School of Nursing

Faculty

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

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

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

**Sandra Brown** (1972-89; 1991). Associate Professor of Nursing. Diploma, Norton Memorial Infirmary School of Nursing; B.S.N., University of North Alabama, Florence; M.S.N., University of Alabama, Birmingham; Additional study, University of Memphis.

**Ruth Chastain** (1992). Associate Professor of Nursing. Diploma, Norton Memorial Infirmary School of Nursing; B.S.N., University of Tennessee College of Nursing, Memphis; M.Ed., University of Memphis; M.S.N., University of Tennessee Center for the Health Sciences.

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

**Dana Cunningham** (1990). Instructor of Nursing. B.S.N., Jacksonville State University; M.S.N., University of Tennessee, Memphis.

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

**Tharon Kirk** (1992). Assistant Professor of Nursing. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences.

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

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


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

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

**Geraldine Smith** (1993). Assistant Professor of Nursing. B.S., University of Tennessee, Martin; B.S.N., University of Tennessee, Memphis; M.S., University of Memphis; M.S.N., University of Tennessee, Memphis, Candidate for Ed.D., University of Memphis.

**Jill Webb** (1987). Assistant Professor of Nursing. B.S.N., Murray State University; M.S.N.,
University of Evansville. Candidate for Ph.D., University of Tennessee, Memphis. (On educational leave of absence.)

Part-Time Faculty

Nancy Freeman (1984-92; 1994). Associate Professor of Nursing. Diploma, St. Thomas School of Nursing; B.S.N., University of Tennessee Center for Health Sciences; M.P.H., University of North Carolina; Additional study, University of Washington.

Regina Saffel (1977). Associate Professor Emeritus. B.S.N., Alderson-Broaddus College; M.S., University of Memphis; M.S.N., University of Central Arkansas; Candidate for the Ed.D. degree, University of Washington.


Nelda Webb (1983-90; 1992). Assistant Professor of Nursing. A.S.N., B.S.N., Union University; M.S.N., University of Tennessee at Knoxville. Additional study, University of Tennessee, Memphis.

Dorothy Yarbro (1984). Associate Professor of Nursing. Diploma, Jewish Hospital of St. Louis; B.S.N., University of Missouri; M.S.N., Texas Women’s University; Ed.D., University of Memphis.

The central purpose of the School of Nursing is to prepare qualified individuals for a career in the caring, therapeutic, and teaching discipline of nursing. The program is approved by the Tennessee Board of Nursing and accredited by the National League for Nursing. The program leads to the Bachelor of Science degree (RN to BSN track or Basic BSN track). The RN to BSN track offers a curriculum of study leading to the BSN degree for registered nurses who have been graduated from associate degree programs or diploma programs. The School of Nursing also offers the Basic BSN track, a curriculum of study leading to the BSN degree as the first professional degree in nursing, to students who have completed two years of pre-nursing study. The School of Nursing is also currently offering a pilot track, the LPN to BSN track.

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

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

Admission to the RN to BSN Track

In addition to University admission requirements, registered nurses who desire to enter the Baccalaureate program must:

1. Make special application to the BSN program (form supplied by the University).
2. Present Enhanced ACT scores with a minimum composite score of 20. If an applicant does not score 20, additional information may be presented and the entire record reviewed by the Admissions Sub-Committee for Nursing.
3. Provide evidence of graduation from a state-approved school of nursing.
4. Verify licensure or eligibility to apply for licensure as a Registered Nurse in Tennessee.
5. Demonstrate professional liability insurance coverage.
7. Fully complete a Health History and a Physical Examination Form (supplied by the School of Nursing), including the practitioner’s examination section qualifying the applicant for nursing education. Provide documentation of current immunizations, including a tetanus booster within the past 10 years, an acceptable Hepatitis B titer, and evidence of Rubella immunization. Documentation of a negative screen for tuberculosis (skin test or chest x-ray) within the past 12 months is also required. This data should be submitted on the supplied form before admission to the BSN program.

BSN curriculum requirements in effect at the time of admission into the BSN program are applicable for five years.

**Validation and Articulation**

The Union University School of Nursing encourages the educational mobility of registered nurses holding associate degrees or diplomas in nursing. The transfer of academic nursing credits is made possible by offering a validation course to all registered nurse students. This course, once successfully completed by the students, will serve as validation of associate degree or diploma learning.

RN to BSN students, having graduated from Union University’s ASN program within the past 3 years, are exempt from clinical skills evaluation and computer assisted review of nursing knowledge, requirements of the validation course.

The University shares articulation agreements with area colleges (Jackson State Community College, Dyersburg State Community College, Northeast Mississippi Community College, Northwest Mississippi Community College, Shelby State Community College, University of Memphis) for the purpose of accommodating the learning needs of students while minimizing the repetition of non-nursing learning experiences. In addition, the University works in collaboration with area universities (Freed-Hardeman University and Lambuth University) in the area of pre-nursing advisement.

**Progression and Degree Requirements in the RN to BSN Track**

A. ASN or Diploma non-nursing courses 35 hrs
B. Credit by validation course:
   NUR 300, 301, 305, 308, 318, 418, 421, 423, 425 37 hrs
C. Upper-level nursing courses:
   NUR 300 (5) Role Development,
   NUR 310 (3) Health Assessment,
   NUR 320 (1) Theories,
   NUR 330 (3) Research,
   NUR 410 (3) Pharmacology,
   NUR 420 (2) Issues,
   NUR 430 (5) Leadership/Management,
   NUR 440 (5) Community 27 hrs
D. Non-nursing courses: HIS 101, 102, ENG 201, 202, CHR 111 or 112, MAT 114, ART 210, Physical Education 1 hour, CHE 106, BIO 300 29 hrs
E. Upper-level electives 6 hrs
Totals 134 hrs

**Admission to the Basic BSN Track**

1. Applicants to this program should apply in the Fall or early Spring of their sophomore year in college. A minimum of 65 prescribed semester hours credit must be completed before enrollment in the first nursing class in the Fall Semester. A minimum of a 2.0 GPA (with no more than 7 credit hours accepted below a C grade in all courses required for the nursing curriculum) is required for acceptance. A transfer student may be allowed to take the religion requirements which constitute 6 hours of the 65 prescribed semester hours after admission to the School of Nursing.
2. An applicant must make a minimum Enhanced ACT composite score of 20. If an applicant does not score 20, additional information may be presented, and the entire record may be reviewed by the Admissions Sub-committee for Nursing.
3. Official transcripts must be submitted to the Admissions Office from all institutions of higher learning. Any applicant with
Anatomy and Physiology (A&P) course credit that is more than five years old must either take an NLN A&P Achievement Test and achieve a set passing score or retake the A&P courses for credit.

4. Fully completed Health History and Physical Examination Form (supplied by the School of Nursing), including the practitioner’s examination section qualifying the applicant for nursing education must be submitted. Documentation of current immunizations, including a tetanus booster within the past 10 years and an acceptable Hepatitis B titer, and evidence of Rubella immunization must be provided. Documentation of a negative screen for tuberculosis (skin test or chest x-ray) within the past 12 months is also required. This data should be submitted on the supplied form before admission to the BSN program.

5. An interview with a nursing applicant may be requested. The interview allows the student an opportunity to become acquainted with the School of Nursing and allows the interview committee an opportunity to evaluate the student’s potential for nursing education.

6. Each accepted applicant will be notified and given a reasonable length of time to indicate a commitment to attend Union University. The student must submit an acceptance reply accompanied with a $100.00 non-refundable deposit. If this commitment is not made by the date specified, the applicant’s name is removed from the roster, and another person is accepted.

7. The Licensure Application, which is completed prior to graduation, asks the question, “Have you ever been convicted for a violation of the law other than a minor traffic violation?” A reported conviction (and/or any license revocation) does not necessarily mean that the graduate will be denied licensure. Any nursing school applicant who would be affected by this disclosure requirement is recommended to schedule an appointment with the Dean of the School of Nursing for a confidential discussion of the specific situation and concern.

8. Current CPR certification must be maintained.

Requirements for Progression in the Basic BSN Track

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a C grade in each clinical nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than C in any clinical course may not proceed to the next clinical course until the failed course has been repeated with a final grade of C or above. Permission to progress must be obtained from School of Nursing faculty and will be dependent upon meeting course pre-requisites and co-requisites. In non-clinical nursing courses, a grade of C or above is required. A student who receives a grade of D or below will be allowed to repeat the non-clinical course the next time it is offered in the scheduled sequence of courses. To progress to the final year of the program, a student must have a minimum GPA of 2.0. A student may not progress with any more than 7 credit hours below a C grade in courses required for the nursing curriculum.

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 Basic BSN Track

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

2. A student who has received either a D or F final grade for a nursing course on two occasions shall not be permitted to enroll in the course for a third time, nor shall a student be readmitted automatically when he/she has withdrawn previously from a nursing course.

3. Should a student receive a score of less than C in any two courses in nursing, the student shall not be readmitted to the nursing program but shall be advised to seek another major area of study.
4. Students who withdraw from the nursing program and apply for readmission at a later date, even though the student has earned a C grade in nursing courses during a previous enrollment, may be asked to repeat some or all of the nursing courses previously completed, especially if the time period between resignation and readmission is two years or longer.

**Uniforms**

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

**Insurance**

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

**Student Nursing Association Membership**

Membership in National Student Nurses’ Association (NSNA) is strongly encouraged. This provides the student an opportunity to see additional learning experiences as well as development of leadership skills. By membership in NSNA, the student is automatically a member of Tennessee Association of Student Nurses and Union University Student Nurse Association. In addition, RN to BSN students are strongly encouraged to hold membership in Tennessee Nurses Association (TNA).

**Degree Requirements for the Basic BSN Track**

A. Non-nursing courses (CLU 101, ENG 111, 112, 201, 202, CHR 111, 112, HIS 101, 102, PSY 213, 219, SOC 211, PEWS 113, PEWS 100, PEWS activity, MAT 114, ART 210, BIO 221, 222, 211, 300, CHE 105, 106, 6 elective hours (3 upper-level) 74 hrs

B. NUR 301, 305, 308, 310, 318, 320, 330, 410, 418, 420, 421, 423, 425, 430, 440, 499 60 hrs

Totals 134 hrs

**LPN to BSN Track**

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

**BSN Program Curriculum (NUR)**

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

*300. Role Development (5) F

This validation course focuses on role development of the professional nurse and use of the nursing process. Emphasis is placed on holistic nursing care with individuals and families throughout the life cycle in order to assist them in attaining optimal wellness. Critical thinking, therapeutic communication skills, and nursing interventions derived from theory and research are incorporated. Units focus on the physiological and the psychosocial dynamics of individuals and families at various levels on the wellness-illness continuum in mental health, maternal-child health, and adult health nursing. Prerequisite: Admission to the RN to BSN Program.

@@301. Foundations for Pharmacology (1) F

This course is primarily a study of arithmetic dosages and solutions and identification of the basic drug classifications. Legal and ethical responsibilities of the professional nurse for the well or ill person are emphasized. Prerequisite: Admission to Basic BSN tract. Corequisite: NUR 308.

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

This course introduces the philosophy of nurs-
ing and the four main concepts of person, environment, health, and nursing. The basic concepts in health promotion and health maintenance are emphasized. Prerequisite: @Admission to Basic BSN tract.

@@308. Foundations for Nursing Practice (6) F
This course focuses on the nursing interventions and skills necessary for basic nursing practice in the care of individuals of all age groups in diverse settings. Introduction of the nursing process provides a basis for development of decision-making and critical thinking skills in the formation of nursing diagnosis. Prerequisite: @Admission to Basic BSN tract.

*@@310. Health Assessment (3) F
This course is focused on the use of the nursing model in developing skills and knowledge related to history taking, assessing the health status of an apparently healthy individual, and recognizing deviations from the normal. Communication technique is further developed by emphasis on student interviewing skills. Emphasis will be on functional health patterns throughout the life span. Prerequisite: Admission to the School of Nursing or by permission of the faculty.

@@318. Nursing Care of Childbearing Families (5) S
This course focuses on promotive and preventive health care for members of childbearing families along the wellness-illness continuum.

Emphasis is placed on the developmental aspect of families and on high-risk families. Prerequisite: @301, 305, 308, 310, 320. Co-requisite: 410, 423.

*@@320. Theoretical Bases for Nursing Practice
(1) W, S
This course focuses on an examination of the scientific knowledge base of nursing. There is an introduction to nursing theories as a bases for nursing practice. Prerequisite: Admission to the School of Nursing.

*@@330 Introduction to Research in Nursing (3) F
This course focuses on the role of the professional nurse in critiquing and in utilizing nursing research literature. Critical thinking skills and the steps of scientific inquiry are applied to develop a research project. Prerequisite: *MAT 114; Admission to the School of Nursing.

I350. Philosophical and Ethical Foundations in Health Care (3) TBA
A study of the foundations of philosophy and ethics with emphasis on developing the student’s ability to perform philosophical inquiry and generate philosophical arguments related to ethical issues and concerns in health care.

*@@410 Pharmacotherapeutics in Nursing Practice (3) S
This course will focus on the biochemical and psychological effects of drugs on the holistic person in a multicultural society. Nursing process with different classifications of drugs is emphasized. Historical, economic, legal, and ethical issues are identified. Prerequisite or Corequisite: *CHE 106; Prerequisite: @NUR 301, 305, 310.

@@418. Nursing Care of Childrearing Families (5) F
This course focuses on promotive and preventive health care for members of childrearing families along the wellness-illness continuum. Emphasis is placed on the development aspect of children from infancy to adolescence and on children with special problems. Prerequisite: @NUR 318, 410, 423.

*@@420. Issues in Professional Nursing (2) W, S
This course examines the nurse’s role in change through evaluation of historical and current issues impacting the nursing profession and health care delivery systems. Consideration is given to the legal, ethical, and moral obligations of the professional nurse. Prerequisites: *None @NUR 318, 320.

@@421. Nursing Care of Adults in Health and Illness I (6) F
This course focuses on professional nursing prac-
tice and further development in nursing process application with adults from multicultural backgrounds along the wellness-illness continuum. There will be emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making, and research will be incorporated into the teaching, caring, and collaborative role of the nurse. Prerequisites: NUR 318, 410, 423.

@@423. Mental Health-Psychiatric Nursing (6) S
The focus of this course is on individuals, families, and community groups at any position on the health continuum. Through selected clinical experiences the student will utilize the nursing process in applying mental health concepts in a variety of settings. Intervention modes are observed or practiced in one-to-one, small group, family, and milieu settings. Emphasis is placed on use of therapeutic communication and the social, political, and economic context of practice is considered. Prerequisite: @NUR 305/308, 310. Prerequisite or Corequisite: NUR 318, 410.

@@425. Nursing Care of Adults in Health and Illness II (6) S
This course is a continuation of Nursing Care of Adults in Health and Illness I. There will be additional development of the role of the professional nurse as a health teacher and advocate. Prerequisite: @NUR 421, 430. Prerequisite or Corequisite: @NUR 420.

*@@430 Leadership and Management in Nursing (5) W, S
This course focuses on a study of health care organizational structures and the professional nurse’s role as a patient advocate, leader, manager, and change agent. Emphasis is on the application of the theoretical principles of leadership and management in the context of the health care delivery system. Use of the research process is identified as a management tool to test alternative solutions on which to base decision-making. Prerequisite: *NUR 300, @@NUR 330, 418, 421.

*@@440. Community Health Nursing (5) F, S
A culminating nursing experience in diverse community settings. Community, family, and individual health needs are assessed using nursing theories, and research and the knowledge from the humanities, biological, and social sciences. The nursing process provides the framework for critical thinking and decision-making regarding the health needs of families and communities. *@@Prerequisites or Corequisites: BIO 300 and all other nursing courses.

499. Senior Seminar (1) S
This course focuses on concept synthesis in order to prepare the new graduate for entry into the nursing profession. Emphasis is placed on critical thinking skills needed by the generalist to address health care dilemmas. Prerequisite: @NUR 430. Corequisites: @NUR 420, 425, 440.

* Denotes courses to be taken by students in RN to BSN track
@@Denotes courses to be taken by students in Basic BSN track
I Denotes non-required course

195-6-7. Special Studies (1-4)
Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4)
Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4)
A program of independent study, actively participating in either beginning research or descriptive review of selected topics under direction of a faculty sponsor.
School of Nursing Sponsored Organizations

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

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

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

School of Nursing Student Awards

The Academic Excellence Medals. This award is given to the graduating major who has the highest academic average, provided the average grade in the subject is not less than 3.5 and provided 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).

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

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

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

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

The Tennessee Nursing Association District Six Award is presented to the outstanding Bachelor of Science in Nursing senior of the June class as chosen by the Nursing Faculty and fellow classmates.

The Wilson Nursing 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.