></td>
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<td>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</td>
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<td><strong>Essential V: Informatics and Healthcare Technologies</strong></td>
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<td>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.</td>
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<td><strong>Essential VI: Health Policy and Advocacy</strong></td>
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<tr>
<td>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 care.</td>
<td></td>
</tr>
<tr>
<td><strong>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</strong></td>
<td>2, 3</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Essential VIII: Clinical Prevention and Population Health for Improving Health</strong></td>
<td>2, 3</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Essential IX: Master’s-Level Nursing Practice</strong></td>
<td>2, 3</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Advanced Nursing Practice Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilate essential knowledge and theories necessary to implement advanced</td>
<td>Integrate and apply specialized knowledge, theories, and competencies in advanced nursing practice roles.</td>
</tr>
<tr>
<td>nursing practice role.</td>
<td></td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Advanced Nursing Practice Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access, analyze and critique research from nursing and other disciplines that apply to advanced nursing practice roles</td>
<td>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.</td>
</tr>
<tr>
<td>Analyze risk for disease, health variants, and health disparities across diverse population groups.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Advanced Nursing Practice Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate solutions to health care issues within a legal, ethical, evidence-based and cost effective framework.</td>
<td>Articulate and utilize strategies in the advanced practice role that advocates and influences policies and health and healthcare.</td>
</tr>
<tr>
<td>Analyze professional standards, models of health care delivery, and the results of policy research</td>
<td></td>
</tr>
</tbody>
</table>
# Nursing Administration Curriculum

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7000</td>
<td>Theoretical Foundations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7001</td>
<td>Health Care Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7002</td>
<td>Advanced Nursing Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7003</td>
<td>Advanced Role Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7990</td>
<td>Scholarly Synthesis</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Nursing Administration Specialty Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7301</td>
<td>Nursing Administration I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7302</td>
<td>Nursing Administration II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7305</td>
<td>Quality Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7309</td>
<td>Administrative Residency</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**One of the following Administration Course Combinations**

- NURS 7304 Human Resource Management and NURS 7303 Healthcare Finance: 6 hrs
- ACCT 7000 Fundamentals of Accounting and ACCT 7010 Accounting Decision Making: 6 hrs
- ACCT 7000 Fundamentals of Accounting and NURS 7332 Resource Allocation in Nursing: 6 hrs

**Total Administration Hours:** 34 hrs

# Executive Leadership MSN Curriculum

**MSN Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7001</td>
<td>Health Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7002</td>
<td>Advanced Nursing Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7003</td>
<td>Advanced Role Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7990</td>
<td>Scholarly Synthesis</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Executive MSN Specialty Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7901</td>
<td>Relationship Building for the Nurse Executive</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7903</td>
<td>Accountability and Advocacy for Nurse Executives</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ACCT 7080</td>
<td>Financial/Managerial Accounting</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7303</td>
<td>Health Care Finance I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7904</td>
<td>Financial Management and Resource Allocation for Patient Care</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7905</td>
<td>Improving Patient Care Delivery</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7907</td>
<td>Evidence Based Leadership Practices</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7909</td>
<td>Nurse Executive Practicum</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Total Executive MSN Hours:** 37 hrs
## NURSING EDUCATION CURRICULUM (NEW – Fall 2015)

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7000</td>
<td>Theoretical Foundations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7001</td>
<td>Health Care Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7002</td>
<td>Advance Nursing Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7003</td>
<td>Advanced Role Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7990</td>
<td>Scholarly Synthesis</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Nursing Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7204</td>
<td>Curriculum Design and Education Theory</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7205</td>
<td>Evaluation in Nursing Education</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Nursing Education Specialty Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7101</td>
<td>Advanced Health Assessment</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7102</td>
<td>Advanced Health Assessment - Clinical</td>
<td>1 hrs</td>
</tr>
<tr>
<td>NURS 7103</td>
<td>Advanced Pathophysiology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7104</td>
<td>Advanced Pharmacology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**ONE of the following clinical focus courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7505</td>
<td>Adult Health Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7525</td>
<td>Critical Care</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7635</td>
<td>Pediatric Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7515</td>
<td>Psych-Mental Health</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7545</td>
<td>Women’s Health and Perinatal Nursing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NURS 7207</td>
<td>Clinical Focus Practicum (120 Clinical hours)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>NURS 7209</td>
<td>Education Residency (240 Clinical hours)</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Total Nursing Education Hours (NEW)**  

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 hrs</td>
</tr>
</tbody>
</table>
ADVANCED PRACTICE NURSING CURRICULUM

Family Nurse Practitioner (FNP)

Core Courses

NURS 7000  Theoretical Foundations  3 hrs
NURS 7001  Health Care Policy  3 hrs
NURS 7002  Advance Nursing Research  3 hrs
NURS 7003  Advanced Role Development  3 hrs
NURS 7990  Scholarly Synthesis  3 hrs

FNP Specialty Courses

NURS 7101  Advanced Health Assessment  3 hrs
NURS 7102  Advanced Health Assessment Clinic  1 hr.
NURS 7103  Advanced Pathophysiology  3 hrs
NURS 7104  Advanced Pharmacology  3 hrs
NURS 7601/02  Family Nurse Practitioner I/ Practicum  3/2 hrs
NURS 7603/04  Family Nurse Practitioner II/ Practicum  3/4 hrs
NURS 7605/06  Family Nurse Practitioner III/ Practicum  3/2 hrs
NURS 7059  Advanced Practice Residency  4 hrs

Total FNP Hours  44 hrs
POST MASTER’S CERTIFICATE PROGRAM- FAMILY NURSE PRACTITIONER (FNP)*

*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. In order to be eligible to take the 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 them to complete a second master’s degree.

*Admission to the program will be based on competitive selection from the pool of applicants who meet the College of Graduate Studies admission requirements.

*Additional admission requirements for the Family Nurse Practitioner Certificate program include:

1. A Master’s degree in Nursing from an accredited program (NLNAC or CCNE).
2. Satisfactory completion of the following courses at the Master’s level prior to admission with a grade of B or better within 5 years of admission to the program:
3. Advanced Health Assessment- 3 semester hours
4. Advanced Health Assessment (Clinical or lab)- 1 semester hour
5. Advanced Pathophysiology- 3 semester hours
6. Advanced Pharmacology- 3 semester hours
7. Eligibility to practice as a Registered Nurse in Tennessee or the state in which clinical assignments are completed. Appropriate licensure/authorization must be obtained during the first semester following admission to the program.
8. Overall GPA of 3.0 on a 4.0 scale.
9. TOEFL score requirements of 79 (internet based), 210 (computer based), and 550 (written) or 7.0 IELTS.

A written document prepared by the applicant that includes a resume, a discussion of prior professional experience, future career goals, and reasons for pursuing graduate study.

Letters of recommendation from at least three persons familiar with the applicant’s academic and professional background and experience in nursing practice, specifying in detail the applicant’s capabilities for graduate study and for future practice as an advanced practice nurse.

<table>
<thead>
<tr>
<th>Required Courses- Post Master’s FNP</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7601/2 Family Nurse Practitioner I/Practicum</td>
<td>3/2</td>
</tr>
<tr>
<td>NURS 7603/4 Family Nurse Practitioner II/Practicum</td>
<td>3/4</td>
</tr>
<tr>
<td>NURS 7605/6 Family Nurse Practitioner III/Practicum</td>
<td>3/2</td>
</tr>
<tr>
<td>NURS 7059 Advanced Practice Residency</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Post Master’s FNP hours 21
**MSN Student Policies of the Loewenberg School of Nursing**

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

**Admission to MSN program**

1. Admission to both the Graduate School and the Loewenberg School of Nursing is required.
2. Admission to the program will be based on competitive selection from the pool of applicants.
3. Multiple criteria will be used when considering applicant admission including, but not limited to, undergraduate and graduate grade point averages, professional experience, applicant interview and letters of recommendation.

**Admission Requirements for all MSN Applicants:**

1. Admission to the University of Memphis Graduate School
2. Admission to the Loewenberg School of Nursing graduate nursing program
3. 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. An undergraduate minimum cumulative grade point average of 2.8 on a 4.0 scale
5. Letters of recommendation from three persons qualified to judge the applicant’s ability to practice in an advanced role
6. Interview with LSON graduate faculty as requested

**Students admitted to graduate clinical practicum must have and maintain 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 heptavax, MMR, polio, and tetanus vaccination
4. Rubella and varicella titers
5. A negative PPD or chest X-ray
6. 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.

**Admission Requirements for MSN Applicants**

Completion of BSN from an accredited program (ACEN or CCNE)

An unrestricted registered nursing license to practice in Tennessee or license to practice in the state in which the clinical assignments are completed.
Admission Requirements for RN/MSN Applicants with a BA/BS non-nursing major

Completion of a 12-unit RN/MSN nursing bridge sequence is required with specific “bridge” courses will be based on their chosen concentration. RN/MSN graduates will not be awarded the BSN degree.

An unrestricted registered nursing license to practice in Tennessee or license to practice in the state in which the clinic assignments are completed is required throughout the program's duration.

Admission Procedures

1. Complete admission requirements to the U of M Graduate School.
2. Submit TOEFL scores if applicable.
3. Complete admission to the LSON School of Nursing.
4. Have 3 completed recommendation forms.
5. Letter of Interest/Intent

Only complete application files will be considered to an Admissions Committee.

Retention and Progression Requirements

1. Students in the Loewenberg School 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.
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.

Advisement

All graduate students who have been accepted into the nursing major are assigned to an LSON faculty member. The Advisor assists students in the selection of courses to progress through the program and provide academic advisement. In addition, a faculty advisor 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.

In addition, all new incoming students will be assigned to the LSON Academic Advisor who will advise students regarding academic and program progression. The Academic Advisor will also approve permit requests. Students already in the program will also be able to contact the Academic Advisor. Eventually all students will be academically advised by the LSON Academic Advisor.

Permits for courses are issued by the academic service coordinator for the graduate nursing program.

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 Associate Dean and graduate students. Students will be held responsible for all posted materials (Adopted 3/09). FNP advising site information needed here.
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 (NURS 3219) 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.

Course Load Limitations

Fifteen 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 www.enrollment.memphis.edu/registrar/calendars/calendar.htm 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 make 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.
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 LSON 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.

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 LSON 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 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 students 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 School of Nursing uses letter grades for theory and skills laboratory courses and S/U grades for practica.

The grading policy for the Loewenberg School of Nursing is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>77-84</td>
</tr>
<tr>
<td>D</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

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

1. 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).
2. Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Forms are available on-line or from the Graduate School Academic Advisor at mstout@memphis.edu. Only transcripts received directly from an issuing institution are considered official.
3. Approved transfer credit may be accepted for not more than 12 semester hours of course credit toward the MSN degree.
4. Courses proposed for transfer credit must meet the following two requirements. (1) The Tennessee Board of Regents 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.
5. 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.
4. 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.
5. The program must include a minimum of 70% of the total required hours as 7000 level courses.
6. All requirements of the Graduate School and LSON graduate program must be met.
7. 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.
8. 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 mstout@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

Presence in Classrooms

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

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

Academic Misconduct

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.
Testing Policy

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 may be mandatory as determined by the faculty of each course (The U of M Graduate Catalog, 2015-2016). 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 LSON. Consequences of for classroom misconduct are found in the U of M Code of Student Rights and Responsibilities. See: http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF.

Usage of Electronic Devices
Students may use laptop computers in class when given permission by the instructor.

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

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

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

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

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

Other Distracting Behaviors

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

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 (available in PDF format on the Graduate School's homepage, in the departmental office, or in the Graduate School). 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 Student Affairs, who will establish a hearing with LSON’s Progression Committee. The written complaint must be received by the Assistant Dean of Student Affairs 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 LSON 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 Vice Provost for 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 Vice Provost for 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 Vice Provost for 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 Vice Provost for Graduate Studies and selected from the graduate faculty; a graduate faculty member and alternate designated by the Vice Provost for 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 Vice Provost for 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, Corrections, 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 Vice Provost for 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.

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 Vice Provost for 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 Vice Provost for 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 interact 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-diptheria, polio, and Hepatitis B (Heptavax)
- Results of titer for Varicella (chickenpox) and rubella
- 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/$3,000,000 per aggregate Family Nurse Practitioner students must maintain student NP liability of $1,000,000 per occurrence/$6,000,000 total coverage.
- A negative PPD test for tuberculosis or the statement of a health care provider attesting to a negative tuberculosis status.
- Students may be required to have a Criminal Background 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 for 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 name tag 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. 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 LSON 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 LSON assignment (pre-lab, clinical, seminar, class etc.). When substance abuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the clinical coordinator or Dean. The Dean or designee will substantiate observations and concerns about the student in an investigation. Steps outlined in the LSON 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. 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.

Client Care and Ethics

The LSON 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 Ethics

Client Safety and Confidentiality

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

The Tennessee Nursing Practice Act allows students to provide only that care that has been safely delegated to the student by faculty. Students who practice beyond the level of care that has been delegated are in violation of the Nurse Practice Act.

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
Use the LSON communication roadmap as a tool to determine the best next step for any concern you might have.
Information is posted on the LSON website: [http://nursing.memphis.edu](http://nursing.memphis.edu). The website serves as a means of communication between the faculty and students. Syllabi, textbooks, orientation, and other important class information will be posted in eCourseware. There are also bulletin boards located by the entrance to Newport Hall, in the computer lab and in various locations throughout the building. Students are encouraged to check these boards.

Keeping up with changes or news from The University of Memphis and LSON is the responsibility of the student. "To help us communicate more effectively, the University provides electronic mail resources to support its work of teaching. **Electronic mail or e-mail is now an official means of written communication for all students, faculty, and staff at The University of Memphis**" (President Raines, July 2, 2002). Your Memphis.edu is your official University of Memphis e-mail. You should check this e-mail regularly in addition to your e-mail in eCourseware which is your course related e-mail.

**Emergency Notification Procedure**
The University of Memphis has installed an outdoor emergency notification system. More information on this and to enroll in the emergency text message system, look under the TigerText at: [http://www.memphis.edu/crisis](http://www.memphis.edu/crisis).

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

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

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

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

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

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

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

**Inclement Weather**
The University’s official number to call for closing 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.
LOEWENBERG SCHOOL OF NURSING CODE OF ETHICS

Code of Ethics

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

**********

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

**********

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

**********

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

**********

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

Members of the Loewenberg School of Nursing Community will:

1. Demonstrate respect and regard for each other and clients by strict adherence to principles governing confidentiality. This principle restricts members to the ethical use of client and colleague data.

2. Refrain from chemical use which impairs professional judgment and performance and violates the public trust.

3. Conduct the personal life such that there is positive reflection upon the community and profession and is within the norms of society.

4. Conduct the academic life and clinical life with honesty. Community members will refrain from all forms of academic dishonesty, which includes cheating and theft. Likewise members will refrain from the misrepresentation of clinical activities. Honesty and integrity are the cornerstones of nursing practice. Breaches of honesty will be considered grievous matters.

5. Be responsible and accountable for the individual level of practice. Members will refrain from 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 School of Nursing (LSON).

LSON 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 LSON 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 LSON student in an online forum, the LSON will hold them to the highest standards of professional conduct. While it is not the policy of LSON 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 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-LSON 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
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 degrees 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 School of Nursing

Substance Abuse Policy Statement

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

The School of Nursing 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 School of Nursing’s Substance Abuse Policy and Procedure Statement is particular to the School of Nursing.

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

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

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

A. Substance Abuse Education is included in the curriculum.

B. Tennessee Professional Assistance Program

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

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

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

1. When there is reasonable suspicion that the student is under the influence of intoxicants, non-prescribed or prescribed narcotics, hallucinogens, marijuana or other non-prescribed or prescribed controlled substances.

2. After the occurrence of a work-related injury, illness, or accident while on school/hospital property.

3. Observation of poor judgment or careless acts.

D. Drug Testing Procedure

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, salvia, 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 School of Nursing with test results.

7. The School of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate School 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 School of Nursing recommends that students not consume alcohol or mood altering substances for a minimum of 12 hours prior to clinical or class.

F. Identification

The School is responsible for identifying individuals with deteriorating academic performance, behavioral changes and excessive absenteeism, but is not responsible for diagnosing the nature of the problem. Chemical dependency should not be determined on faculty judgment alone. The student should be evaluated by an appropriately prepared professional with an educational background in chemical dependency, mental health issues, and treatment methodology. It is the responsibility of every faculty member, clinical instructor or preceptor, and nursing student to immediately report unsafe working conditions or hazardous activities related to chemical impairment that may jeopardize the safety of the individual, the patient, or colleagues. Faculty are also responsible for recognizing the signs and symptoms of chemical impairment on academic and clinical performance. Faculty will follow procedure for suspicion/identification (Appendix B).

There are numerous signs of substance abuse and chemical dependency related to job performance and attendance. While single incidences of these behaviors may not be significant, the presence of several, and an increasing frequency or a consistent pattern of these behaviors are the basis for reasonable suspicion of chemical impairment. Signs commonly associated with impairment include a change in the pattern of attendance, behavior or performance; physical signs of impairment or withdrawal, and unusual/abnormal use of controlled substances.
Attendance
Excessive sick calls
Repeated absences with a pattern
Tardiness
Frequent accidents on the job
Frequent physical complaints
Peculiar/improbable excuses for absences
Frequent absence from clinical area
Frequent trips to rest room/locker room
Long coffee or lunch breaks
Early arrival or late departure
Presence in clinical during scheduled time off
Confusion about work schedule
Request for assignments at less supervised setting

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

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

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

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

**G. Documentation**

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

1. Documentation is to be written, clear, concise, and include dates, times, locations, and names and signatures of witnesses when possible. The Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form will be used (Appendix C). Please return the form in a sealed envelope to the Dean marked “confidential” as soon as possible. Notify the Dean’s office by phone to request a drug screen if indicated.

2. Review of records, including but not limited to patient records, narcotic inventory/usage, attendance records, record of grades, and clinical evaluations. Trends, violations or errors will be documented.

3. Confidentiality of reportees will be assured. The student should be made aware of adverse actions and counseled whenever possible.

**H. Inspection of Students and their Property**

1. Searches of students and their property include but are not limited to lockers, mailboxes, lunch boxes, book bags, purses, or other items on medical center property and private vehicles if parked on school or medical center property. Whenever possible, searches of student personal property will take place in the presence of the student.

2. Inspections may be conducted by authorized personnel, including but not limited to school of nursing representatives, faculty members, or school/medical security officers without notice, without student consent and without a search warrant.

3. Physical evidence such as used syringes, medication vials, or containers of alcohol, found during a search of a student locker or property will be retained as supporting evidence.
4. A student who refuses to submit to an immediate search or inspection shall subject to immediate dismissal.

I. Off-Campus Arrests or Convictions

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

J. Intervention/Tennessee Assistance Program (TNPAP)

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

1. The student will sign consent forms for drug and alcohol testing and assessment for chemical dependence (Appendix D).

2. The student will be encouraged to self-report to the Tennessee Professional Assistance Program (TNPAP) for Nurses.

3. All information, interviews, reports, statement, memoranda, and drug test results, written or otherwise, received by the intervention team are confidential. Documentation will be kept by the School of Nursing in a secure file, separate from the student academic file and will be destroyed following successful completion of the program. All documentation will become part of the permanent academic file should disciplinary action be warranted.

4. The student will be assigned a faculty advocate to facilitate communications between the student, TNPAP, and the School of Nursing.

K. Treatment

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

1. The cost of the evaluation, subsequent treatment, and associated fees are the responsibility of the student.

2. If the student fails to enter treatment within the recommended time period, he or she will be dismissed from the program and reported to the state peer assistance program and/or the state licensing board.

3. Following agreement to treatment, a leave of absence will be granted to the student and cannot exceed 12 months.

4. If a student fails to complete treatment and reenter the school within the specified length of time,
he or she will be subject to immediate dismissal from the School of Nursing.

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

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

1. The Tennessee Professional Assistance Program (TNPAP) will recommend reentry to the School of Nursing. The student must have a planned program for continued recovery (aftercare). The student will follow any restrictions for clinical practice as determined by the School of Nursing.

2. A conference will be conducted with the student, the student’s treatment counselor, TNPAP liaison and the Dean or designee.

3. A written contract with the school will be required for all students reentering the program.

4. The contract will include the responsibilities and requirements of the student and the consequences of failure to meet any of the requirements.

5. The contract will be specific for the individual according to his or her situation and state licensing regulations/requirements/guidelines.

6. A re-entry contract may be more restrictive than the state requirements.

7. Faculty/clinical instructors will be notified of any clinical practice and schedule restrictions.

8. Continuation will be contingent on documented compliance with the TNPAP rehabilitation plan.

9. The recovering student will be treated with respect and afforded all opportunities granted to other students with disabilities.

10. Graduates can apply for licensure at the appropriate time if they are in compliance with the TNPAP contract.

M. Dismissal from the School of Nursing

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

1. Failure to provide a written consent for a drug screen.

2. Failure to provide a blood, urine, saliva, hair follicle, or breath sample for a drug screen.
3. Refusal to have an assessment for possible substance abuse or chemical dependence.

4. Failure to complete treatment.

5. Failure to abide by the terms of the re-entry contract with the school.

6. Loss of licensure as a registered nurse (graduate students).

7. Criminal activity related to Substance Abuse or Chemical Dependency.

8. Failure to allow search of property.

N. Due Process

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

*Adapted from the University of South Alabama, The University of Tennessee Memphis, Northwestern University, Boise State University, and Purdue University North Central.
Appendix A
The University of Memphis
School of Nursing
School of Nursing Substance Abuse Policy Agreement and
Drug Testing Procedure Form

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

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

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

In Witness Whereof, this instrument is executed this the____day of______________, 2016.
WITNESSES:

Witness #1 Signature

Witness #2 Signature

STATE OF ________________

COUNTY OF ________________

On this____day of______________, 2016, 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 School of Nursing
Faculty Procedure for Identification/Suspicion
of Drug/Alcohol Use by Students

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

- Observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug including the odor of alcohol.

- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work performance.

- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.

- Conviction or being found guilty of a drug, alcohol or controlled substance violation.

Drug Testing Procedure:

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

Current drug testing vendor:
Kelly Dobbins, MA, R-CPCT, BAT
Mid-South Drug Testing
3294 Poplar Ave. Ste 250 Memphis, TN 38111
p. 901.320.9295 f. 901.320.9359
www.midsouthdrugtesting.com
Appendix C
University of Memphis School of Nursing
Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form

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

1. Name of Student:____________________________________________________

2. Date of Incident:____________________________________________________

3. Time of Incident:____________________________________________________

4. Location of Incident:________________________________________________

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

* Refer to the list in the Substance Abuse Policy and consider the following:
  * Speech
  * Coordination
  * Performance
  * Alertness
  * Demeanor
  * Eyes
  * Clothing
  * Odor of alcohol on breath
  * Other observed behaviors
  * List reports of complaints of student behavior
  * List unexplained absences or tardiness

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Faculty/date/time ______________________________ Witness/date/time ____________
Student/date/time ____________________________

*Adopted from the University of South Alabama
Student Wellness Contract

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

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

WITNESSES:

Witness #1 Signature  Student’s Signature

Witness #2 Signature  Student’s Printed Name

STATE OF __________________________

COUNTY OF _______________________

On this ___ day of _____________, 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