Union University
School of Nursing

Bachelor of Science in Nursing Program

2012-2013 Nursing Student Handbook
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Welcome to Union University School of Nursing!

You have selected one of the most challenging and rewarding careers available today to those who want to make a difference in the lives of others and the world around them. Our goal at Union is to prepare you to be a highly competent professional nurse with a commitment to service. You will receive the knowledge and skills necessary for being a key player in the rapidly changing healthcare environment of the 21st Century. As a graduate you will positively affect health outcomes for diverse individuals, families and communities in West Tennessee and throughout the world.

Professional nursing practice is built on nursing knowledge, theory and research. The university setting offers a forum in which physical, social, behavioral and ethical problems can be contemplated within and across other fields and disciplines. Union University offers a Christ centered setting in which one examines these issues in light of a Christian worldview. The faculty at Union is committed to student centered higher education in which faith and learning are integrated.

The faculty in the School of Nursing is experts and leaders in the field of nursing who represent the various specialties of the discipline. They are committed to providing creative learning strategies that take into account your life experiences and learning styles. These expert nurses will be your mentors and professional role models. It is the desire of the faculty that each of you has a challenging and stimulating education that will prepare you for a successful and rewarding career in nursing.

As your dean, I am delighted that you have chosen Union University’s School of Nursing to pursue or further your nursing career. You are among a group of academically qualified men and women with high moral and ethical values who will be an asset to the nursing profession. It is my hope that you will enjoy success in your educational experience, develop lasting friendships, and have pride and commitment to Union University throughout your lifetime.

Tim Smith, PhD, CRNA, APN
Dean and Professor
School of Nursing
INTRODUCTION

Union University is a private, four-year liberal arts university, founded in 1823, and affiliated with the Tennessee Baptist Convention. As an institution that is Baptist by tradition and evangelical by conviction, Union has a heritage of academic excellence and is well known for providing qualitatively distinctive Christian education. Union seeks to provide a grace filled community and a Christian context where undergraduate and graduate education can be offered. Recognized in the top tier of Southern liberal arts colleges by *U.S. News and World Report*, Union is also ranked as one of five highly selective private institutions by *Time Magazine* and *Princeton Review*.

Union University is located in historic Jackson, Tennessee, a city of about 100,000, located 80 miles east of Memphis and 120 miles west of Nashville. Union University has approximately 4,200 undergraduate and graduate students on the Jackson campus and extension campuses located in Germantown and Hendersonville.

Union University began an Associate Degree program in the early 1960’s in response to community need and the support of leaders in the health care field. In 1977, the insistent demand by RNs and their employers for additional nursing educational opportunities led to a feasibility study and subsequent development of the RN–BSN program. In 1979, the Tennessee Board of Nursing granted initial approval for the RN–BSN program on the main campus in Jackson. The first RN–BSN class graduated in May 1980. In 1986, an RN–BSN program was developed in Memphis. The Memphis campus moved locations and became the Germantown campus in August 1997.

In the early 1990’s a local community college developed another associate degree program. At that time, the School of Nursing (SON) seized the opportunity to support professional nursing by focusing on baccalaureate education. In 1992, Union University's SON admitted its first Basic BSN class. Shortly thereafter, in 1995, the associate degree program closed. In an effort to improve the mobility of licensed practical nurses, the SON offers a LPN Bridge program. The SON also offers an Accelerated BSN track (BSNA) that is 15-months in length, offered in Jackson and Germantown and most recently in Hendersonville. An online RN to BSN Completion track is also offered.

The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Tennessee Board of Nursing. The American Association of Colleges of Nursing (AACN) document, *The Essentials of Baccalaureate Nursing Education* (2009), serves as the guide for curriculum design and development.
GUIDING STATEMENTS

STATEMENT OF PURPOSE, MISSION, and GOALS

The purpose of the School of Nursing is to prepare competent professional nurses who provide caring therapeutic interventions to meet the health needs of culturally diverse persons.

The mission of the School of Nursing is to be excellence-driven, Christ-centered, people-focused, and future directed while preparing qualified individuals for a career in the caring, therapeutic, and teaching profession of nursing. The mission of the post-master’s certificate program is to prepare graduates for advanced professional nursing practice with specific functions and clinical abilities. The mission of the Doctor of Nursing Practice program is to prepare experts in specialized advanced nursing practice with a Christ-centered focus.

The “Statement of Mission and Purpose” by the faculty of the School of Nursing at Union University addresses six concepts: the four main concepts in nursing (person, environment, health and nursing), plus two additional concepts (professional nursing practice and educational process).

The faculty of the School of Nursing at Union University believes that a person is a unique individual, family or community in constant interaction with the spiritual, physiological, sociocultural, and professional environment. Persons are psychological, social, physical and spiritual entities with varying abilities to communicate and adapt. Societal mores, developmental level, values and beliefs influence the behavior of individuals, families and communities as they attempt to meet basic human needs.

Environment includes all the internal and external conditions, circumstances and influences affecting persons. Changes in the global environment require adaptation. These changes exert an influence upon health status.

Health is a dynamic state of changing, adapting and developing on a continuum
ranging from wellness to illness. Health has a uniquely personal interpretation; therefore, the optimal level of wellness is distinctive to each person. Each person has the right to strive to attain, maintain and/or regain any level of wellness insofar as it does not constitute a threat to others. Whenever resources are sought or required for the pursuit of the desired level of wellness, nursing is often the source of advocacy, guidance and care.

The art and science of nursing is a caring, therapeutic and educative discipline based on an ever-changing body of knowledge generated from nursing theories and nursing research in addition to a shared knowledge from the humanities, biologic sciences and social sciences. The science-based, goal-directed nursing process is used to assist the person toward the promotion, maintenance and restoration of health, the adaptation to illness or a peaceful death.

The faculty of the Union University School of Nursing believes that a *baccalaureate* in nursing is the first professional degree in nursing. The professional nurse practices in independent, interdependent and dependent roles in diverse health care delivery systems. The nurse is aware of historical and current issues that affect the practice of nursing and health care delivery. Nurses act responsibly both as individuals accountable for their own actions and as members of a professional group.

The faculty believes that a *master's* in nursing is the first advanced professional degree in nursing. The nurse prepared at the master’s level has refined analytical skills, broad based perspectives, in-depth knowledge of the discipline, enhanced communication skills and the ability to relate theory to practice.

The faculty believes that the *practice doctorate* in nursing builds upon the masters program in strengthening a Christian worldview as the foundation of practice while enhancing the knowledge and skills of the nurse in more effectively serving as a member of the healthcare team. These areas of enhancement include scientific underpinnings of practice, organizational and leadership skills, analytical methods to evaluate practice, use of information systems, health care policy, collaborative processes to examine aggregate populations, and evidence-based clinical decision-making to strengthen one’s specialty area of practice.

The educational process provides direction and guidance to meet the learning needs of the student and is formal and informal, structured and experiential. Learning is an active lifelong process and is facilitated when a variety of teaching modalities are used to accommodate different learning styles. Enhanced use of informatics and health care technology is included in the educational and clinical arenas. Post-secondary education is necessarily a growth process in which the learner assimilates knowledge through active participation, accomplishes the stated objectives and evaluates personal progress.

Professional nursing education includes a broad knowledge of the arts and sciences. The faculty develops cognitive, affective and behavioral goals and objectives to measure
student learning. Faculty members serve as role models, facilitators of learning and personal resources for students.

In keeping with the educational mission and purpose of the parent institution, the School of Nursing at Union University encourages the spiritual growth of each individual and upholds the Christian ethic of service in the nursing profession. To this end, the student’s curriculum provides a professional base to develop a nursing practice that is excellence-driven and future directed.

(Reapproved with slight revisions 2005, 2010, 2013)
BSN PROGRAM GOALS

The goals of the BSN Program are to:
1. Provide baccalaureate nursing education within a liberal arts framework which is excellence-driven and which provides opportunity for the development of the total personality—spiritual, physiological, sociocultural and professional.
2. Prepare the graduate for entry into professional nursing as a generalist.
3. Provide preparation in baccalaureate nursing that serves as a basis for entry into graduate level nursing education.

Reapproved, 2005

BSN PROGRAM OUTCOMES

The graduate of this baccalaureate nursing program will be able to:
1. Explain, support and defend the concept that each person is unique and wholistic and has rights to self-determination in matters pertaining to health.
2. Synthesize the nursing process to assist diverse persons toward meeting basic needs in various settings.
3. Assimilate the professional nurses’ role of advocate, communicator, counselor, change agent, teacher, leader, and provider and manager of care to assist the client toward optimum level of wellness.
4. Communicate effectively in interpersonal relationships with individuals and families, with other members of the healthcare system, and in documentation of data.
5. Use critical thinking skills to integrate theoretical and empirical knowledge from nursing, the humanities and the biologic and social sciences in the promotion of health.
6. Utilize the research process and use findings in nursing practice to contribute to the improvement of health care and the advancement of nursing science.
7. Assume legal and ethical responsibility for nursing activities and accountability for professional growth.
8. Appraise own personal growth and actions based on Christian values.
9. Demonstrates skills in use of informatics that support safe and ethical nursing
CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Nursing at Union University is based upon the “Statement of Mission, Purpose and Goals.” It elaborates upon the faculty’s beliefs about six concepts: the metaparadigm of nursing (person, environment, health and nursing), plus two additional concepts, nursing as a profession and educational process. The faculty’s beliefs about the concepts are further defined, expanded and synthesized in unifiers: wholism, wellness-illness continuum, research, nursing process, theoretical and empirical knowledge, role development, legal and ethical issues, and communication. All of the faculty beliefs are permeated by the Christian world view of God which is summarized in the following pretheoretical suppositions.

God is the loving sovereign creator of all that is. The one God is triune - Father, Son, and Holy Spirit - continually seeking a restorative relationship with His creation. A more complete understanding of God is developed through studying God’s revelation, the scripture.

God created persons and environment and it was good. A person is a unique individual, family or community. (1) A person, as an individual, bears God’s image and is created to be in a relationship with God and other individuals. However, the image of God in humanity is thrown into varying degrees of disharmony and imbalance. Because God is loving and seeks a restorative relationship with humanity, Christ, the Son, died for humanity. Therefore, every human possesses dignity and is worthy of justice, mercy, respect and Christian love. (2) Person, as a family, is individuals joined together to form the basic unit of society. (3) Person, as community, is formed by individuals, families and/or groups which share common characteristics and distinctly defined boundaries. God gave persons authority over the environment. Whether individual, family or community, the person’s responsibility to the environment, is to preserve and develop it.

God created the first individuals with perfect health in which the body, mind and spirit were integrated in perfect wholeness. When man broke his perfect relationship with God, suffering and death became a natural part of physical life.

Nursing is a God-given means of promoting health in persons by teaching and practicing health care in an ethical manner. Recognizing that all knowledge comes from God, nursing as a profession has the duty/responsibility to discover and to illuminate God’s truth through rational thought about observation and experience relative to nursing. This discovery is accomplished through nursing research, theory development, practice, and education. The discipline of nursing expects that all nurses will practice based upon the ethical codes developed by the discipline. Christian nurses are further more called to
practice nursing in a manner congruent with the beliefs and values of the Judeo-Christian tradition.

As nursing fosters the total well-being of individuals who were created to reflect God’s image, so through the educational process, nursing educators comparably foster reasoning, competence, and creativity in students in order to reflect God’s image.

**Concepts**

**Person:**
Person is a unique individual, family, or community. As such, the nature of person is not static, but dynamic. The wholistic individual encompasses body, mind, and spirit: (1) the body, anatomy and physiology; (2) the mind/psyche, emotion/affect, intellect/cognition, and will; and (3) spirit, the soul which expresses itself in relationships with God and with others. While it is helpful to separately conceive body, mind and spirit, in reality they are indivisible and interrelated. The dynamic nature of the individual undergirds a developmental focus on the life-cycle as a series of phases. During each phase of development, from conception through maturity, there is a changing priority of need fulfillment as perceived by the individual.

The whole individual is in constant interaction with the environment, and therefore, yields a broader society and culture. This sociocultural outgrowth incorporates ethnicity, beliefs, values/ethics, and interpersonal and inter-societal relationships which are developed through communication.

Family is individuals who join together to contribute to the physical, psychosocial, and spiritual needs of each other within an environment of love and affection. Functional family dynamics incorporate caring relationships. Individuals and families build and maintain constructive and responsible community relationships.

Community is an aggregate of people who share common characteristics such as geographical, cultural, religious or relational characteristics. Community connotes an interdependency that is a means for the production, distribution, and consumption of goods and services; for socialization; for social control; for social relationships; and for mutual support (Kozier, Erb, & Blair, 1997). Communities are responsible for building and maintaining constructive and productive relationships in the broader societal and global contexts.

**Environment:**
Environment is the internal and external conditions, circumstances and influences affecting persons. The internal environment of the individual encompasses the body, mind and spirit. The external environment is all of the outer influences that impact upon the person, such as climate, ecology, economy, politics and history, technology, geology,
society and culture. The extent of environment ranges from the interpersonal and local to intersocietal and global. The person’s internal and external environments are in constant interaction and change, requiring adaptation, thus influencing health.

**Health:**

Health is a dynamic process and reflects the integrated wholeness of the person’s body, mind and spirit; choices; and environmental factors. Health exists on a wellness-illness continuum. The right to seek opportunities for wellness belongs to each person, regardless of social or economic status, personal qualities, or nature of the health need. Usually the person makes decisions about seeking assistance within the health care system relative to his/her perceived health status on the wellness-illness continuum.

**Wellness** is maximum health potential which is reached when each, the body, mind, and spirit, is at its highest level of wholeness. The means to wellness consist of: (1) the individual, family, or community making responsible choices according to knowledge and an ethical framework. Choices may be influenced by lifestyle, genetic predisposition, and family and cultural belief systems; (2) environmental factors such as healthcare access, financial resources, food sources, climate, etc.; (3) the interaction between choices and environmental factors. For example, choices about the level of wellness the person wishes to achieve or maintain may be limited by society if, by the choices made, a threat is posed to self and/or others.

As the level of wellness decreases, the possibility for illness, suffering, and death increases. Illness is an absence of integrated wholeness or disintegration. Both wellness and illness are abstract constructs that are personal and subjective, but may be objectively discernible because of common experience and symptom manifestation. Subjective and objective data may be used to discern the quality and quantity of wellness or illness.

When one or more of the means to wellness is not attained or is flawed, suffering may occur. Suffering is the conscious endurance of pain and distress which occur because of a loss or illness. When health is insufficient to sustain life, death occurs. Death is the end of physical life.

**Nursing:**

Nursing is an applied discipline which expresses itself in nursing practice and has its foundation in scientific/empirical knowledge, theory, and research. Nursing in its fullest sense is also a caring, therapeutic and teaching discipline. The body of nursing knowledge is ever-expanding through future-directed research and theory development. The research process is one means for developing scientific problem solving and research findings are utilized to guide nursing practice. Nursing theories are tested and supported by knowledge gained through research.

Theoretical and empirical knowledge from the nursing, biological and social
sciences, and the humanities are synthesized in utilization of the nursing process. The nursing process is a science-based series of activities employed by the nurse as a methodical, ongoing effort toward achieving desired outcomes for person, environment and health. The steps of the nursing process include assessment, nursing diagnosis, planning, implementation and evaluation. The process occurs dynamically in a back and forth fashion.

The caring component of nursing reflects the nurse’s concern, empathy, and love for others. The caring role is best fulfilled as the nurse demonstrates the Christ-centered ethic of service in relation to God and to person.

The therapeutic component of nursing is realized by providing health care or knowledge of health care practices to enhance the person’s level of wellness. The teaching component of nursing includes providing information to make health care decisions, acquire skills, and change behavior.

When it is not possible to promote wellness, nursing seeks to enable persons to adjust to illness and/or relieve suffering. When it is not possible to promote life, nursing seeks to enable persons to adjust to loss and a peaceful death.

Nursing as a Profession:

The baccalaureate in nursing is the basic educational preparation for professional nurses. Role development of the professional nurse focuses on the ability to function as a care provider, manager, health teacher, counselor, advocate, change agent, and leader for individuals of all ages, families, and communities from intercultural populations. Critical thinking and decision making skills are developed and then applied in the implementation of quality care in diverse settings. Graduates are prepared to be generalists who promote health and wellness.

The master’s degree is educational preparation for nurses with a baccalaureate degree who seek roles requiring advanced practice skills in order to function as providers and organizers of health care. Building on baccalaureate competencies the nurse is prepared to skillfully apply frameworks, models of care, concepts, and rationales in practice.

Union University offers educational tracks in the various graduate nursing specialties. The practice doctorate in nursing builds upon the master’s program in strengthening a Christian worldview as the foundation of practice while enhancing the knowledge and skills of the nurse in more effectively serving as a member of the healthcare team.

Role development empowers the nurse to meet emerging health needs in a changing and global society. Role development is enhanced by:

(1) use of an ever-evolving body of knowledge from nursing and other related fields in making autonomous judgments regarding health interventions;

(2) ability to focus on promoting and maintaining the desired optimal level of function on the wellness-illness continuum for individuals, families and groups in a variety of acute
care and community-based health care delivery systems;
(3) contribution to the professional knowledge base through participating in clinical research efforts;
(4) evaluation of the effectiveness of one’s own practice;
(5) support of professional goals for improved practice; and
(6) accountability for life-long learning.

Accountability for all professional nurses is based on legal and ethical standards of safe nursing practice as defined by the nurse practice acts, standards of nursing practice, licensure legislation and professional nursing organizations. In addition, the master’s prepared nurse may also be bound by the standards of specialty certification. Each professional nurse is accountable for individual nursing actions and for responsibilities delegated to others. Responsibility and accountability include collaboration and communication with other members of the transdisciplinary health care team to provide quality care. Professional ethics and a Christian approach to health care require that nursing care should be directed toward providing (1) access to health care regardless of economic status, personal qualities, or nature of the health need; (2) quality health care; and (3) cost-effective and therapeutic use of environmental resources and health care personnel.

The professional nurse utilizes therapeutic communication which entails active listening, verbal and non-verbal empathic responses, assertiveness skills, and mutual goal setting. Communication skills are essential for nursing process, group process, health teaching and counseling. Written and verbal communication of comprehensive data between the nurse, the client and other health care professionals is vital for continuity of care.

**Educational Process:**

The educational process is designed to provide a variety of experiences that enable the student to be an effective participant in learning. It is formal and informal, structured and experiential, and is enhanced by an environment of mutual respect in which the teacher and student interact for accomplishing shared goals. Education at Union University provides organized opportunities which encourage academic growth, personal growth, the expression of Christian values, and a commitment to life-long learning.

Preparation for the practice of professional nursing requires a strong liberal arts foundation. Baccalaureate nursing education is a process of learning that combines principles of nursing science with the humanities and the biologic and social sciences.

Preparation for the advanced practice of nursing requires expansion and refinement of prior knowledge and the acquisition of new knowledge in a broader health care context. Nursing theory, research, health care ethics, health policy and economics, health promotion, and issues of human diversity are components of the master’s program core
and the doctoral program. Specialty curricular content is offered in various nursing specialties.

Learning is a process involving active participation of the student to attain a change in behavior. Each person has a different educational, socioeconomic and cultural background, and varied learning potential. Therefore, learning is an individual, dynamic process. Learning is enhanced by several factors including (1) clear, attainable and meaningful outcomes; (2) a variety of relevant learning experiences planned to help students achieve the outcomes; (3) arrangement of learning experiences in a sequence which provides continuity and reinforcement, progressing from simple to complex and from familiar to unfamiliar.

The teaching role of the faculty is to structure people-focused learning experiences and an environment to facilitate maximum internalization, integration and synthesis of knowledge. The faculty respects the uniqueness of the student’s life experiences. The sharing of those experiences enriches the educational process. The faculty promotes self-direction of the student and functions as a resource by providing guidance and feedback. Furthermore, the faculty serves as a role model through active involvement in advancing nursing as a profession.

**Summary:** In keeping with the “Statement of Mission, Purpose and Goals”, the concepts person, environment, health, nursing, nursing as a profession and educational process have been defined and clarified. The concepts have been further expanded through the use of the unifiers: wholism, wellness-illness continuum, research, nursing process, theoretical and empirical knowledge, role development, legal and ethical issues, and communication. This conceptualization provides the structure upon which outcome criteria are established, courses are developed and curriculum is evaluated.

*Reapproved August 2005*
Code of Ethics for Nurses with Interpretive Statements

Union University School of Nursing students should be familiar with and adhere to the Code of Ethics for Nurses found at the following link:


NATIONAL STUDENT NURSES’ ASSOCIATION, INC.
CODE OF ACADEMIC AND CLINICAL CONDUCT

Union University School of Nursing students should be familiar with and adhere to the Code of Ethics for Nurses found at the following link:

FACULTY AND STAFF

Follow the link for the names, ranks, phone numbers and e-mail addresses for Union University School of Nursing.

www.uu.edu/programs/nursing/faculty

CAMPUS INFORMATION
Fall/Spring Semesters

Library Hours (731-661-5070)  http://www.uu.edu/library/hours.cfm

Computing Services Hours (661-5400)  http://www.uu.edu/it/services/helpdesk.cfm

Lifeway Christian Bookstore Hours (668-9492)

| Monday—Saturday | 9:30 am - 9:00 pm |

Activities Center (661-5150) *Jackson Campus only

| Monday ................................................................. | 6 am—10 pm |
| Tuesday ......................................................................... | 6 am—10 pm |
| Wednesday ..................................................................... | 6 am—10 am; 11 am—10 pm |
| Thursday ....................................................................... | 6 am—10 pm |
| Friday .......................................................................... | 6 am—10 am; 11 am—10 pm |
| Saturday ....................................................................... | 8 am—8 pm |
| Sunday ........................................................................... | 2 pm—4 pm |

Aquatic Center Hours (661-5150) *Jackson Campus only

| Monday ..................................................................... | 6 am—8 am; 1 pm—4 pm; 7 pm—9 pm |
| Tuesday ..................................................................... | 1 pm—4 pm; 7 pm—9 pm |
| Wednesday .................................................................. | 6 am—8 am; 1 pm—4 pm; 7 pm—9 pm |
| Thursday .................................................................... | 1 pm—4 pm; 7 pm—9 pm |
| Friday ....................................................................... | 6 am—8 am; 1 pm—4 pm |
| Saturday ..................................................................... | 3 pm—6 pm |
| Sunday ...................................................................... | 2 pm—4 pm |

Wellness Center Hours (661-5447) *Jackson Campus only

| Monday ..................................................................... | 6 am—10 pm |
| Tuesday .................................................................... | ladies’ night from 9 pm—10 pm... 6 am—10 pm |
| Wednesday .................................................................. | 6 am—10 am; 11 am—10 pm |
| Thursday .................................................................... | ladies’ night from 9 pm—10 pm... 6 am—10 pm |
| Friday ...................................................................... | 6 am—10 am; 11am—8 pm |
| Saturday .................................................................... | 8 am—8 pm |
Sunday .............................................................................................................................2 pm—4 pm

Visit www.uuwellness.com for updates on Summer, J-Term, and Holiday Hours.

Bookstore

Germantown and E-Campus Text Notices
www.uu.edu/books/textbooks/

Lifeway Christian Online
http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=1&storeId=44904&demoKey=d&catalogId=10001
## Curriculum Model

**Freshman Year**

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<th>Credits</th>
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<th>Title</th>
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<td>BIO 222</td>
<td>Anatomy &amp; Physiology II</td>
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<td>CHR 111</td>
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<td>CHR 112</td>
<td>New Testament</td>
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<td>ENG 112</td>
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<td>SOC 211</td>
<td>Principles of Sociology</td>
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<td>Introduction to Psychology</td>
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**Total Credits** 16  
**Total Credits** 16

**Sophomore Year**

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<td>BIO 201</td>
<td>Survey of Microbiology</td>
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<td>CHE 105</td>
<td>Chemistry</td>
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<td>BIO 300</td>
<td>Pathophysiology (Pre-req: BIO 221 and BIO 222)</td>
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<td>World Literature II</td>
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<td>World Civilization II</td>
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### Junior Year

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<td>NUR 302  Foundations of Pharmacology</td>
<td>NUR 306  Scientific Writing</td>
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<td>NUR 308  Foundations of Nursing</td>
<td>NUR 318  Childbearing (OB)</td>
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<tr>
<td>NUR 309  Skills Practicum</td>
<td>NUR 409  Pharmacology II</td>
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<td>NUR 310  Health Assessment</td>
<td>NUR 423  Psych/Mental Health</td>
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<td>NUR 408  Pharmacology I</td>
<td>NUR 409  Upper Level Elective</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 330  Nursing Research</td>
<td>NUR 425  Adult Health II</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>NUR 418  Childrearing (Pediatrics)</td>
<td>NUR 430  Leadership/Mgmt</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>NUR 419  Issues in Professional Nursing</td>
<td>NUR 440  Community Health Nursing</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>NUR 421  Adult Health I</td>
<td>NUR 499  Senior Seminar</td>
</tr>
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<td>6</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 129

### Admission Criteria

Admission to the Traditional BSN is handled through the Office of Undergraduate Admissions at 1-800-33-UNION or info@uu.edu.

Students qualifying for Unconditional Admission to Union University must meet two of the following criteria:

- 22 ACT/1020 SAT (combined critical reading and math scores)
- 2.5 Core GPA
- Top 50% of Graduating Class
Students who qualify for Unconditional admission must have a minimum of 18 ACT/860 SAT (combined critical reading and math scores) and a 2.0 Core GPA regardless of whether or not either of these criteria were utilized to qualify for admission. These two criteria serve as a "floor" for Unconditional Admission.

Transfer students (24 or more transfer credit hours) may be admitted to the university with a GPA of 2.3 and an ACT of 20 but must meet progression requirements to file Request for Progression to Nursing Courses by March 1st.

Requirements to Progress to Nursing Courses

- ACT 20 or higher
- Cumulative GPA 3.0
- Science GPA 3.0 (A&P I, A&P II, Microbiology, Chemistry, Pathophysiology)
- A&P I, A&P II and Pathophysiology must have been taken within five years of beginning nursing courses
- Submission of Request to Progress to Nursing before March 1st
- Completion of core courses before starting the Nursing curriculum. Grades of C or higher are required for all Natural Science, Social Science, Math and English courses with a minimum cumulative and Science GPA of 3.0

PRE-REQUISITES:
- BIO 201 has a pre-requisite of CHE 105/111
- BIO 300 has a pre-requisite of BIO 221 & 222; BIO 201 or 211
- NUR 330 has a pre-requisite of MATH 114
- NUR 430 has a pre-requisite of NUR 330
- NUR 421 has a pre-requisite of BIO 300
- PSY 219 has a pre-requisite of PSY 213
- Co-requisite NUR courses are grouped accordingly, and cannot be separated.

NOTES & ADDITIONAL PROGRAM INFORMATION:
** PEWS (physical education) courses are not required for students beyond traditional college age (25 or older).
- UNI 196 is required of all full-time freshmen. This course was formerly CLU111/112 in the Undergraduate Catalogue.
- CHR courses may be deferred to a later semester, or to Winter Term, with the Dean’s permission.
- An applicant with Anatomy & Physiology (BIO 221 & 222) course credit that is more than 5 years old must either retake the 2 courses for credit, or take an NLN A&P Achievement Test and achieve a set passing score.
- Negative urine drug screen and criminal background check
- Documentation of AHA CPR certification, physical exam, and immunizations
<table>
<thead>
<tr>
<th>Session 1 (16 Weeks)</th>
<th></th>
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<tbody>
<tr>
<td>BIO 201 Microbiology (1st Accelerated Term)</td>
<td>4</td>
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<tr>
<td>NUR 306 Scientific Writing (1st Accelerated Term)</td>
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<tr>
<td>BIO 300 Pathophysiology (2nd Accelerated Term)</td>
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<tr>
<td>NUR 302 Foundations of Pharmacology (2nd Accelerated Term)</td>
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<tr>
<td>NUR 419 Issues in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 219 Developmental Psychology</td>
<td>3</td>
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<tr>
<td>MAT 114 Elementary Statistics &amp; Probability</td>
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<table>
<thead>
<tr>
<th>Session 2 (5 weeks)</th>
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<tbody>
<tr>
<td>NUR 309 Skills Practicum</td>
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<tr>
<td>NUR 310 Health Assessment</td>
<td>3</td>
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<tr>
<td>NUR 408 Pharmacology I</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Session 3 (8 weeks)</th>
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<tr>
<td>NUR 309 Skills Practicum (Completion of Practicum)</td>
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<td>NUR 307 Accelerated Foundations of Nursing</td>
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<th>Session 4 (8 weeks)</th>
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<td>NUR 418 Childrearing (Pediatrics)</td>
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<td>NUR 423 Psychiatric/Mental Health Nursing</td>
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<th>Session 5 (6 weeks)</th>
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<td>NUR 318 Childbearing (OB)</td>
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<td>NUR 330 Nursing Research</td>
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<table>
<thead>
<tr>
<th>Session 6 (6 weeks)</th>
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</thead>
<tbody>
<tr>
<td>NUR 421 Adult Health I</td>
<td>6</td>
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</table>
Admissions

The Accelerated BSN program is designed to complete a Bachelor of Science in Nursing in just 15 months. The admission criteria will differ for those with a bachelor's degree and for those applicants without a bachelor's degree. (Please see admission criteria for complete details).

Program offerings are available on all Union campuses including Jackson, Germantown and Hendersonville. Application Deadlines vary by campus.

**Jackson & Germantown Campus**: Admits once per year - Fall Semester start only
Priority Application Deadline - **February 1**
Fall Cohort begins in August each year

**Hendersonville Campus**: Admits twice per year - Spring Semester and Fall Semester start dates
Spring Semester: Priority Application Deadline - **September 15**
Fall Semester: Priority Application Deadline - **February 1**
(Acceptance is based on a rolling admission process, therefore, applicants are encouraged to apply early. While the "priority" deadline is September 15th, applicants may still be considered until the class is full.)

The Accelerated BSN track is a full-time course of study that prevents one from working.

Please note - The pre-requisite courses are A&P I & II (within the last five years and General Psychology). We prefer these courses be completed prior to the application deadline. However, these courses may be "in progress" as of the application deadline.

**Required Pre-requisites**

Applicants WITH an earned bachelor degree in another field:

BIO 221: Anatomy & Physiology (within last 5 years) 4 hours
BIO 222: Anatomy & Physiology II (within last 5 years) 4 hours
PSY 213: General Psychology 3 hours

Please note - The pre-requisite courses are A&P I & II and General Psychology. **We prefer these courses be completed prior to the application deadline.** However, these courses may be in progress as of the application deadline.

Applicants **WITHOUT** an earned bachelor degree in another field

- English Composition I & II 6 hours
- Humanities - (3 HRS must be Literature) 9 hours
- Mathematics (Statistics - included in curriculum) 3 hours
- Computer Science 2 hours
- Laboratory Sciences 14/15 hours
- Anatomy & Physiology I & II (must be taken within 5 years of beginning the nursing cohort) 14/15 hours
- Social Sciences (Includes 3 HRS History, General Psychology & Developmental Psychology - which is part of curriculum) 9 hours
- Electives - (6 HRS must be Upper Level 300 - 400 courses) 19/20 hours

**Admission Criteria**

Applicants **WITH** a Bachelor’s Degree:

- Pre-requisite courses of A&P I & II (last five years) and General Psychology

Applicants **WITHOUT** a Bachelor’s Degree:

- General Education requirements must be completed
- Age 24 or older, ACT Score of 20
- Pre-requisite courses of A&P I & II (last five years) and General Psychology

**ALL** applicants:

- GPA of 3.0 for the last 60 hours of coursework
- Official transcripts from all post-secondary institutions
- Union University School of Nursing application with $50 application fee
- Grades of C or higher required for all Natural Science, Social Science, Math & English courses
- Upon acceptance into the program, the following items must be completed:
  - Current CPR certification
  - Physical exam form & immunization record
  - Clear urine drug screen
Clear criminal background check

Admissions Checklist

1. Application: [www.uu.edu/programs/nursing/forms/](http://www.uu.edu/programs/nursing/forms/)
2. **Personal Statement:** Complete the personal statement found in your application packet. Your personal statement should include information pertaining to your personal career goals and reflect your interest in the field of nursing.
3. **Application Fee:** The application fee is $50 and is non-refundable. You have the option to [pay online by credit card](#). You may also pay by check or money order with your paper application.
4. **Transcripts:** Official transcripts from all post-secondary institutions must be mailed directly to the School of Nursing's Jackson Campus. Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions. Transcripts must be received in a sealed envelope from previous academic institutions attended.
5. **Letters of Recommendation:** Two letters of recommendations are required from individuals who can attest to your academic ability and/or self-discipline to excel in the Accelerated BSN program. These forms are a part of the application packet.
6. **Applicants with Bachelor's degree:** Please refer to the admission criteria above for applicants with an earned Bachelor's degree.
7. **Applicants without Bachelor's degree:** Please refer to the admission criteria above for all applicants without an earned Bachelor's degree.
8. **Applications which are incomplete by the application deadlines will be considered ineligible for admission.**
UNION UNIVERSITY
SCHOOL OF NURSING
Bachelor of Science in Nursing
RN-BSN Track

Pick your pace to complete your BSN!
General Education courses may be taken with nursing courses as needed!

RN-BSN (available online through E-Campus)

Union offers a RN-BSN track which enables registered nurses (holding the associate degree or diploma) to continue their nursing studies and earn a BSN. This educational track affords one the opportunity to enhance their nursing knowledge, leadership skills and professional opportunities. Completion of the RN-BSN curriculum may be achieved online (excluding general education requirements). One may complete 100% of the didactics online through E-Campus. Completion of the RN-BSN curriculum (excluding general education requirements) is generally completed in 18 months.

Application deadline is rolling admission. Orientation for the nursing program is provided prior to beginning the nursing curriculum.

Notes of interest

- Online nursing courses taken for RN licensure must be evaluated by the Registrar to determine acceptance of transfer credit. Registrar will evaluate official transcripts after your application has been received and she will mail you a letter detailing transfer credit. The Registrar is the only person with authority to grant transfer credit.
- English 111 and English 112 must be completed prior to orientation.
- Statistics (MAT114) is a prerequisite course for Nursing Research (NUR330). Nursing Research is required prior to Leadership in Nursing Practice (NURXXX). The Nursing Capstone course is the final course of the nursing curriculum.

Contact Information

- Admissions: nursingadmissions@uu.edu, 731-661-6545, Fax: 731-661-5504

Requirements

General Education Requirements (61 hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>Christian Studies (online courses)</td>
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<tr>
<td>English Composition</td>
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</tbody>
</table>

25
Laboratory Sciences  
   Microbiology  
   Anatomy & Physiology I & II  
   Pathophysiology  

Mathematics  
   Statistics  

Social Sciences  
   3 hours must be History  

Humanities  
   3 hours must be Literature  

Electives  
   6 hours must be Upper Level courses  

Nursing Requirements  

Credit from prior Nursing Program after completion of NUR 333  

Total Credit Hours  

Curriculum Model  

General Education courses may be taken with nursing courses as needed  

<table>
<thead>
<tr>
<th>E-Campus online 18 Months</th>
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<tbody>
<tr>
<td>Begin in the Fall or Spring (Excluding General Education Requirements)</td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>NUR 306</td>
<td>Scientific Writing (during orientation)</td>
<td>1</td>
</tr>
<tr>
<td>NUR 333</td>
<td>Concepts of Professional Nursing</td>
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</tr>
<tr>
<td>NUR 410</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 330</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Legal and Ethical Aspects of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Population Based Healthcare</td>
<td>4</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Leadership in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Capstone</td>
<td>2</td>
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<tr>
<td><strong>Winter</strong></td>
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<td></td>
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<tr>
<td>NUR</td>
<td>Electives</td>
<td>3</td>
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<tr>
<td><strong>Spring</strong></td>
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26
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>NUR 306</td>
<td>Scientific Writing</td>
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<td>NUR 310</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 333</td>
<td>Concepts of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Legal and Ethical Aspects of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Survey of Technology in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR xxx</td>
<td>Population Based Healthcare</td>
<td>4</td>
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<tr>
<td>NUR xxx</td>
<td>Capstone</td>
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**Summer**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NUR</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>NUR 330</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Hours 31**

For printable version, please print from the [current BSN Student Handbook](#).
For best printing results, please avoid using Internet Explorer (Chrome, Safari or Firefox work best).

### 2012-2013 Tuition Rates

- **$395 per credit hour**
- [How To Apply For Financial Assistance](#)

### Admission Criteria

- GPA 2.8 for last 60 Hours
- Union University School of Nursing application with a $50 application fee
- Official transcripts from all post-secondary institutions
- Current licensure as a Registered Nurse in the State of Tennessee
- Upon acceptance into the program, the following items must be completed:
  - Current CPR certification
  - Physical examination form & Immunization record
  - Clear urine drug screen
  - Clear criminal background check

### Transfer Guidelines

- Maximum of 72 hours may be transferred from a junior college; 37 hours from an Associate Degree or Diploma Nursing Program will be awarded after the completion of NUR 333. Therefore, 35 hours remain available for credit from a junior college.
- 32 hours must be taken from Union University to receive a BSN degree
• 32 hours maximum credit by testing (i.e. CLEP, DANTES, etc.)
• Life experience credit is not applicable to this program

Admissions Checklist

1. **Application:** All non-traditional nursing students must complete the Union University School of Nursing application only. You are not required to apply to the university separately. If you are applying to the traditional 4-year BSN program, please contact Undergraduate Admissions. [NursingCAS](#) AND [Supplemental Application Packet](#) (.pdf)

2. **Personal Statement:** Complete the personal statement found on NursingCAS. Your personal statement should include information pertaining to your personal career goals and reflect your interest in the field of nursing.

3. **Read and sign the Community Values Statement and Standards of Admissions.** (part of Supplemental Application Packet)

4. **Application Fee:** The application fee is $50 and is non-refundable. You have the option to [pay online by credit card](#). You may also pay by check or money order with your paper application.

5. **Transcripts:** Official transcripts from all post-secondary institutions must be submitted directly through NursingCAS. Please do not send transcripts for non-traditional nursing programs to Undergraduate Admissions. Transcripts must be received in a sealed envelope from previous academic institutions attended.

Applications which are incomplete by the application deadlines will be considered ineligible for admission.

Registration Forms

• [RN-BSN Registration Form](#) (.pdf)
• [E-Campus Registration](#)
LPN-BSN (available on Jackson campus only)

The primary degree program option at Union leads to the Bachelor of Science in Nursing (BSN). The LPN-BSN degree track typically takes four semesters (two years) to complete with credit given for previous LPN academic preparation and experience. Students take 64 hours in completion of the BSN degree. The LPN-BSN curriculum provides the professional knowledge and clinical experience to prepare you for success in a variety of healthcare environments. It will also provide the foundation for future specialized graduate studies. A complete list of courses required for the BSN degree at Union is available in the University Catalogue. The application deadline is March 1 of each year.

Contact Information

- Admissions:
  Office of Undergraduate Admissions, info@uu.edu, 731-661-5100

Admission Criteria

- Admission to the LPN-BSN track is handled through the Transfer Enrollment Counselor in the Office of Undergraduate Admissions at 731-661-5210.
- Transfer students needing general education courses may be admitted to the university with a GPA of 2.3 and an ACT Score of 20, but must meet progression requirements listed below in order to file the Request for Progression to Nursing Courses.
- Applicants with general education courses completed must meet the following criteria
  - Cumulative GPA 2.8
  - Minimum ACT score 20 or SAT score 1030

Progression to Nursing Courses Criteria

All core courses must be completed before starting the Nursing curriculum. Grades of C or higher are required for all Natural Science, Social Science, Math and English courses with a minimum cumulative and Science GPA of 2.8 as well as an ACT of 20 or higher. Upon completion of core courses, a Request for Progression to Nursing Courses must be filed by March 1st to begin Nursing courses in the Fall term.
## Curriculum Model

### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 221</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
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<tr>
<td>CHR 111</td>
<td>Old Testament</td>
<td>3</td>
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<tr>
<td>ENG 111</td>
<td>Written Composition I</td>
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<tr>
<td>PEWS 100+</td>
<td>Fitness for Health</td>
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<tr>
<td>PSY 213</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>ART 210</td>
<td>Arts in Western Civilization</td>
<td>3</td>
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<tr>
<td>CHE 105</td>
<td>Chemistry</td>
<td>4</td>
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<td>ENG 201</td>
<td>World Literature I</td>
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<td>HIS 101</td>
<td>World Civilization I</td>
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<tr>
<td>MAT 114</td>
<td>Introduction to Statistics</td>
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<tr>
<td>NUR 302*</td>
<td>Foundations of Pharmacology</td>
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</tr>
<tr>
<td>NUR 308*</td>
<td>Foundations of Nursing</td>
<td>6</td>
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<td>NUR 309</td>
<td>Skills Practicum</td>
<td>3</td>
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<tr>
<td>NUR 310</td>
<td>Health Assessment</td>
<td>3</td>
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<tr>
<td>NUR 408</td>
<td>Pharmacology I</td>
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<td>BIO 222</td>
<td>Anatomy &amp; Physiology II</td>
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<td>New Testament</td>
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<td>ENG 112</td>
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<td>PSY 219</td>
<td>Developmental Psychology</td>
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<td>SOC 211</td>
<td>Principles of Sociology</td>
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<td>BIO 196</td>
<td>Microbiology</td>
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<td>NUR 409</td>
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### Junior Year

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<tbody>
<tr>
<td></td>
<td>NUR 302* Foundations of Pharmacology</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td>NUR 308* Foundations of Nursing</td>
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<td>NUR 309 Skills Practicum</td>
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<td>NUR 408 Pharmacology I</td>
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<td>NUR 306 Scientific Writing</td>
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<td></td>
<td>NUR 318* Childbearing (OB)</td>
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<td>NUR 423 Psych/Mental Health</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td></td>
<td>NUR 330 Nursing Research</td>
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<td>NUR 425 Adult Health II</td>
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<tbody>
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<td>Total Credits</td>
<td>16</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
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</tr>
<tr>
<td>NUR 419</td>
<td>Issues in Professional Nursing</td>
</tr>
<tr>
<td>NUR 421</td>
<td>Adult Health I</td>
</tr>
<tr>
<td>NUR 440</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>NUR 499</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

**Total Credits** 17

**Total Credits** 16

**Total Credit Hours** 132

For printable version, please print from the [current BSN Student Handbook](http://www.uu.edu/catalogue/).

or best printing results, please avoid using Internet Explorer (Chrome, Safari or Firefox work best).

* These courses may be challenged via NLN Achievement Tests

+ Students age 25 or older may be exempt from these courses but the hours must be replaced with an elective

**TUITION RATES**

- [2012-2013 Tuition Rates](http://www.uu.edu/catalogue/) (pdf)
- [How To Apply For Financial Assistance](http://www.uu.edu/catalogue/)

**COURSE DESCRIPTIONS**

For a full listing of University and School of Nursing specific course descriptions, please visit [http://www.uu.edu/catalogue/](http://www.uu.edu/catalogue/).
ORIENTATION TIDBITS

ALL BSN STUDENTS:

1. **DEADLINE FOR APPLICATION FOR FINANCIAL AID FOR ENROLLED STUDENTS IS JULY 15TH OF EACH YEAR. THE STUDENT IS RESPONSIBLE FOR OBTAINING ADEQUATE FUNDS. FUNDS MAY BE OBTAINED IN THE FORM OF A STAFFORD LOAN OR ALTERNATIVE LOAN. SEE OFFICE OF FINANCIAL AID FOR DETAILS.**

2. The School of Nursing **requires** that each student have access to a personal computer and printer outside of the university. It is not the university’s responsibility to print or copy documents that the faculty may send to you via email attachments or use in the classroom. It is the student’s responsibility to be able to send/receive emails with attachments and operate basic computer software such as Word, Excel, and PowerPoint. The university will provide you an email account free of charge. **All computers must have an up-to-date active antivirus program in place to prevent sending viruses.**

The recommended minimum computer specs are:

<table>
<thead>
<tr>
<th>Windows</th>
<th>Mac</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desktop</strong></td>
<td><strong>Mac</strong></td>
</tr>
<tr>
<td>Pentium 4 2.4 GHz or Equivalent</td>
<td>PowerPC G4 1.2 GHz</td>
</tr>
<tr>
<td>512 MB RAM</td>
<td>512 MB RAM</td>
</tr>
<tr>
<td>40 GB Hard Drive</td>
<td>100 Mbps Network Card</td>
</tr>
<tr>
<td>CD-RW / DVD-ROM Combo Drive</td>
<td>CD-RW / DVD-ROM Combo Drive</td>
</tr>
<tr>
<td>100 Mbps Network Card</td>
<td>MacOS 10.3</td>
</tr>
<tr>
<td><strong>Laptop</strong></td>
<td><strong>Laptop</strong></td>
</tr>
<tr>
<td>Pentium M 1.6 GHz or Equivalent</td>
<td>PowerPC G4 1.2 GHz</td>
</tr>
<tr>
<td>512 MB RAM</td>
<td>512 MB RAM</td>
</tr>
<tr>
<td>40 GB Hard Drive</td>
<td>100 Mbps Network Card</td>
</tr>
<tr>
<td>CD-RW / DVD-ROM Combo Drive</td>
<td>CD-RW / DVD-ROM Combo Drive</td>
</tr>
<tr>
<td>14” Display</td>
<td>15” LCD Flat Panel or 17” CRT Monitor</td>
</tr>
<tr>
<td>Windows XP Home or Professional</td>
<td>MacOS 10.3</td>
</tr>
</tbody>
</table>

3. **Please use your faculty as resource persons. Ask for help whenever you don’t understand your reading, returned written work, lecture, etc. We want to help you but**
it is the ultimate responsibility of the student to contact the faculty member for any issues the student may be facing.

4. A study schedule is suggested to allow adequate time for study. Nursing courses are time consuming and require reading and study.

5. Clinical nursing courses include classroom and clinical time. Classroom time is calculated at 15 contact hours per semester per 1 credit hour. Clinical time is calculated at 40 contact hours per semester per 1 credit hour. The actual time required for clinical courses ranges from 6-12 hours per week.

6. Know your UU email address. Union uses your email account to communicate with you about financial, registration, and academic matters. The school of nursing faculty use email to communicate regularly with students about assignments, changes, and as a means to provide class material.

7. The student is responsible for transportation to and from clinical sites. Car pooling will be facilitated upon request.

8. Nurses’ liability insurance is required of all students. Students will automatically be billed by the Business Office for coverage under Union’s group plan unless evidence of personal malpractice insurance is provided by the first day of class each term. The amount of personal liability insurance coverage must be at least $1,000,000/$3,000,000 coverage.

9. Problems or concerns regarding the course should first be registered with the course faculty member. If the student feels the issues are not resolved satisfactorily, the matter may then be taken to the Chair, the Associate Dean and finally the Dean of the School of Nursing. The University’s Grievance policy is stated in the Union University Campus Life Handbook.

http://www.uu.edu/studentservices/handbook/

10. NUR 440 Community Health Nursing is considered the capstone course and the culminating nursing clinical experience. It must be taken by all students in residence at Union University.

11. Graduating seniors are expected to attend the Graduation Exercises. You must notify the Provost's office if you will be absent.

Traditional and Accelerated BSN Students Only:

1. The bulletin board in the Student Nursing Lounge on the Jackson Campus and main
Nursing hallway on the Germantown Campus will provide you with important information. The faculty frequently has to change plans and schedules. Important notices will be placed on the student bulletin board or communicated via learning management system.

2. Each nursing course provides the foundation for all others. The faculty frequently refers students to previous content for review. It will be to your advantage to organize note taking so that previous lectures can be easily retrieved.

3. Reading assignments are important! Students are expected to be prepared for class by reading prior to class. Students are also expected to be prepared for clinical. If the student is unprepared for lecture or clinical, the faculty member has the right to dismiss the student from the setting. Being dismissed from the classroom or clinical setting, the student will be responsible for the didactic content discussed in the classroom and making up the experience(s) missed in the clinical setting. The required responsibilities will be provided by the faculty member.

4. Course tests are patterned after the licensure examination (NCLEX) which is taken after graduation. Most tests include multiple choice questions and alternate item questions. If you have concerns regarding objective-type tests, talk with your instructor.

5. Assessment Technologies Institute (ATI) tests are used throughout the program as a means of evaluation. ATI provides standardized specialty exams as well as a comprehensive ATI Predictor exam which measures NCLEX readiness. The ATI specialty exams (fundamentals, maternity, psych/mental health, pharmacology, and pediatrics) will be given at the end of corresponding courses and will count as a predetermined percentage of the student's test grade as noted in the class syllabi. In addition, students who fail to achieve the minimum national recommended ATI proficiency level will be expected to do remedial work in that specialty area and retested.

6. As part of NUR 499 Senior Seminar, students will take the RN Comprehensive ATI Predictor Exam. This is a test that evaluates readiness to take the NCLEX (licensure) exam. Students will be required to make a minimum ATI score, as determined by the scoring standards of ATI, to successfully complete the course. Students who are unsuccessful will have an opportunity to remediate and retest a second time. If a student is unsuccessful a 2nd time the student will receive an "F" in the course and be required to repeat the course in the following semester. If the student has a previous "D" or "F" being transferred into the nursing program or made a second "D" or "F" while in the nursing program, making a "F" in NUR499 will constitute the second 'F" and the student will be dismissed from the nursing program (current policy - see SON progressions requirements)
7. Graduating seniors are expected to attend the BSN Recognition Ceremony and graduation exercises. As part of this ceremony the student receives the Union University School of Nursing pin and makes a public pledge to the profession of nursing. Students will be pinned by the Dean of the School of Nursing or the Associate Dean.

8. Membership in the Tennessee Association of Student Nurses is strongly encouraged. Students will receive more information about the Association during the first two weeks of school and on the TASN Bulletin Board located in the Student Nursing Lounge area.

9. The Licensure Application, which is completed prior to graduation, contains the statement “A person who has ever been convicted of any crime other than a minor traffic violation should report this.” A reported conviction and/or any license revocation do 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. See below:

**Tennessee Board of Nursing Legal Limitations of Licensure**

A graduate of a state-approved nursing program who has been convicted of a violation of the law other than a minor traffic violation may be denied licensure. A graduate’s eligibility for licensure is determined on an individual basis by the Board of Nursing for each state. Tennessee Board of Nursing applicant’s should be aware that conviction of the following crimes would make you ineligible for Registered Nurse Licensure in the State of Tennessee: Aggravated Assault, as in T.C.A. 39-13-102; First Degree Murder, as in T.C.A. 39-13-202; Second Degree Murder, as in T.C.A. 39-13-207; voluntary Manslaughter, as in T.C.A. 39-13-211; False Imprisonment, as in T.C.A. 39-13-302; Kidnapping, as in T.C.A. 39-13-303; Aggravated Kidnapping, as in T.C.A. 39-13-305; Robbery, as in T.C.A. 39-13-403; Aggravated Rape, as in T.C.A. 39-13-502; Rape, as in T.C.A. 398-13-503; Aggravated Sexual Battery, as in T.C.A. 39-13-504; Sexual Battery, as in T.C.A. 398-13-505; Statutory Rape, as in T.C.A. 39-15-506; Theft of Property, as in T.C.A. 39-14-103; Theft of Services, as in T.C.A. 39-14-104; Forgery, as in T.C.A. 39-14-114; Falsifying of Educational and Academic Records, as in T.C.A. 39-14-136; Arson, as in T.C.A. 39-14-301; Aggravated Arson, as in T.C.A. 39-14-302; Burglary, as in T.C.A. 39-14-402; Aggravated Burglary, as in T.C.A. 39-14-404; Incest, as in T.C.A. 39-15-302; Aggravated Child Abuse, as in T.C.A. 39-15-402; Sexual Exploitation of a Minor, as in T.C.A. 39-17-1003; Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-17-1004; Especially Aggravated Sexual Exploitation of a Minor, as in T.C.A. 39-17-1005; Assisted Suicide, as in T.C.A. 39-13-216; Rape of a Child, as in T.C.A. 39-13-522. Any nursing school applicant who would be affected by this disclosure requirement should schedule an appointment with the Dean of the School of Nursing for a confidential discussion of the specific situation or concern.

**Assessment Technologies Institute (ATI) Testing**

The School of Nursing began using ATI as the standardized testing company January 1, 2007. The specific requirements of ATI include:

- You will be required to take ATI specialty exams in five areas. These include
NUR308 Foundations of Nursing, NUR410 Pharmacology, NUR318 Childbearing, NUR418 Childrearing, and NUR423 Psych/mental Health.

- If you fail one of these specialty exams, you will be required to complete a remediation process and retake the specialty exam at your own expense.
- The specialty exam will count for 10% of your course grade.

- NUR499 Senior Seminar Nursing
  - The student must meet all requirements of this course and achieve the minimum recommended ATI Comprehensive predictability score to successfully pass this course.
  - See course syllabus for specific details.

ORGANIZATIONS AND AWARDS

SCHOOL OF NURSING SPONSORED ORGANIZATIONS

Membership in the **Alpha Chi Honor Society** is open to approximately the top ranking ten percent of the Union University junior and senior classes. School of Nursing faculty supports the active membership of qualified nursing students. Arrangements for attendance at required meetings which fall on clinical experience days must be made between the faculty member and each individual student.

The **National Student Nurses Association (NSNA)** is the largest health professional student organization in the United States and the only one for nursing students. It is open to all BSN students. 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.

Membership in **Sigma Theta Tau International** is an honor conferred on baccalaureate students as well as community leaders who have demonstrated excellence in nursing. Its purposes are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Chapters exist in colleges and universities which grant baccalaureate or higher degrees in nursing. **Sigma Theta Tau** was chartered in 1922 at the Indiana Training School for Nurses and is a member of the Association of College Honor Societies.
The installation of **Nu Lambda Chapter of Sigma Theta Tau** was in May, 1992 as an outgrowth of the Union University’s School of Nursing Honor Society. Baccalaureate students must be invited to become members and must 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.

Established in 1995, **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.

**SCHOOL OF NURSING AWARDS**

**The Academic Excellence Medal.** A medal is given for each degree offered by the School of Nursing. This award is given to the outstanding graduating senior in nursing, provided the average grade in the discipline is not less than 3.5 and the student has completed, before Awards Day, a minimum of 15 credit hours in the major discipline at Union University in courses for which precise grades are computed (as distinguished from courses graded pass or fail) (Basic and Accelerated BSN). Eligibility for this award requires the individual to be present at the award ceremony, pinning ceremony, and graduation.

**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. 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 hoped she received during her brief life.

**The Fannie J. Watt, R.N. Professional Nursing Award** is presented annually to the graduating BSN student 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 (Basic BSN).

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

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

The Nursing Faculty Award is presented to the outstanding graduating Bachelor of Science in Nursing student 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 (Basic and Accelerated BSN).

The Sigma Theta Tau International Nu Lambda Chapter Leadership Award is presented annually to a graduating senior who is a member of the Nu Lambda Chapter and demonstrates the greatest potential for leadership in professional nursing.

The Terry Robinson Award is given in honor of a graduating student in the BSN class who has demonstrated the greatest sense of perseverance and determination in meeting his or her career goal. This student is recognized by the nursing faculty for having defied the odds and accomplished this goal in an exemplary and honorable manner (Basic BSN).
STANDARDS FOR ADMISSION TO THE NURSING PROGRAM

The nursing program at Union University is a rigorous mental and physical program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings. These employment settings require a broad spectrum of mental and physical demands on the nurse. The following “Core Performance Standards for Admission and Progression of Nursing Students” must be met by all students admitted to the nursing program.

The stated mission of the undergraduate program in nursing at Union University is to educate and prepare entry-level nurses who can safely perform the full scope of clinical practice nursing in a variety of health care settings. Potential nurses are expected to complete all the academic and clinical requirements of the baccalaureate program in nursing before they are eligible to take the National Council Licensure Examination (NCLEX) for certification as a registered nurse. The purpose of this document is to define the cognitive, affective and psychomotor skills that are essential to the completion of this program and to safely perform as a competent generalist nurse.

If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request appropriate accommodation. Union University will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program. In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through the program.

Americans with Disabilities Act (“ADA”) Guidelines
Definitions
Title III of the Americans with Disabilities Act provides comprehensive civil rights protections for “qualified individuals with disabilities.” An “individual with a disability” is a person who:

- has a physical or mental impairment that substantially limits a “major life activity,” or
- has a record of such an impairment, or
- is regarded as having such an impairment.

Federal regulations state that physical or mental impairments include, but are not limited to “such contagious and non-contagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic),
tuberculosis, drug addiction, and alcoholism.”

“Major life activities” include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, eating, standing, lifting/bending, thinking, concentrating, reading, communicating, sleeping, and working. “Major life activities” also include “major bodily functions” which include, without limitation functions of the immune system; digestive, bladder and bowel functions; respiratory and circulatory functions; reproductive functions; cell growth; neurological and brain functions; and endocrine functions. Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of the recurrent illegal use of drugs.

“Qualified” individuals are defined as follows:
- A “qualified” individual with a disability is one who meets the essential eligibility requirements of the program or activity offered.
- The “essential eligibility requirements” will depend on the type of service or activity involved.

Core Performance Standards for Admission and Progression of Nursing Students

Cognitive Learning Skills
The student must demonstrate the ability to:

1. Receive and interpret information in the cognitive, psychomotor, and affective domains of learning. This means that the student must be able to remember information, reproduce it, and use it to solve problems, evaluate work, and generate new ways of processing and categorizing information as listed in course objectives.

2. Perform physical assessments of clients and make sound, responsible, evidence-based decisions regarding nursing action/treatment within given time restraints.

3. Appropriately synthesize data from the client, charts, verbal reports and medical history and observe the physical status of the client to purposefully recommend or maintain treatment.

4. Resolve practical problems and deal with a variety of variables in conditions where only limited standardization exists.

5. Accurately assess clients using complex monitors and equipment such as cardiac monitors, electronic infusion devices, glucometers and suction devices.

6. Differentiate and prioritize nursing care among multiple client situations simultaneously.

7. Interpret a variety of instructions furnished in written, oral or diagram form and intervene appropriately.

8. Record examination and diagnostic results clearly, accurately, and efficiently and communicate them effectively to the client and other health care providers.

9. Apply methods of measurement, including calculation, analysis, reasoning and synthesis.

10. Learn large volumes of complex, technically detailed information to perform clinical problem solving.

11. Use critical reasoning and apply independent decision making skills in a
Psychomotor Skills
The student must demonstrate the ability to:

1. **Sit**: Maintain upright posture.

2. **Stand**: Maintain upright posture.

3. **Locomotion**: Ability to:
   a. Get to lecture, lab and clinical locations, and move within rooms as needed for group rotations, work stations and partners, and performing assigned tasks.
   b. Physically maneuver in clinical settings and rapidly get to locations within the health care facility for emergency calls such as “code blue” situations.

4. **Manual tasks**:
   a. Maneuver an individual’s body parts or clinical equipment from all directions: side to side, forward and backward, or from a lower to higher position.
   b. Maintain an object in a steady position for an extended period of time.
   c. Competently perform cardiopulmonary resuscitation (C.P.R.) using guidelines issued by the American Heart Association or the American Red Cross.
   d. Pushing/pulling/rolling efforts to exert force against small or large objects to move them closer or further away.

5. **Reaching**:
   a. Capable of extending arm(s) over and under individuals and equipment as required by the task.

6. **Small motor/hand skills**:
   a. Legibly record assessments, nursing notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.
   b. Legibly record ideas and thoughts for written assignments and tests.
   c. Record communications in written form in charts, reports, and correspondence.
   d. Secure a firm grasp as required by the task.
   e. Operate a push-button telephone and a computer keyboard.
   f. Perform precision movements (i.e., catheterization, venipuncture, IV fluid administration, parenteral injections and medication administration), which may also include invasive procedures into the central circulation or specific body cavities.
   g. Obtain data from clients via palpation, auscultation, and percussion.
   h. Manipulate a stethoscope, blood pressure cuff, thermometer (digital, tympanic or glass); insert urethral catheters, IV catheters, nasogastric tubes; perform injections; adjust IV infusions or other equipment as required.

7. **Visual acuity to:**
a. Legibly record/document assessments, nursing notes and referrals in standard medical charts in health care settings in a timely manner and consistent with the acceptable norms of clinical settings.
b. Perform precise movements.
c. Identify small markings and inscriptions, i.e., on syringes, thermometers, IV bags and sphygmomanometers.
d. Identify color changes and coding systems per protocols.

8. Hearing or ability to receive and:
   a. Effectively respond to verbal requests from clients and health team members, especially in noisy environments.
   b. Interpret verbal communication used in lectures, instructions, concepts, narratives, questions and answers.
   c. Auscultate and percuss for body sounds, e.g., heart, bowel, lungs.
   d. Respond in a timely manner to a variety of machine alarms and sounds.

9. Communication ability:
   a. Effectively communicate with team members verbally and in written format.
   b. Communicate spontaneously with other students, faculty, clients, and health care personnel to ask questions, explain conditions and procedures, and teach safety within a reasonable time frame.
   c. Perceive non-verbal communication and describe pertinent changes in the client/situation.

10. Self care ability to:
    a. Maintain general good health and self-care to foster the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
    b. Coordinate transportation and living accommodations for off-campus clinical assignments to ensure timely reporting to the clinical areas and classroom.

Affective Learning Skills
The student must be able to:
1. Demonstrate composure of affective behaviors (verbal, physical, and emotional) to ensure the emotional, physical, mental and behavioral safety of the client in compliance with ethical standards of the American Nurse’s Association.
2. Tolerate physically and intellectually demanding academic and clinical workloads in nursing within set time constraints which often are concurrent.
3. Adapt to constantly changing environments, display flexibility, and function in situations of uncertainty.
4. Acknowledge and respect individual values and opinions to foster congruous working relationships with faculty, peers, clients, and the health
care team.

Document adapted with permission from Samuel Merritt College’s BSN Technical Standards (http://www.samuelmerritt.edu) July 2008

**These are not all inclusive.** *

Applicants to the nursing program will be required to verify they understand and meet these admission standards or, with reasonable accommodation, they can meet the admission standards. The institution’s disabilities department at Union University will evaluate any student who states he/she requires accommodation to meet the program’s admission standards and then will confirm that the stated condition qualifies as a disability under applicable laws.

If an applicant states he/she can meet the admission standards/requirements with accommodation, then the University will determine whether it agrees that the student can meet the admission standards with reasonable accommodation. This includes a review to determine whether the accommodation would jeopardize institutional requirements or clinician/client safety, as well as the educational process of the student, including all course work and clinical experiences essential to graduation.

**UNIFORM CODE**

Students should be aware of their high visibility as a Union University student and should act accordingly. Wearing the uniform is a form of commitment to certain personal and professional principles.

All nursing students are expected to conform to the following Uniform Code. Students are to wear uniform/dress with hosiery, shoes and name pin in clinical areas. All articles of personal attire should be scrupulously clean, i.e., freshly washed and wrinkle-free; non-canvas shoes in good condition are required. Knee-length hosiery/socks may be worn with pant uniforms. The uniform and shoes will vary according to the clinical setting and the purpose of the activity.

The name pin identifies the student with Union University School of Nursing. The name pin for generic baccalaureate students has the “first and last name” on one line and “Student Nurse-Union University” on the second line. Whereas, the name pin for RN baccalaureate students reads “first and last name, R.N.” on one line and “Union University Student” on the second line.
A watch with a second hand, a wedding and/or engagement ring and one pair of plain metal post-type pierced earrings are the only items of jewelry that may be worn with the uniform. Electronic devices used for professional nursing references are allowed; however, personal use of telephones is prohibited in the clinical setting.

**Hospital or Clinic Settings**

When clinical experience occurs in hospital or clinic settings, students will wear the approved SON uniform (or lab coat, if designated), black non-canvas shoes or appropriate uniform as designated by the clinical site. The Union University School of Nursing BSN identifying name pin and nursing patch are also required. When a lab coat is worn, it is to be white and full or fingertip length.

Students will wear the approved SON uniform, within a range of 2 or 3 choices. The name of a uniform shop carrying the approved uniform/tunic choices is available from the School of Nursing.

Registered nurses who are candidates for the baccalaureate degree will wear the appropriate uniform as designated by the clinical site with the Union University School of Nursing name badge.

**In-Home and Community-Based Clinical Experiences**

For in-home and community-centered clinical experiences, or wherever a uniform/lab coat is not appropriate, specified street dress is to be worn with hosiery; low-heel, close-toed shoes, and name pin.

**Other Experiences**

When a uniform is not worn, a full/fingertip length white lab coat with the identifying UU insignia and name pin may be worn over appropriate street clothes. (If a lab coat is not worn, school name pin should be worn on street clothes except when anonymity is needed such as in certain mental health agencies.) Jeans, spaghetti strap tops and dresses, leggings, low-cut tops and dresses are not to be worn in any setting. Low to mid-heel, close-toed shoes with hosiery completes the professional attire. Dresses and skirts must be at least knee-length.

**Guide to Good Grooming**

The close physical contact of nurse to patient requires consideration of every factor that could cause offense. Frequent bathing, dental hygiene and use of deodorants are basic considerations. Scented after-shave lotions, perfumes and cosmetics should not be used. Chewing gum is not acceptable, even as a breath freshener.

Hair must be well groomed and of natural color as determined by faculty, with no artificial attachments/adornments such as hair extensions, dred-locks, beads, ribbons,
feathers, etc. For females, if longer than collar length, it must be worn up or secured at the nape of the neck. For male students hair should be no longer than the nape of the neck and face should be clean shaven or with neatly trimmed beards or moustaches. Fingernails should be clean, short, rounded, smooth and unpolished. Artificial nails are not permitted. Tattoos and piercings (with the exception of one set of post earrings for females) should not be visible (this includes oral piercings) to the patient, nursing staff, or Instructor. If you have a tattoo, it is your responsibility to wear adequate clothing to cover up the tattoo(s) while providing care in the clinical setting.

There may be additional grooming and uniform restrictions based on individual institutional policies.
EXAMINATION INFORMATION

http://www.uu.edu/academics/testing/

CHALLENGE EXAMINATIONS
RN TO BSN TRACK ONLY

Criteria for Challenging NUR 310—Health Assessment
1. The student should have in-depth knowledge of health assessment.
2. The student must be admitted to the BSN Program.
3. A fee of $330.00 must be paid to Union University before the examination is given.
4. The Challenge examination will be offered on the date(s) scheduled by the university.
   The exam will consist of theory and clinical components. A passing score of 75% is required on each component.
   a. Theory component - A comprehensive written test must be successfully completed prior to the clinical component. At successful completion, the student will be given a form for practice. A different form without prompters will be used for testing.
   b. Clinical component - The clinical component will consist of the performance and written documentation of a complete history and physical examination on an adult client. Forms for the written documentation and nursing care plan will be provided. The student will take the history and will perform the physical exam in the presence of the instructor. Both are to be completed in less than 90 minutes. One hour will be allowed for the student to document the physical exam. The written health history can be turned in within 48 hours.
5. Upon successful completion of the Challenge Exam, 3 credit hours will be awarded.
6. A student may attempt both components of the Challenge Examination once. If unsuccessful, the student must enroll in and successfully complete Nursing 310.

Criteria for Challenging NUR 410—Pharmacology
1. The RN-BSN student must be admitted to the BSN program.
2. Fee of $110.00 must be paid to Union University before the exam is given.
3. Evidence of a previous pharmacology course or in-depth knowledge of drug therapy is advised.
4. The Challenge Exam will be offered on the dates selected by the School.
5. A passing score is 75 percent.
6. A student may attempt the Challenge Exam one time only. If unsuccessful, the student must enroll in and successfully complete NUR 410 Pharmacology.
7. Three credit hours will be awarded if the Challenge Exam is successfully completed.
8. The Pharmacology Challenge Exam is an NLN examination with about 125 questions. The content includes all general drug information and dosage calculation; labor and delivery drugs; maternity and pediatric medications; geriatric and psychiatric drugs; immunizations; respiratory, urinary and gastrointestinal drugs; cancer drugs; antibiotics and diuretics; etc. Drugs are identified by generic names. Students are encouraged to review any good current pharmacology textbook.

**MAJOR EXPENSES**

In addition to tuition, books, etc., graduating students will have some additional expenses. Listed below are some of these expenses. Further information can be provided upon request.

Graduation Photographs  
Cap & Gown Fees  
Nursing School Pin  
Graduation Invitations (optional)

BSN Students Only:  
NCLEX Application Fee  
TBN Licensure Fee  
State Background and Drug Screening  
ATI  
Simulation Lab Fee

**OTHER EXPENSES**

- **Clinical lab fees:** Lab fees are assessed to each student for all clinical courses. These fees are for associated lab supplies and expenses incurred in maintaining small faculty to student ratios in the clinical area. This is not part of the simulation fees.
- **Seminars and Conferences:** From time to time opportunities arise that may be of value to the BSN student. Classroom and/or clinical credit may be given for conferences, seminars or workshops upon faculty approval. Examples include Sigma Theta Tau’s Research Day and Tennessee Nurses’ Association’s Nurses’ Day on Capitol Hill. Registration expenses are the responsibility of the student.
- **Transportation:** Transportation to clinical sites is the responsibility of the student.
Students may be required to make home visits to clients in the community setting. Clinical experiences may be scheduled outside the immediate metropolitan area. For example, pediatric experiences may be scheduled at St. Jude Children’s Research Hospital or Le Bonheur Children’s Hospital in Memphis, Tennessee.

- **Organizations:** In addition, students are frequently involved in School of Nursing sponsored organizations. Membership fees and travel expenses to state and national meetings are the responsibility of the student.

**SCHOLARSHIPS**

There are a limited number of scholarships available to basic track BSN students in the School of Nursing. Students interested in applying should complete a Union University School of Nursing Scholarship Application by April 15. Applications should be submitted to Mrs. Paula Karnes, Coordinator of the BSN Program.

**POLICIES**

**ATTENDANCE POLICY**

**Classroom Attendance**

Regular and punctual attendance is expected for each class meeting and following each break. Tardiness or early exit is disruptive to the class and is highly discouraged and may lead to being asked to leave the classroom.

Absence may require additional work in order to validate the student’s understanding of the missed content. The student is responsible for any missed content and keeping up with assignments. **There may be a penalty for class absences (this includes online class attendance).** Union University School of Nursing has adopted the following excused absence policy: These include a 1) work-sanctioned event (RN-BSN students only), 2) university excused absence, 3) illness that requires visitation of a health care facility (a note documenting your visit is required from the healthcare worker), and 4) documented death of an immediate family member. Extreme emergencies (hospitalization, death of a close family member, or temporary emotional or physical impairment) will be considered on an individual basis.

Once approved by the instructor or professor of the course, you have a limited amount of time to make up the exam after returning to campus. Each course syllabus will specify class participation and exam guidelines.
Clinical/Simulation Attendance
Clinical experiences are carefully planned to assist students in integrating theoretical content with clinical practice. The experiences provide a means for supervised practice of selected skills. This “hands on” experience is essential for evaluation. Students are required to make up clinical/simulation absences. Faculty will designate the clinical make up experience. (More than one clinical/simulation absence may necessitate a course failure.) The outcome of absences in excess of one will be decided by the faculty teaching the course.

Clinical Failure Policy
The student is required to perform at a satisfactory level in the clinical/simulation area. Satisfactory performance is defined as 75% in each behavior included on the Clinical Evaluation Tool (CET). Clinical evaluation is an ongoing process that is expressed through the student's CET, informal conversations with the student, and comments on the returned care plans. The CET can stand alone as the sole evaluation tool in the event of a discrepancy between a student and the faculty member. A final clinical evaluation is completed on each student at the end of the clinical rotation utilizing the CET. Clinical evaluation is based on the student’s preparedness for clinical/simulation experience as well as performance in the clinical/simulation area. To be considered “prepared for clinical lab in the agency setting, the student will be able to:

a) Discuss the assigned client’s medical diagnosis, the pathophysiology involved, anticipated signs and symptoms, and the significance of laboratory and diagnostic test data
b) Discuss the drugs in relationship to the assigned client including classification, desired therapeutic effects, possible side effects and nursing implications
c) Discuss the special diet and why it is used for the assigned client
d) Discuss the independent therapeutic nursing interventions and interdependent/collaborative nursing interventions specific to the clients

Students are expected to display a professional attitude in all clinical sites. If a faculty member determines that a student is not prepared to provide safe care or that the student acts in an unprofessional manner, the student may be dismissed from the clinical area. The faculty member will document unsatisfactory outcomes on all areas of the CET. A make-up day will not be allowed for any clinical day in which a student is dismissed for such behavior.

Deficiencies in the clinical/simulation experience will be identified by the clinical faculty
and documented on the CET. It is the responsibility of the student to obtain an appointment with the clinical faculty to discuss any issues related to the student's performance. The clinical faculty strongly encourages any student that receives an "NI" or "U" to schedule an appointment with the clinical faculty to discuss the concern(s). The failure of the student to schedule an appointment with the faculty member does not demonstrate a breach of responsibilities on the part of the faculty member. During the scheduled meeting (that was scheduled by the student), the faculty member will discuss the deficiencies and provide suggestions to enhance the student's clinical performance. These suggestions will be noted on the Student's Advising Sheet. It is the student's responsibility to embrace these recommended changes in their clinical practice.

The student is responsible for keeping an accurate account of their academic performance in the didactic courses. A student may obtain their current academic status (i.e. grades) by speaking with the professor of the course. It is the responsibility of the student to schedule an appointment with the didactic instructor concerning any issues involving the course, such as a poor performance in the course. The failure of the student to schedule an appointment with the faculty member does not demonstrate a breach of responsibilities on the part of the faculty member.

At any time the student demonstrates unsafe practice that may potentially damage the patient mentally, physically, or socially, the student will be immediately removed from the clinical setting. The decision to return to the clinical setting and progress through the curriculum will be made by the Dean in collaboration with the faculty.

Chapel Policy—Jackson Campus
Chapel programs are offered (most) every Wednesday and every Friday throughout each semester. Students are encouraged to attend chapel on a regular basis. To encourage such attendance the student lounge in the school of Nursing will be closed from 9:55 a.m.—11:00 a.m. each Wednesday. In accordance with the University’s policy, full time traditional students (normally considered as 18-23 years old taking 12 hours or more per semester) are required to attend chapel. Juniors and seniors who have clinical assignments off campus are required to notify the Office of Student Services. Chapel requirements for nursing students who are involved with off campus assignments will be 50% (7) of the number required for other full time traditional students.
Union University School of Nursing Grading Scale

The grading scale for the School of Nursing is:

- A = 93-100
- B = 83-92
- C = 75-82
- D = 65-74
- F = 0 - 64

Union University School of Nursing Test Policy

Union University School of Nursing has adopted a “make up” test policy based on four excused absences. These include a 1) work-sanctioned event (RN-BSN students only), 2) university excused absence, 3) illness that requires visitation of a health care facility (a note documenting your visit is required from the healthcare worker), and 4) documented death of a family member. Once approved by the instructor or professor of the course, you have limited time to make up the exam after returning to campus. If the student is unable to meet this requirement, the percentage weight of the examination will be added to the final exam.

For any excused or unexcused absences on testing dates, the instructor or professor of the course must be informed of the reason for missing the exam PRIOR to the exam being delivered to the other students. For excused absences, you are responsible for making arrangements with the instructor or professor of the course. The faculty member has the option of providing a make-up exam with a different format (e.g. essay questions) from the test initially administered to the class. For unexcused absences that have been reported, the weight of the exam will be noted on the final exam. If you fail to notify the instructor or professor of the course of your absence prior to the time of the testing, you will receive a “zero” for the exam grade that can't be made up.

Late admission to testing is disruptive, will NOT be allowed, and will be considered an unexcused absence without prior notification of absence resulting in an assigned score of “zero” for the exam.

The student must also have an average of 75% on all tests in order to successfully complete the course. Papers, projects, etc. may not be used to pass the course. Test grades will be averaged first and then other grades are added provided the student has a 75% average. See individual course syllabus for specific guidelines.
Late Assignments
Late work is strongly discouraged. Course grades on assignments turned in after the pre-assigned deadline may be adversely affected. See course syllabi for details.

LICENSURE EXAMINATION AND EMPLOYMENT POLICY
Union University School of Nursing offers a rigorous nursing curriculum that includes academic and clinical performance requirements. To be awarded a bachelor’s degree in nursing, the student must successfully complete both elements of the program. Students who receive a nursing degree from Union University will have been exposed to the skills and knowledge necessary to pass the licensure examination and to perform the clinical tasks normally expected of entry level registered nurses. Union University School of Nursing does not guarantee that each person admitted to the nursing program will pass all elements of the program or that those graduated from the program will pass the licensure examination and/or secure employment as a nurse. Attaining these goals depends on the degree to which the student diligently applies him or herself to his or her studies and on the economic forces influencing the health care industry. Neither of these factors is within the control of Union University School of Nursing.

STUDENTS CHANGING BSN EDUCATIONAL TRACKS
Students in the BSNA Degree Completion track are not allowed to transfer to the Traditional track unless approved by dean. Circumstances approved by the dean include:

- Medical illness that leads to a significant amount of time missed from didactic instruction or clinical area.
- Unfortunate life event such as a death in the immediate family that requires an extended absence from the SON.
- Students desiring to move to the Traditional BSN track to proceed at a slower pace (Student must be in good academic standing to gain this approval) will be reviewed by the Dean on an individual basis.

The failure of a course does not constitute the transferring from the BSNA track to the Traditional track or vice versa. Traditional students must wait to reapply for the course until the course is taught in their particular educational track. This usually constitutes a one-year delay in returning to the SON and continuing to progress through the curriculum.

Accelerated BSN Students only –
Requirements for Progression in the BSN Track

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a C grade in each course (NUR or non-NUR cohort courses) is required for progression in the nursing curriculum. Students who receive a grade of less than a C in any course may not continue in the accelerated BSN track. A student must fully withdraw from the program.

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 Track

Students who are unsuccessful with the accelerated track may re-apply to the accelerated BSN track or apply to enter the Basic BSN Track that moves at the more traditional pace. This decision will be made with guidance from the student’s faculty advisors with consideration as to which track will most likely result in the student’s successful completion of a BSN program. The student will be required to make application to the University and must meet all admission requirements of the respective BSN track to be considered for admission. Approval by the Undergraduate Associate Dean and Chairs will be required if space is available. There is no guaranteed readmission.

For both Traditional and Accelerated BSN Programs –

A student who receives a final grade less than C in two nursing courses will not be readmitted to the Nursing Program. Withdrawal from a nursing course does not guarantee readmission. Students readmitted to the program may be asked to audit or repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum. They may also be required to take a standardized exam to assess retention of previous course knowledge.

Students may be required to complete ATI proficiency testing to assess retained knowledge of previous course work prior to reacceptance. If the student scores below the proficiency level benchmark for that content they may be required to audit that course. Once the audited and repeated courses have been successfully completed, the student can then continue to progress through the curriculum.
FACULTY POLICY STATEMENT REGARDING HONESTY

The faculty of the BSN program at Union affirms the highest standards of honesty and will penalize students who are found to be dishonest.

Students should avoid plagiarism of materials, refrain from the use of unauthorized aids on tests and examinations, and refuse to give or receive information on tests and examinations, and turn in only those assignments which are the result of their own efforts and research. *Obtaining information from another student in preparing for your course or a test in the course is a form of cheating.* All work should be the result of one’s own work and effort. Unless otherwise specified by your instructor, all work submitted must be the sole work of the student. Group collaboration in this circumstance is unacceptable and will be considered academic dishonesty. Examples of this violation can include participating in a group, comparing answers, and submitting the group’s answers as your own work.

DEFINITIONS

- **Cheating**
  
  Webster’s dictionary defines *cheating* as “to deprive of something valuable for the use of deceit or fraud...to get something by dishonesty or deception.” (Webster, 229)

  **Cheating** is a form of theft or stealing something from someone else. Cheating can be passing off the work of another as one’s own. Examples include cheating on a test, assignment or formal paper.

- **Copy**

  The word *copy* means “to imitate, transcript or reproduce...something so that it resembles the original.” (Webster, 289)

  **Copying** assignments or the work of another is dishonest. The student’s work should be his own. An example of copying would be to utilize an electronic device to cut and paste from another’s document and represent as your own.

- **Plagiarism**

  Webster defines *plagiarize* as follows:

  1. To steal and pass off (the ideas or words of another) as one’s own.
  2. To use (a created production) without crediting the source.
  3. To commit literary theft.
  4. To present as new and original an idea or product derived from an existing source.

  (Webster, 898)
**Plagiarism** is a form of dishonesty and cheating. Any thought that is not your own must be given appropriate credit. Identifying the reference alone is not appropriate credit. Direct quotes must be put in quotation marks and given appropriate credit. Paraphrased ideas must also be given appropriate credit. Use of over three words without paraphrasing necessitates the use of the quotation marks. Please refer to the APA manual for further information.

The University *Catalogue*, page 23, supports disciplinary action by the instructor for any student found to be cheating. The instructor will also “file a report of the incident (as well as any action taken) with the office of the Provost.”

**Confidentiality**

The student must complete HIPAA compliance requirements upon enrolling in the School of Nursing. Confidentiality is a professional responsibility for nurses that helps protect clients’ rights to privacy. Information about clients and their illnesses and treatments must not be shared with anyone who is not involved with the specific nurse-client relationship. Information should not be shared with classmates, faculty or others who are not involved with the client’s care. A breach of confidentiality is considered a serious offense and may lead to dismissal from the clinical area, nursing course or the nursing program. Clients must be able to trust nurses and other healthcare professionals to not reveal information inappropriately, but only communicate essential information to appropriate persons to facilitate effective health care. Full names of clients should not be used in student papers and reports. Clients’ initials or fictitious names should be used instead of full names. Additionally, information shared in class or clinical conference regarding clients and healthcare facilities must remain confidential. *Examples of breach of confidentiality include making copies of the patient's chart, taking photographs in a clinical setting, or discussing a patient outside of an appropriate arena or placing patient information on social media.*

*A BREECH IN ANY OF THE ABOVE AREAS MAY RESULT IN AUTOMATIC DISMISSAL FROM THE NURSING PROGRAM.*

**POLICY REGARDING LOSS AND/OR DESTRUCTION OF PROPERTY**

In the event that a student when performing an activity as a part of nursing course requirements is responsible for the loss and/or destruction of personal property of an individual with whom the student is interacting, the replacement or repair of such property is the responsibility of the student. The student should report the loss to the instructor and agency personnel should be made aware of the incident. When a financial
obligation is involved, the responsibility for necessary money to fulfill the obligation remains with the student. It is expected that the student will exercise caution to prevent loss as much as is possible.

MANDATORY DRUG TESTING AND SCREENING POLICY
In order to ensure the safety and the physical and mental well-being of patients, many clinical agencies now require that all students having clinical experiences in their clinical facility must provide evidence of a clean urine drug screen. Screening will be performed prior to beginning clinical and at random times through the clinical experiences. Union University has made arrangements for drug testing upon admission to the program, as needed randomly and for “cause.” The cost of drug testing is the responsibility of the student. Any student exhibiting behavior which in the judgment of a faculty member indicates impairment related to drugs and/or alcohol abuse may be subject to mandatory drug testing and screening in accordance with the written policies of Union University’s School of Nursing. By enrolling in and participating in Union University’s School of Nursing, all students consent to be subject to such testing. In the event that such testing is positive for drug abuse, students may be required to participate in therapy and/or withdraw from the School of Nursing. See Union University’s Wellness Policy for detailed information regarding drug screening.

CRIMINAL BACKGROUND CHECK POLICY
In order to ensure the safety and the physical and mental wellbeing of patients as well as to protect themselves, many clinical agencies now require that students have a negative criminal background check before they are allowed to participate in clinical experiences at the facility. Cost of the criminal background check will be the responsibility of the student. Students who are not cleared will not be able to participate in clinical and will not be able to continue in the nursing program. The School of Nursing is no way liable for a student’s inability to obtain RN Licensure or to complete required clinical hours secondary to a positive criminal background or drug screen.

STUDENT HEALTH INSURANCE
It is the responsibility of the student to provide evidence at the beginning of each semester that he/she has health insurance. Evidence of such insurance should be provided to the coordinators of the respective programs on each campus. Failure to demonstrate evidence of active health insurance will prevent the student from attending clinical. Inability to fulfill the clinical course responsibilities due to a lack of student health insurance can lead to the failure of the clinical course.

NEEDLE-STICK POLICY AND EXPOSURE TO INFECTED BLOOD/BODY FLUIDS
Any student or faculty who experiences a needle-stick injury or exposure to infected blood or body fluid in an open wound or mucous membrane in a clinical agency should go to his/her own physician, local health department or medical facility of their choice to have a blood panel drawn for a needle-stick/exposure. The individual’s own insurance will be responsible for any cost incurred. The patient involved should also have a blood panel drawn (most facilities have a routine panel for needle-sticks/exposures). Both lab results should be sent to the Risk Management office of the facility where the incident occurred. A copy of the results should also be obtained and kept on file in the School of Nursing.

**INFECTIOUS DISEASE**

**Student Immunization Requirements**

Before attending each clinical experience, each student must have documentation of current immunizations on file in the Nursing Office. Current immunization must be maintained while in clinical courses. This must include diphtheria, tetanus (booster in last 10 years), measles, mumps, rubella (booster if initial after 1965), hepatitis B, and varicella (chickenpox) immunization or titer. Waiver for any immunization will be determined by the clinical agency’s policy. Documentation of a negative screen for tuberculosis, skin test within the past 12 months or a chest x-ray within the past 5 years, or compliance with CDC guidelines is also required.

**CPR REQUIREMENT**

Students must also maintain current documentation of cardiopulmonary resuscitation certification. The American Heart Association Healthcare Provider Level in order to meet agency requirements for participation in clinical experiences. Students who fail to have current documentation of health status and CPR requirements will not be able to complete clinical requirements for the course. This could lead to clinical failure of the course.

**SPECIAL NEEDS**

**Counseling Services:**

If you are experiencing difficulty of any type, please understand that the Union University faculty care about you as an individual. You may speak with any of us at any time. In addition, if you are having personal, familial, or educational, difficulties and would like to speak with a trained counselor, Students may schedule a counseling appointment by calling 731-661-5322 or by e-mailing Dr. Paul Deschenes at pdeschen@uu.edu. Walk-ins are accepted based on availability of the counselor at the
time. The additional services offered in Counseling Services are described at
http://www.uu.edu/studentservices/counseling/.

**ADA Policy/Accommodations**
Any student with a documented disability needing academic adjustments or
accommodations is encouraged to speak with the course instructor during the first two
weeks of class regarding their needs. All discussions will remain confidential. Students
with disabilities must contact Mr. Jonathan Abernathy, Director of Disability Services to
register for accommodations. No accommodations can be given without first registering
with Mr. Abernathy. Stated differently, activation cannot be retroactive and would affect
only accommodations from the point of activation (registration and confirmation of the
disability with Mr. Jonathan Abernathy) and forward. Because faculty receive official
letters of accommodation from the Registrar shortly after the last day to add a class, the
student is encouraged to contact the course instructor in person prior to that time
(approximately two weeks after the start of class). Finally, students who choose to
activate accommodations (e.g. extended time on tests) must notify the course instructor
two weeks before the exam so appropriate accommodations can be made.

**INFORMED CONSENT POLICY**
The Union University School of Nursing provides an academic program of study for
students. Such study includes on-campus laboratory experiences with models and
simulations. Technical skills are demonstrated, practiced and evaluated. Upon
development of beginning competency, these skills are applied in other settings, such as
hospitals, nursing homes, clinics, and community health centers. All study in these
settings is conducted under the supervision of nursing faculty and/or licensed health care
professionals at the facilities. In accordance with the Occupational Safety and Health
Administration (OSHA), the University will give instruction to each student in Universal
Precautions according to recommendations from the Centers for Disease Control and
Prevention. The documentation of such instruction will be contained in each student’s
file.
STATEMENT OF INFORMED CONSENT

I hereby agree to follow Universal Precautions while I am a student in the School of Nursing. I understand that these procedures protect me, my clients, my family members and other health care workers from infections and/or communicable diseases.

I understand that nursing involves the study and care of people throughout the life span and that these people may be well or ill. By participating in caregiving activities with ill people, I may be exposed to infectious diseases, such as Hepatitis B, Acquired Immunodeficiency Syndrome, and other infectious and/or communicable diseases. It is understood that testing, diagnosis and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in my clinical experience with the University, will be paid at my own expense.

I understand that the School of Nursing requires that the physical examination form be completed before attending a clinical experience. Current immunization must also be maintained while attending any clinical courses.

In the event that I should be involved with a needle stick or other incident while caring for a client, I agree to follow the most current protocol recommended by the Centers for Disease Control and Prevention. Records of the occurrence will be maintained in the School of Nursing office and will be considered privileged and confidential within the limits of the law.

If I am uncomfortable with the idea of caring for clients with infectious and/or communicable diseases, I will discuss my concerns with nursing faculty and obtain information about relative risks.

I agree to inform the School of Nursing regarding changes in my health status, such as pregnancy or contraction of a communicable and/or infectious disease. I have been informed and understand that an altered state of my health may increase my health risk in relation to caregiving activities for clients with bacterial and viral diseases. I have also been informed that some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions. Therefore, I agree to seek sound medical advice for changes in my health status.
UNION UNIVERSITY EDUCATION VERIFICATION FORM FOR OSHA’S FINAL RULE: OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS

My signature below verifies that I understand the expectations relative to the OSHA standard requirements as they relate to occupational exposure to bloodborne pathogens. The training I received included:

- a general explanation of the epidemiology, modes transmission any symptoms of bloodborne diseases;
- an explanation of the Exposure Control Plan and means by which I may obtain a copy of it as well as the standard;
- an explanation of methods for recognizing tasks which may include exposure to blood, and ways to reduce/prevent exposure through employment of engineering controls, work practices, and personal protective equipment;
- information on the types, proper use, location, removal, handling decontamination, and proper disposal of personal protective equipment;
- information on the hepatitis B vaccine, including information on its efficacy, safety, method administration, the benefits of being vaccinated, and the vaccine is available;
- an explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident;
- information on the post-exposure evaluation and medical follow-up that is provided following an exposure incident;
- an explanation of signs/labels and color-coding.
DOCUMENTATION OF INFORMED CONSENT AND UNDERSTANDING OF STUDENT HANDBOOK

My signature below verifies that I have read the above information in its entirety and have a full understanding of the opportunities and regulations as noted in this Handbook. In signing below, I agree to abide by the explained policies or face the consequences as noted in this Handbook, Undergraduate Catalogue, or Campus Life Handbook. In signing below, I have been given an opportunity to ask questions about any area I do not understand. Any questions I might have had regarding any of these areas have been answered to my satisfaction.

____________________________________  __________________________  
Signature    Date

VALIDATION OF STANDARDS FOR ADMISSION TO THE NURSING PROGRAM

I have read the Standards for Admission to the Nursing Program and hereby validate that I am capable of meeting the full scope of academic and clinical requirements as stated in this document.

____________________________________  __________________________  
Signature    Date

PRIVACY ACT RELEASE FORM & SIGNATURE STATEMENT

During the academic year at Union University School of Nursing, it may be appropriate for School of Nursing faculty to return graded work in a public manner, for example, outside a faculty office, classroom, or laboratory. Because Union University does not wish to violate your privacy rights under the Family Education Rights & Privacy Act, your signature is required (below) if you are willing to waive these rights under this Act for specific, above-stated purpose. You are not required to sign this waiver/release form. If you do not sign, it will be the faculty’s responsibility to return your graded work directly (i.e., privately) to you.

I certify that I have read the above statement and I waive my privacy right under the Family Education Rights & Privacy Act.

____________________________________  __________________________  
Signature    Date

A COPY IS TO BE RETAINED BY THE STUDENT