

# School of Nursing

---

## Mission Statement

The mission of the School of Nursing is to prepare qualified individuals for a career in the caring, therapeutic, and teaching discipline of nursing.

## Faculty

**Susan R. Jacob** (1999). Dean of the School of Nursing and Professor of Nursing. B.S.N., West Virginia University; M.S.N., San Jose State University; Ph.D., The University of Tennessee, Memphis.

**Sherry Hickey** (1989). Professor of Nursing and Chair of the School of Nursing, Germantown. B.S.N. and M.S.N., University of Arkansas; Ed.D., University of Memphis.

**Tharon Kirk** (1992). Associate Professor of Nursing and Chair of the School of Nursing, Jackson. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences.

**Linda Feeley Barber** (1975). Associate Professor of Nursing. B.S.N., Avila College; M.S.N., University of Alabama at Birmingham; M.S., University of Memphis.

**Sandra Brown** (1972-89; 1991). Associate Professor of Nursing. B.S.N., University of Tennessee College of Nursing, Memphis; M.Ed., University of Memphis; M.S.N., University of Tennessee Center for the Health Sciences.

**Ruth Chastain** (1992). Associate Professor of Nursing. Diploma, Norton Memorial Infirmary School of Nursing; B.S.N., University of North Alabama, Florence; M.S.N., University of Alabama, Birmingham; additional study, University of Memphis.

**Gail Coleman** (1994). Assistant Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee, Memphis; N.D., Rush University.

**Nancy Dayton** (1979). Professor of Nursing, Germantown. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences; M.S., Ed.D., University of Memphis.

**Cynthia Fish** (1994). Instructor of Nursing. A.S.N., B.S.N., Union University; M.S.N., University of Tennessee, Memphis.

**Sandra Kirkland** (1999). Associate Professor of Nursing. A.S.N., University of South Carolina; B.S., University of Tennessee, Chattanooga; B.S.N., and M.S.N., University of Mobile; DNSc., Louisiana State University.

**Donna Latham** (1974). Assistant Professor of Nursing. A.A., Union University; B.S.N., Texas Christian University; M.S.N., University of Alabama at Birmingham.

**Melanie Matthews** (1976). Assistant Professor of Nursing. B.S.N., University of Mississippi; M.S.N., University of Tennessee Center for Health Sciences; additional study, University of Memphis.

**Rosemary McLaughlin** (1995). Assistant Professor of Nursing. B.S.N., Harding University; M.S.N., University of Arkansas.

**Joyce Montgomery** (1981). Associate Professor of Nursing. A.A. and B.A., Union University; B.S.N., Texas Christian University; M.S., University of California, San Francisco; Additional study, University of Tennessee Center for Health Sciences and University of Texas at Austin.

**Cathy Parrett** (1993) Assistant Professor of Nursing. B.S. and A.A., University of Tennessee, Martin; M.S.N. University of Tennessee, Knoxville; additional study, Union University.

**Carla Sanderson** (1982). Professor of Nursing and Provost. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee Center for Health Sciences; Ph.D., University of Florida.

**Geraldine Smith** (1993). Associate Professor of Nursing, Germantown. B.S., University of Tennessee, Martin; B.S.N., University of Tennessee, Memphis; M.S., University of Memphis; M.S.N., University of Tennessee, Memphis; additional study, University of Memphis.

**Charlotte Ward-Larson** (1999). Associate Professor of Nursing. Diploma, Baptist Memorial Hospital; B.A., Stephens College; M.S., Texas Women's University; Additional study, St. Louis University.

**Jill Webb** (1987). Associate Professor of Nursing and Director of the Master of Science in Nursing Program. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Memphis.

The programs of the School of Nursing are approved by the Tennessee Board of Nursing and accredited by the National League for Nursing Accrediting Commission. NLNAC may be contacted at 350 Hudson Street, New York, NY 10014 or 212-989-9393.

The program leads to the Bachelor of Science in Nursing degree (RN to BSN track or Basic BSN track). The RN to BSN track offers a curriculum of study leading to the BSN degree for registered nurses who have been graduated from associate degree programs or diploma programs. Details of the RN to BSN track are found in the *Catalogue*, "Adult Studies." The School of Nursing also offers the Basic BSN track, a curriculum of study leading to the BSN degree as the first professional degree in nursing, to students who have completed two years of pre-nursing study. The School of Nursing also offers an LPN to BSN track.

The nursing student qualifies as a full participant in the intellectual community of the liberal arts college. Students majoring in nursing share with other students at Union University a basic foundation in the social and physical sciences, as well as in general knowledge. The faculty of the School of Nursing expresses the belief that nursing is a dynamic discipline reflecting change based on an ever-expanding body of knowledge. Through application of principles from the physical and social sciences, nursing is directed toward helping to meet society's health needs. The professional nurse with a BSN degree applies principles from a diverse supporting curriculum to the science of nursing and functions as a care provider, manager, health teacher, advocate, and change agent. All BSN program tracks provide for nursing knowledge and clinical experiences which encourage expanded roles, innovation, non-traditional practice opportunities, use of independent nursing judgment in health care planning, and use of the research process and findings. To this end, the BSN student's curriculum provides a professional practice base and preparation for future specialized graduate studies.

In addition to learning alternate ways of organizing and delivering nursing care for hospitalized clients, the BSN student learns to practice in settings where health promotion and maintenance is the principal concern. The student works with individuals and families to identify potential physical or environmental health problems and guides into the health care system those who need medical care for already existing pathologies. This expanded nursing practice may be performed in clinics, community agencies, or patients' homes.

## Admission to the Basic BSN Track

1. Applicants to the School of Nursing (SON) should apply in the Fall or early Spring of their sophomore year in college. A minimum of 65 prescribed semester hours must be completed before enrollment in the first nursing class in the Fall Semester. A minimum of a 2.5 GPA is required for acceptance. Applicants will be required to have a "C" grade or better in all prerequisite natural science, social science, math and English courses (with no more than 7 credit hours accepted below a C grade in other prenursing courses). A transfer student may be allowed to take the religion requirements (6 hours of the 65 prescribed semester hours) after admission to the School of Nursing.
2. An applicant must make a minimum Enhanced ACT composite score of 20.
3. Official transcripts must be submitted to Enrollment Services from all institutions of higher learning. Any applicant with Anatomy and Physiology (A&P) course credit that is more than five years old must either take an NLN A&P Achievement Test and achieve a set passing score or retake the A&P courses for credit.
4. Fully completed Health History and Physical Examination Form (obtained in the School of Nursing), must be submitted to the School of Nursing office prior to beginning the first semester. This form must include documentation of current immunizations, including the following: tetanus booster within the past 10 years; Hepatitis B vaccination series; MMR; Varicella (Chicken Pox) immunization or certain history of the disease or vaccination series (Students who are unsure of immunity to Chicken Pox may submit documentation of a Varicella titer); negative screen for tuberculosis (skin test or chest x-ray) within the past 12 months or documentation of compliance with CDC guidelines for tuberculosis screening. The student must update this information annually. Failure to have current health information on file will result in the student being asked to withdraw from clinical nursing courses.
5. An interview with a nursing applicant may be requested. The interview allows the student an opportunity to become acquainted with the School of Nursing and allows the interview committee an opportunity to evaluate the student's potential for nursing education.
6. Each accepted applicant will be notified and given a reasonable length of time to indicate a commitment to attend Union University. The student must submit an acceptance reply accompanied with a \$200.00 non-refundable deposit. If this commitment is not made by the date specified, the applicant's name is removed from the roster, and another person is accepted.
7. The Licensure Application, which is completed prior to graduation, asks the question, "Have you ever been convicted of a violation of the law other than a minor traffic violation?" A reported conviction (and/or any license revocation) does not necessarily mean that the graduate will be denied licensure. Any nursing school applicant who would be affected by this disclosure requirement is recommended to schedule an appointment with the Dean of the School of Nursing for a confidential discussion of the specific situation and concern.
8. Current CPR certification must be maintained throughout the nursing program of study.

## Requirements for Progression in the BSN Program

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a C grade in each clinical nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than C in any clinical course may not proceed to the next clinical course until the failed course has been repeated with a final grade of C or above. Permission to progress must be obtained from School of Nursing faculty and will be dependent upon meeting course prerequisites and corequisites. In non-clinical nursing courses, a grade of C or above is required. A student who receives a grade of D or below will be allowed to repeat the non-clinical course the next time it is offered in the scheduled sequence of courses. To progress to the final year of the program, a student must have a minimum GPA of 2.0.

Continuation in the program is also contingent upon compliance with ethical and professional standards of conduct. Students who remove school or hospital property without permission will be subject to immediate disciplinary action. Graduation requirements follow the guidelines of Union University.

## Readmission to the BSN Program

Because of the limited enrollment, a student who wishes to reenter the nursing program should submit a letter to the Dean of the School of Nursing requesting readmission to the School of Nursing well in advance of the semester in which they wish to enroll. Their request for readmission will be considered along with other applicants to the program.

A student who receives a final grade less than C in two Nursing courses will not be readmitted to the Nursing Program but will be advised to seek another major. Withdrawal from a nursing course does not guarantee readmission.

Students readmitted to the program may be asked to repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum.

## Uniforms

Students must purchase appropriate uniforms. The School of Nursing will provide necessary forms for ordering the uniforms.

## Insurance

Students will be charged for the school's group policy liability insurance when participating in a nursing course that requires clinical experience.

## Degree Requirements for the Basic BSN Track

- |   |               |
|---|---------------|
| A. Non-nursing courses: CLU 111, 112; ENG 111, 112, 201, 202; CHR 111, 112; HIS 101, 102; PSY 213, 219; SOC 211; PEWS 100, PEWS activity; MAT 114; ART 210; BIO 221, 222, 211, 300; CHE 105, 6 elective hours (3 upper-level) | 68 hrs        |
| B. NUR 302, 305, 308, 309, 310, 318, 320, 330, 340, 410, 418, 420, 421, 423, 425, 430, 440, 499   | <u>61 hrs</u> |
| Totals  | 129 hrs       |

## LPN TO BSN TRACK

For all information concerning the LPN to BSN Track, please contact the School of Nursing.

## Assessment of Majors

Nursing majors are required to take standardized nursing tests throughout the program of study. During NUR 440, Community Health Nursing, the comprehensive baccalaureate standardized test is given. Student assessments include, but are not limited to, communication skills, therapeutic nursing interventions and critical thinking skills. Basic Nursing students are expected to take the NCLEX-RN after completion of the program of nursing to become registered nurses.

### Course Offerings in Nursing (NUR)

( ) Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

#### 302. Foundations of Pharmacology (2) F

A study of arithmetic dosages and solutions and introduction to basic drug classifications and principles of pharmacology. Legal and ethic responsibilities of the professional nurse for the well or ill person are emphasized.

#### 305. Introduction to Professional Nursing (2) F

Prerequisite: Admission to Basic BSN tract.

The philosophy of nursing and the four main concepts of person, environment, health, and nursing. The basic concepts in health promotion and health maintenance are emphasized.

#### 308. Foundations for Nursing Practice (6) F

Prerequisite: Admission to Basic BSN tract.

This course focuses on the nursing interventions and skills necessary for basic nursing practice in the care of individuals of all age groups in diverse settings. Introduction of the nursing process provides a basis for development of decision-making and critical thinking skills in the formation of nursing diagnosis.

#### 309. Skills Practicum (1) S

A practical hands-on experience in nursing skills. Students work with faculty to perform specific clinical skills using scientific principles basic to nursing knowledge and application.

#### 310. Health Assessment (3) F

Prerequisite: Admission to the School of Nursing or by permission of the faculty.

The use of the nursing model in developing skills and knowledge related to history taking, assessing the health status of an apparently healthy individual, and recognizing deviations from the normal. Communication technique is further developed by emphasis on student interviewing skills. Emphasis will be on functional health patterns throughout the life span.

#### 318. Nursing Care of Childbearing Families (5) S

Prerequisites: 302, 305, 308, 310, 320. Corequisite: 410, 423.

Promotive and preventive health care for members of childbearing families along the wellness-illness continuum. Emphasis is placed on the developmental aspect of families and on high-risk families.

#### 320. Theoretical Bases for Nursing Practice (1) W, S

Prerequisite: Admission to the School of Nursing.

An examination of the scientific knowledge base of nursing. There is an introduction to nursing theories as a bases for nursing practice.

### **330. Introduction to Research in Nursing (3) F**

Prerequisite: MAT 114; Admission to the School of Nursing.

The role of the professional nurse in critiquing and in utilizing nursing research literature. Critical thinking skills and the steps of scientific inquiry are applied to develop a research project.

### **340. Community-Based Nursing (2) F**

An introduction to concepts related to the care of individuals and families in the community setting integrating knowledge from the humanities, social and biological sciences, and nursing to holistically address client needs. The nursing process is applied to actual and potential health needs of clients with emphasis on health promotion and disease prevention.

### **350. Philosophical and Ethical Foundations in Health Care (3) TBA**

A study of the foundations of philosophy and ethics with emphasis on developing the student's ability to perform philosophical inquiry and generate philosophical arguments related to ethical issues and concerns in health care.

### **352. Transcultural Nursing (3) On Demand**

A study of culturally appropriate and wholistic professional nursing care of persons in our pluralistic society placing emphasis on sensitivity to and appreciation of cultural diversity, communication, critical thinking, research and theories of transcultural nursing. Cultural assessment enables the nurse's understanding of culturally specific factors which influence individual health and illness behaviors.

### **355. Spiritual Care in Nursing (3) On Demand**

An examination of Christian values as a basis for providing spiritual care to clients and exploration of the role of the professional nurse in providing spiritual care. Resources will include the Bible, nursing literature, clergy, the community and personal spiritual resources.

### **410. Pharmacotherapeutics in Nursing Practice (3) S**

Prerequisite: NUR 301, 305, 310.

The biochemical and psychological effects of drugs on the wholistic person in a multicultural society. Nursing process with different classifications of drugs is emphasized. Historical, economic, legal, and ethical issues are identified.

### **418. Nursing Care of Childrearing Families (5) F**

Prerequisite: NUR 318, 410, 423.

Promotive and preventive health care for members of childrearing families along the wellness-illness continuum. Emphasis is placed on the development aspect of children from infancy to adolescence and on children with special problems.

### **420. Issues in Professional Nursing (2) W, S**

Prerequisite: NUR 320.

The nurses' role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Consideration is given to the legal, ethical and moral obligations of the professional nurse.

### **421. Nursing Care of Adults in Health and Illness I (6) F**

Prerequisites: NUR 318, 410, 423.

Professional nursing practice and further development in nursing process application with adults from multicultural backgrounds along the wellness-illness continuum. There will be emphasis on integration of pathophysiology and psychosocial dynamics with

complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making, and research will be incorporated into the teaching, caring, and collaborative role of the nurse.

#### **423. Mental Health-Psychiatric Nursing (5) S**

Prerequisites: NUR 305/308, 310.

The focus of this course is on individuals, families, and community groups at any position on the health continuum. Through selected clinical experiences the student will utilize the nursing process in applying mental health concepts in a variety of settings. Intervention modes are observed or practiced in one-to-one, small group, family, and milieu settings. Emphasis is placed on use of therapeutic communication and the social, political, and economic context of practice is considered.

#### **425. Nursing Care of Adults in Health and Illness II (6) S**

Prerequisites: NUR 421, 430. Prerequisite or Corequisite: NUR 420.

A continuation of NUR 421. There will be additional development of the role of the professional nurse as a health teacher and advocate.

#### **430. Leadership and Management in Nursing (4) S**

Prerequisites: NUR 330, 418, 421.

A study of health care organizational structures and the professional nurse's role as a patient advocate, leader, manager, and change agent. Emphasis is on the application of the theoretical principles of leadership and management in the context of the health care delivery system. Use of the research process is identified as a management tool to test alternative solutions on which to base decision-making.

#### **440. Community Health Nursing (4) S**

Pre/Corequisite: BIO 300 and all other nursing courses.

A culminating experience in population-focused health care in diverse settings. Health needs are addressed using nursing theory and research with knowledge from the humanities, biological and social sciences. The nursing process provides the framework for critical thinking and decision-making regarding the holistic health needs of aggregates and communities.

#### **499. Senior Seminar (1) S**

Prerequisite: NUR 430. Corequisites: NUR 420, 425, 440.

This course focuses on concept synthesis in order to prepare the new graduate for entry into the nursing profession. Emphasis is placed on critical thinking skills needed by the generalist to address health care dilemmas.

---

#### **195-6-7. Special Studies (1-4)**

Lower-level group studies which do not appear in the regular departmental offerings.

#### **395-6-7. Special Studies (1-4)**

Upper-level group studies which do not appear in the regular departmental offerings.

#### **495-6-7. Independent Study (1-4)**

A program of independent study, actively participating in either beginning research or descriptive review of selected topics under direction of a faculty sponsor.

## School of Nursing Sponsored Organizations

The **Baptist Student Nursing Fellowship** is open to all nursing and pre-nursing students. It provides Christian fellowship, professional educational programs, and service activities; it encourages nursing practice evolving from a personal commitment to Jesus Christ. Meetings are monthly.

The **National Student Nurses Association (NSNA)** is the largest health professional student organization in the United States and the only one for nursing students. All basic BSN students are encouraged to participate. The organization provides opportunity for contributing to nursing education, to provide programs of professional interest and to aid in the development of the whole person, thereby providing for the highest quality health care. The chapter meets monthly; members may also attend state and national meetings. In addition, RN to BSN students are strongly encouraged to hold membership in Tennessee Nurses Association (TNA).

Nu Lambda is a chapter of **Sigma Theta Tau International**, the Nursing Honor Society. Its purposes are to recognize superior achievement, to develop leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to the ideals and purposes of the profession. Membership is by invitation to students who have completed one-half of the upper division nursing curriculum, achieved a 3.0 GPA, and rank in the highest 35 percent of their class. After graduation, students continue their membership in the society as alumni.

## School of Nursing Student Awards

The **Academic Excellence Medal** is awarded to the graduating senior with the highest average in the major provided the average is not less than 3.5. Before Awards Day, the student must have completed at least 15 credit hours in the major at Union University, exclusive of pass/fail courses. If no major is eligible, the medal will be given to the minor meeting the minimum requirements.

The **Fannie J. Watt, R.N., Psychiatric Nursing Award** is to be presented annually to the basic nursing student who has demonstrated the greatest potential for effective practice in a psychiatric setting.

The **Fannie J. Watt, R.N., Professional Nursing Award** is presented to the graduating Bachelor of Science in Nursing RN-BSN student at each program site who has shown sensitivity to the psycho-social needs of patients and has shown potential for making a serious contribution to the field of nursing.

The **Nursing Faculty Award** is presented annually to the outstanding graduating baccalaureate degree nursing student (either basic or RN-BSN) who has demonstrated an above average level of theoretical knowledge in the classroom and a high degree of skill in the clinical setting. This student shows promise of achievement in the field of nursing.

The **Emily Saffel Nursing Award** is established in memory of Emily Saffel. Emily was born with a congenital heart defect that was resistant to treatment, and she only survived 2 1/2 weeks. Her only contact with God's world was in the caring voices and touch of her parents, grandparents, doctors, and nurses. This award is to recognize characteristics of the kind of nursing that her family hopes she received during her brief life.

The **Wilson Nursing Award** was established by Miss Georgia Wilson to be presented to the member of the Bachelor of Science in Nursing (basic) graduating class who is deemed by the nursing faculty to have been the most outstanding in clinical nursing.