

Union University
College of Nursing

Bachelor of Science in Nursing Program



2023-2024 Nursing Student Handbook

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Welcome to Union University College of Nursing!

Dear BSN students,

“And I am sure that God, who began the good work within you, will continue his work until it is finally finished or when Christ Jesus comes back again.” Philippians 1:6-8 NLT

It is my privilege to walk alongside you on your journey here at Union University. I believe nursing is a calling, and I am so proud of you for continuing to follow God’s plan for your life in this way. This program will probably be one of the most difficult things you have ever done, but you wouldn’t be here if it weren’t God’s will.

At Union, you will be working with the finest faculty I have been blessed to know. Each faculty member maintains active clinical practice, participates in local, state, and national professional organizations, publishes, presents, and exemplifies nursing leadership while integrating the four core values of Union: Christ-centered, Excellence driven, People focused, and Future directed.

Although you believe you are here to learn the skills and knowledge that will equip you to be an excellent nurse, God has a much greater plan for you after graduation. What you learn here will be just a tool for greater work-Kingdom work! Study and work hard so that you may be prepared to serve with excellence.

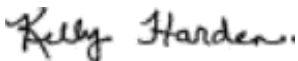
Yes, the program is difficult. You will be stressed and will even have a “melt down” or two. The best advice I can give you is two simple words: Don’t panic! Things will go wrong. The technology will fail us. Canvas will go down (maybe even during a test). You will, at some point, earn a grade that you are not pleased with. Just remember that you will get past it. Take a deep breath, get a good night’s sleep, and start again the next day. Remember that faculty is just an email, a text, or a phone call away. We have plenty of tissue and broad shoulders. We will pray for you and with you.

I would like to share my favorite verse with you; one that has seen me through some tough times in my life: “For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11 NIV

If I can ever do anything to help you, my door is always open. I look forward to getting to know each of you.

Father, I thank you for each member of this group you called to be a part of the Union University Nursing program. I pray that you will continue to bless them and work through them to further your Kingdom. As they enter into this new dimension of practice, keep them ever mindful that getting to know the Healer is more important than finding the healing.

In Christ’s love,



Kelly Harden, DNSc, APRN, FNP-BC, FAANP
Dean and Professor
College 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 College 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.

Union University College of Nursing Deans

Isabel Neely, MSN, RN	1961-1979
Marguerite Robey, EdD, RN	1979-1984
Regina Saffel, MSN, MS, RN	1984-1990
Carla Sanderson, PhD, RN	1990-1999
Susan Jacob, PhD, RN	1999-2003
Tharon Kirk, MSN, APRN, BC	2003-2005
Tim Smith, PhD, APN, CRNA	2005-2014
Carol K. Kellim, DNP, RN, NEA-BC, FNC	2014-2015
Kelly Harden, DNSc, APRN, FNP-BC, FAANP	2015-present

GUIDING STATEMENTS

STATEMENT OF PURPOSE, MISSION, and GOALS

The purpose of the College 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 College 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 “Statement of Mission and Purpose” by the faculty of the College 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 College of Nursing at Union University believe 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 College of Nursing believe 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 believe 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 believe 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 College 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, 2014, 2018, 2021)

Program Goals

1. Provide a baccalaureate Christ-centered nursing education within a liberal arts framework which is excellence-driven and provides opportunity for the development of the total person - spiritual, psychological, sociocultural, and professional.
2. Prepare graduates who demonstrate a commitment to Christian values and ethics in nursing practice.
3. Prepare graduates who demonstrate intellectual excellence and commitment to lifelong learning.
4. Prepare graduates for servant-leadership to church and society.
5. Prepare the graduate for entry into the profession of nursing as a generalist for culturally competent practice across the lifespan and continuum of care.
6. Provide knowledge in baccalaureate nursing that serves as a basis for entry into graduate level nursing education.

Student Outcomes

The graduate of the baccalaureate nursing program will be able to:

1. Explain, support, and defend the concept that each person is unique and holistic and has rights to self-determination in matters pertaining to health. (1,2,3,4,5,6)
2. Synthesize the nursing process to assist diverse persons toward meeting basic in various settings. (3,5,6)
3. Incorporate the roles of the professional nurse which include advocate, communicator, counselor, change agent, teacher, leader, provider, and manager of care to assist the client toward optimum levels of wellness. (1,2,3,4,5,6)
4. Demonstrate effective verbal and written communication with patients, families, and members of the healthcare team. (1,2,3,4,5,6)
5. Use critical thinking skills and clinical judgment to integrate knowledge from nursing and the liberal arts in the promotion of health and wellness. (1,2,3,5,6)
6. Utilize evidence-based data to contribute to the improvement of healthcare and nursing practice. (1,2,3,5,6)
7. Assume legal and ethical responsibility for nursing activities. (2,3,5,6)
8. Demonstrate accountability for professional growth and lifelong learning. (2,3,5,6)
9. Appraise own personal growth and actions based on Christian values. (1,2,4)
10. Demonstrate skills in use of informatics that support safe and ethical nursing practice. (1,2,3,5,6)

Revised July 2021

CONCEPTUAL FRAMEWORK

The conceptual framework of the College 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 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 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.

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 lifelong 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.

Code of Ethics for Nurses with Interpretive Statements

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

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

FACULTY AND STAFF

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

www.uu.edu/programs/nursing/faculty

FERPA (The Family Educational Rights and Privacy Act of 1974) & Privacy

- Federal law that protects the privacy of student educational records

<https://www.uu.edu/academics/registrar/ferpa-your-privacy.cfm>

General Information for Hendersonville Campus

BUILDING HOURS: Subject to change and not applicable during holiday and break periods

Monday-Friday

8:00AM-4:30PM

Technology Labs and Printing

There is no dedicated computer lab for student use. Students are required to provide their own laptops. If a student encounters difficulty with his/her computer, he/she should consult IT and/or a computer repair store. While the issue is being resolved, the student may check out a laptop during day time office hours by working with coordinator of course you are currently taking or with the Chair of your respective campus. It is the student's responsibility to ensure they have access to a laptop.

Student printing through paw print is available in the Academic Commons on the first floor. Bookstore: There is no bookstore on the Hendersonville campus. Each program either provides the textbooks or directs students as to how they may obtain books normally through individual course syllabi.

Library: Hendersonville students utilize the Union online library and its many resources. Visit <http://www.uu.edu/library> for off campus access to the Union University Library Databases. Students may utilize the Hendersonville public library located near the campus.

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 College 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. Go to www.uu.edu/it for details about account management, instructional technology, helpdesk, software and hardware discounts.**
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.
6. Know your UU email address. Union uses your email account to communicate with you about financial, registration, and academic matters. The College 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.
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 College of Nursing. The University's Grievance policy is stated in the Campus Life Handbook.
<http://www.uu.edu/studentservices/handbook/>
10. 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. It may be necessary at times for the faculty to change plans and schedules. Important notices will be sent through the learning management system or through uu.edu email account. It is the student's responsibility to responsibly monitor their Union email as well as their Canvas email for any changes.
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 incomplete (I) in the course and be required to meet with Chair and/or Associate Dean regarding possibility to progress.

7. All students are expected to attend the BSN Recognition Ceremony and graduation exercises. As part of this ceremony the student receives the Union University College of Nursing pin and makes a public pledge to the profession of nursing. Students will be pinned by the Chair of their respective campus.

8. 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 College applicant who would be affected by this disclosure requirement is recommended to schedule an appointment with the Dean of the College of Nursing for a confidential discussion of the specific situation and concern. See below:

Tennessee Board of Nursing Legal Limitations of Licensure

(2) The Board of Nursing is concerned about the number of individuals with criminal conviction histories who apply for licensure as registered nurses. The Board’s concern stems from the fact that nurses care for clients and families in a variety of settings where there may be no RULES AND REGULATIONS OF REGISTERED NURSES CHAPTER 1000-01 (Rule 1000-01-.13, continued) June, 2021 (Revised) 28 direct supervision.

Individuals to whom care is given are often vulnerable, both physically and emotionally. The nurse has access to personal information about the patient and/or his/her family, has access to the client’s property and provides intimate care to the client. The Board believes that persons who receive nursing care in Tennessee should be able to have confidence that an individual licensed by the Board does not have a history of mistreatment, neglect, violence, cheating, defrauding the public, or otherwise taking advantage of another person. The Board will presume that an applicant is not entitled to licensure, and will therefore deny any application for initial licensure, temporary permit, or renewal following the provisions of the Administrative Procedures Act to a person who has been convicted, and on which conviction the time for appeal has expired, as an adult of any of the following crimes within five (5) years preceding said application or renewal: (a) Aggravated Assault, as in T.C.A. § 39-13-102; (b) First degree Murder, as in T.C.A. § 39-13-202; (c) Second degree Murder, as in T.C.A. § 39-13-207; (d) Voluntary Manslaughter, as in T.C.A. § 39-13-211; (e) False Imprisonment, as in T.C.A. § 39-13-302; (f) Kidnapping, as in T.C.A. § 39-13-303; (g) Aggravated Kidnapping, as in T.C.A. § 39-13-304; (h) Especially Aggravated Kidnapping, as in T.C.A. § 39-13-305; (i) Robbery, as in T.C.A. § 39-13-401; (j) Aggravated Robbery, as in T.C.A. § 39-13-402; (k) Especially Aggravated Robbery, as in T.C.A. § 39-13-403; (l) Aggravated Rape, as in T.C.A. § 39-13-502; (m) Rape, as in T.C.A. § 39-13-503; (n) Aggravated Sexual Battery, as in T.C.A. § 39-13-504; (o) Sexual Battery, as in T.C.A. § 39-13-505; (p) Statutory Rape, as in T.C.A. § 39-15-506; (q) Theft of Property, as in T.C.A. § 39-14-103 or of services, as in T.C.A. § 39-14-104, except as to a Class A misdemeanor, as in T.C.A. § 39-14-105(1); (r) Forgery, as in T.C.A. § 39-14-114; (s) Falsifying of Educational and Academic Records, as in T.C.A. § 39-14-136;

(t) Arson, as in T.C.A. § 39-14-301; (u) Aggravated Arson, as in T.C.A. § 39-14-302; (v) Burglary, as in T.C.A. § 39-14-402; RULES AND REGULATIONS OF REGISTERED NURSES CHAPTER 1000-01 (Rule 1000-01-.13, continued) June, 2021 (Revised) 29 (w)

Aggravated burglary, as in T.C.A. § 39-14-403; (x) Especially Aggravated Burglary, as in T.C.A. § 39-14-404; (y) Incest, as in T.C.A. § 39-15-302; (z) Aggravated Child Abuse, as in T.C.A. § 39-15-402; (aa) Sexual Exploitation of a Minor, as in T.C.A. § 39-17-1003;

(bb) Aggravated Sexual Exploitation of a Minor, as in T.C.A. § 39-17-1004; (cc) Especially Aggravated Sexual Exploitation of a Minor, as in T.C.A. § 39-17-1005; (dd) Assisted Suicide, as in T.C.A. § 39-13-216; (ee) Rape of a child, as in T.C.A. § 39-13-522.(3) The Board of Nursing will also deny an application for initial licensure, temporary permit, or renewal, following the provisions of the Administrative Procedures Act, to persons who were convicted as a juvenile of the following crimes within five (5) years preceding said application or renewal: (a) First Degree Murder, as in T.C.A. § 39-13-202.(b) Second Degree Murder, as in T.C.A. § 39-13-207. (c) Kidnapping, as in T.C.A. § 39-13-207. (d) Aggravated Kidnapping, as in T.C.A. § 39-13-304. (e) Especially Aggravated Kidnapping, as in T.C.A. § 39-13-305. (f) Aggravated Robbery, as in T.C.A. § 39-13-402.

(g) Especially Aggravated Robbery, as in T.C.A. § 39-13-403. (h) Aggravated Rape, as in T.C.A. § 39-13-502. (i) Rape, as in T.C.A. § 39-13-503. (4) Any individual who applies for initial licensure, temporary permit, or licensure renewal and supplies false or incomplete information to the Board on an application for licensure regarding the individual's criminal record will be denied said initial licensure, temporary permit, or renewal. (5) The Board considers any criminal conviction, whether or not listed in Rule 1000-01-.13(2) above, to be a violation of T.C.A. § 63-7-115(a)(1)(B). If an applicant or a registered nurse already licensed by the Board is convicted of any crime, it is grounds for denial of licensure or disciplinary action by the Board.

<https://publications.tnsosfiles.com/rules/1000/1000-01.20210630.pdf> Page 27 - 29.

ORGANIZATIONS

COLLEGE 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. College 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 College for Nurses and is a member of the Association of College Honor Societies.

The Student Nurses Association (SNA) is a student-led organization for nursing students. Its purpose is to contribute to the learning environment, promote professional growth, and develop a spirit of community for students working toward a degree in nursing. Membership is optional and is open to all students pursuing a degree in nursing.

The installation of **Nu Lambda Chapter of Sigma Theta Tau** was in May, 1992 as an outgrowth of the Union University's College 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.

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 timely manner.

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 offcampus 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, shoes and name badge 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 badge identifies the student with Union University College of Nursing. The name badge 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 badge 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 capability to show seconds, 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 CON uniform (or lab coat, if designated), black non-canvas shoes or appropriate uniform as designated by the clinical site. The Union University College of Nursing BSN identifying name badge and nursing logo are also required. When a lab coat is worn, it is to be white and full or fingertip length.

Students will wear the approved CON 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 College 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 College of Nursing name badge.

When a uniform is not worn, a full/fingertip length white lab coat with the identifying UU insignia and name badge may be worn over appropriate street clothes. (If a lab coat is not worn, College name badge 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 midheel, close-toed shoes completes the professional attire. Dresses and skirts must be at least knee-length.

Class Attire:

All attire should be honoring to Christ and not distract from the learning environment. Dress should be comfortable but modest to include covering of cleavage, midriffs, and upper thighs. Leggings may be worn with sufficiently long shirts covering the buttock region.

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, dread-locks, beads, ribbons, feathers, etc. For males or females, if hair is longer than collar length, it must be worn up or secured at the nape of the neck. For male students hair 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) 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.

ATTENDANCE POLICY

Classroom Attendance

It is expected that the student will be present, on time, awake, alert, prepared for and participate in each class, lab, or clinical experience. Successful completion of nursing didactic courses is strongly dependent on class attendance and punctuality. Attendance and timeliness in and to class is considered an important component of professionalism and is expected of College of Nursing students. A record of attendance for each course will be recorded in Canvas, the Learning Management System. In the event of an emergency and/or an absence, communication with the course coordinator prior to the absence is expected from all students. The student is responsible for meeting class objectives covered during missed classroom time. Any materials handed out are the student's responsibility to obtain.

Absence

Absence may require additional work to validate the student's understanding of the missed content. There will be a penalty for class absences (this includes online class attendance). Students will be counted as absent if they: 1) are not in class, 2) sleep during class, 3) leave class after a test or after a class break, 4) are tardy three times.

Excused Absence

The College of Nursing adheres to an excused/unexcused absence policy. An excused absence include: 1) work -sanctioned event (RN -BSN students only), 2) university excused absence, 3) illness that requires visitation of a healthcare facility (a note documenting your visit is required from the healthcare provider the SAME day as the absence), and 4) documented death of an immediate family member. All other absences will be considered unexcused. Extreme emergencies (hospitalization, death of a close family member, or temporary emotional or physical impairment) will be considered on an individual basis by course coordinator and the Undergraduate Chair.

Unexcused Absence

The following policy applies regarding unexcused absences: For the first unexcused absence, the student will receive a written warning. For each additional unexcused absence, the student will lose one percentage point from his/her final average in the course. Additionally, a student with > 3 unexcused absences may incur a letter grade (**5%**) deduction to his/her final average in the course.

Tardiness

A student is tardy if he/she arrives after the lecture or presentation has started. Tardiness for class start time, return from **an extended break**, or an early exit is disruptive to the class and is highly discouraged and may lead to being asked to leave the classroom. Any student arriving after class has started should wait until the first break or until permission is received from faculty to enter the classroom. Students late for class will be documented as tardy. With the first tardy, the student will receive a verbal warning, the second tardy, a written warning. The third tardy is considered an unexcused absence.

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.

****Students must comply with all requirements of the clinical sites in addition to Union’s requirements in order to attend clinical.**

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 client

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.

****If a student receives a clinical failure, the student will receive an F in the corresponding course and immediately dismissed from the BSN program and administratively withdrawn from any other courses for which he/she is enrolled.**

SOCIAL MEDIA

Each student is responsible for his/her postings on the Internet and in social media. In all postings and social media communications, each student is expected to be courteous, respectful, and considerate of others. Inappropriate postings on the Internet or in social media represent unprofessional behavior and will be considered conduct violations. Any student who is responsible for an inappropriate posting will face disciplinary action including dismissal from Union University without regard to academic standing.

Social media postings of photos or videos of **patient care areas** is strictly prohibited. This includes taking pictures of empty hospital rooms including OR, ER, etc. Violation will result in immediate dismissal. Pictures in non-patient care areas are allowed (cafeteria, outside the hospital, etc).

It is never appropriate to share comments, updates, or critiques on any public forum (e.g. Facebook, Instagram, twitter, etc). Items, photos, and comments shared on these sites are available to the public and any that are in direct violation with our community values may result in disciplinary action (e.g. probation, suspension, and/or dismissal).

Social media (e.g., facebook, twitter) are **not** to be utilized to address items such as clinical concerns, clinical sites or concerns with the nursing faculty or coursework at Union University. Direct violation with this policy may result in disciplinary action as listed above. (e.g. probation, suspension, and/or dismissal)

For your convenience, below is a portion of the community values statement that you signed upon entering the BSN program:

PERSONAL ABUSE. Personal abuse is defined as any behavior that results in harassment, coercion, threat, disrespect and/or intimidation of another person, or any unwanted sexual attention towards another person. This action may include any action or statements that cause damage or threaten the personal and/or psychological wellbeing of a person. Inappropriate narrative on a personal blog (e.g. facebook) may be considered personal abuse.

Violations of this are considered very serious because they not only reflect upon your character, but reflect upon the College of Nursing and the University and individuals will be disciplined as appropriate.

Students should always consider the following points before posting comments, videos, pictures, or text on the Internet or on a social media site:

- There is no such thing as an anonymous post.
- Making postings private does not preclude others from copying and pasting comments onto public websites. A private posting that becomes public is subject to being considered a conduct violation.
- Internet and social media activities may be permanently linked to the author which means that subsequent performance evaluations, future clinical rotations, and employment opportunities can be adversely affected by inappropriate postings.
- Postings on the Internet or in social media must not violate any state or federal laws.
- Postings on the Internet or in social media must not violate HIPAA regulations. This prohibition applies to both living and deceased patients.
- Postings on the Internet or in social media must not include any identification of the facility or the personnel or the cases on any clinical rotation.
- Postings on social media must abide by Union University's Community Value Statements.

JUDICIAL PROCESS FOR VALUE VIOLATIONS

See 2023-24 Campus Life Handbook www.uu.edu/studentservices/handbook/

Progression in BSN program

Students must make a grade of C or higher in all NUR courses in order to progress in or graduate from the BSN nursing program.

Students will also be dismissed without opportunity for probation if they:

- Receive an “F” (i.e., any grade below a “C”) in any course

The program faculty recognize that situations may arise which prevent students from successfully matriculating through the program. Students who are concerned about their academic standing should contact their advisor. If it appears the student may not be able to achieve a minimum passing grade in a course, he/she may be encouraged by the Program Chair to withdraw from the program. This can potentially prevent the student from acquiring an F on their Union University transcript if the withdrawn class occurs prior to the deadline listed on the academic calendar (“last day to withdraw from a class”).

The letter grade, which appears on your transcripts, will be determined from the final course percentage grade. This percentage will be calculated out to the tenths; any score > 0.5 will be rounded up to the next whole number and any score < 0.4 will be rounded down to the next whole number (e.g., 74.51111% = 74.5% = 75% = C; 92.499999% = 92.4% = 92% = B). Students must achieve a passing grade (P) as defined within each course syllabus for any course designated as pass/fail.

A = 93 – 100, B = 92 – 83, C = 82 – 75, D=74 – 65, F = 64 and below

****A letter grade of D or below is considered an NUR Failure.**

CONHS Final Grade Appeal Policy

Due to the accelerated format of the nursing curricula, the CON has modified the academic grievance process. The modification involves the allotted time frame for initiation and response to be decreased to 5 days (not working days) as well as bypassing certain levels to expedite the process to ensure safety and meeting requirements for clinical (from instructor level to dean). The CON will follow the same academic grievance process in all other aspects.

Before initiating a formal appeal, the student should confer with the instructor regarding how the grade was determined. If the issue is not resolved in consultation with the instructor, the student may initiate a formal appeal of the grade beginning at the instructor level. If this appeal also includes Review of Instruction, then the Grade Appeal procedure is the default process for appeal.

Instructor Level: The student must email a request to the instructor within 5 days of the posting of the final grade for the course. In addition to requesting a review of how the grade was determined, the student should include specific reasons for his or her dissatisfaction. The request should be sent to the instructor’s Union email address and copied to the instructor’s department chair. The instructor will attempt to provide an email response copied to the department chair within 5 working days of the sent date of the student’s email.

Dean's Level: The student may appeal the instructor's decision to the instructor's dean. This email request should be sent to the dean's Union email address within 5 days of the sent date of the review committee's response. The dean will attempt to provide an email response to the instructor and/or student with copies sent to the instructor's chair, and the Dean of Instruction within 5 days of the sent date of the instructor/student's request.

Faculty Affairs/Graduate Appeal Committee Level: Within 5 days of the sent date of the dean's response, the student or the instructor may email a written request to the Dean of Instruction calling for a review of the grade by the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. The Dean of Instruction will request a meeting of the appropriate committee to review all appeal-related documents. The committee will provide an email response to the instructor and the student with copies sent to the instructor's chair, dean, and Dean of Instruction within five days of the sent date of the sent date of the instructor/student's request.

Administrative Level: Within 5 days of the sent date of the committee's response, either the student or the instructor may submit an email request for a hearing before the Dean of Instruction. Requests for subsequent hearings before the provost must be received within 5 days of the previous hearing. The decision rendered by the provost is final. All documents relating to the above procedure will be retained in the student's file kept in the Academic Center.

Criteria for Dismissal:

Any of the following conditions may result in immediate dismissal from the College of Nursing – BSN Program. Behaviors identified as criteria for dismissal include but not limited to:

- Unsafe clinical practice that may impact patient safety.
- Any instance that warrants a second warning.
- Disrespect for a faculty member or clinical site representative.
- Academic dishonesty in any form (e.g., plagiarism, cheating, stealing).
- Misrepresentation or fabrication of events surrounding an incident involving professional and/or course related practice.
- Misrepresentation or fabrication of data or clinical records.
- Breach of professional ethics (See ANA Code for Nurses).
- Behavior not commensurate with professional expectations.
- Positive drug test or criminal background check while enrolled in the program. A student can be asked to complete a drug test or criminal background check by the dean of the College of Nursing and Health Sciences at any time while enrolled in the program. Failure to abide in completing the test or obtaining adequate documents will be automatic dismissal from the program. All expenses are the responsibility of the student.

The student in jeopardy of possible dismissal is counseled by the appropriate faculty advisor/chair who will inform the student of his/her deficiencies. The student may be issued a written warning statement at this time or counseling form. A copy of this warning/counseling form will be given to the student and placed in the student's file.

**** The student will not be eligible for readmission to the College of Nursing and Health Sciences in any of the above cases. Students with 2 NUR failures are not eligible for readmission.**

Readmission to BSN program

A student who wishes to reenter the nursing program should submit a letter to the Chair and Associate Dean of the College of Nursing requesting readmission to the College of Nursing well in advance of the semester in which they wish to enroll. Their request for readmission will be considered along with other applicants to the program.

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

Students requesting readmittance 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 and competency assessment to assess retention of previous course knowledge.

*Students are allowed only one possible opportunity for readmission for grade-related withdrawal or failure in a class.

Late Assignments

Late work is strongly discouraged. Course grades on assignments turned in after the preassigned deadline may be adversely affected. See course syllabi for details.

LICENSURE EXAMINATION

Union University College 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 College 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 College of Nursing.

STUDENTS CHANGING BSN EDUCATIONAL TRACKS

Students in the BSNA Degree Completion track are not allowed to transfer to the Traditional track or another campus unless approved by the Chair and Associate Dean. Circumstances approved by the Chair/Associate 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 CON
- 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 Associate 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 CON and continuing to progress through the curriculum.

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 College of Nursing. By enrolling in and participating in Union University’s College 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 College of Nursing. See Union University’s Wellness Policy (<https://www.uu.edu/studentlife/accountability/alcohol-drug-testing-policy.cfm>) 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 College 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 College 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 according to hospital requirements.

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.

POLICY FOR WORKING WITH UNVACCINATED NURSING STUDENTS FOR COVID

Ever since the development of the COVID-19 vaccines, Union University has encouraged but not required its faculty, staff, and students to be vaccinated. As a Baptist institution, Union takes very seriously the sacred obligation to live according to one's biblically-informed conscience; therefore, the university protects that religious liberty in everything that we have control over and seeks as best it can to accommodate those with conscientious objections to the vaccines in settings outside the university's control.

A crucial element of each Nursing student's education is the clinical experience, in which students apply their knowledge within an actual clinical setting, serving actual human beings who respond to treatment in different ways than simulations can predict. Simulation labs and other virtual applied learning experiences can be helpful supplements to the actual clinical setting, but they are not a complete substitute for the clinical setting. This principle has been confirmed in recent months as hospital personnel have noted the difference in nursing preparation of students who have received clinical training as compared to students who have completed their nursing education in virtual settings due to the COVID mitigation policies of their universities. One hospital group informed our leadership that in a recent group of newly-hired nursing graduates who were trained primarily through virtual clinical platforms, 12% of them quit their jobs within a few months due to their being unprepared to work in an actual clinical setting.

During the spring of 2020, when all clinical facilities temporarily declined to accept student nurses, our Nursing faculty provided temporary simulated experiences for students to help them meet the required number of hours for clinical experiences. This was a temporary fix for an unprecedented situation in which none of our students were able to be placed in hospitals. With hospitals re-opening to accept student nurses in the summer of 2020, we were quickly able to resume our best practices of actual clinical placement and the emergency simulations were short-lived. Since that time, through comparisons of our graduates with students who were educated predominantly in virtual settings, we have evidence to support the superiority of in-person clinical training as compared to virtual and simulated experiences.

One challenge faced by the Union University College of Nursing and Health Sciences is that the vast majority of health care facilities are now requiring all student nurses to be fully vaccinated in order to receive a clinical placement. We work with a small and diminishing number of health care facilities that will still accept unvaccinated students, but we cannot guarantee that all unvaccinated students will be accepted for a placement at these sites. Some facilities operate on a lottery basis for selecting students; others reserve a limited number of spots for students from various universities.

Given these constraints, the Union University College of Nursing and Health Sciences will continue to work with all students to try to place them in a clinical setting in which they will receive the training necessary to prepare them for excellent, Christ-centered nursing care. We will continue to work with students who articulate conscience objections to the vaccines and do our best to get them placed in a setting that will accept them.

Because there are factors that we cannot control in terms of how many facilities will allow unvaccinated student nurses nor how many of our students they will accept, we need to be forthright in explaining that it is possible that there could be delays in getting these students placed in such facilities. It is possible that the delay might extend the time it takes to complete the requisite hours of clinical training and therefore to graduate.

METHODS OF INSTRUCTION DURING UNFORESEEABLE EVENTS

******Due to the COVID-19 pandemic and any other unforeseeable events, courses may require alternate methods of instruction including but not limited to online instruction, hybrid instruction, or delayed course schedules. Students must have reliable high-speed internet access, phone that has Zoom/ Teams capabilities for examinations, and computer with camera capable of recording the student during computer use. Students should be prepared for schedule changes to facilitate learning for all students. All policies regarding academic integrity will continue to be enforced regardless of the modality of instruction. Expectations and outcomes of the course, clinical, and grading will remain the same regardless of the method of instruction but may require alternative experiences. Students should expect responses from professors within 24 hours of the sent message during the week and 48 hours on the weekend.

In the event COVID-19 or other pandemic interferes with clinical (or Fellowship) placement, students may experience changes in clinical schedules or delayed graduation in order to obtain required clinical (or Fellowship) hours to meet the requirements for graduation, the Commission on Collegiate Education, and eligibility for the national certification examinations.

All students must comply with university and College of Nursing policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing when possible. Failure to do so may result in dismissal from class or other disciplinary measure. You must self-monitor for symptoms of COVID-19, and if you develop any symptoms you need to follow the instructions of your provider and health department. The College of Nursing will follow the CDC <https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html> regarding your return to the classroom. Your clinical sites will have their own guidelines about symptomatic students, and those policies will be followed by our students. If you are feeling unwell (including having a new cough, new shortness of breath, a temperature of or above 100.4 degrees F, new loss of taste or smell, or muscle or body aches) you may not come to class/clinical. We will provide Zoom/Teams, recorded lectures, or some other way for you to get the material. If you begin feeling ill during class, let your professor know immediately.

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. 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/student-services/counseling/>. Students on the Hendersonville campus use the Babb center for counseling. They must still contact the counseling center on the Jackson campus of their intent and need.

ADA Policy/Accommodations:

Any student with a disability requesting academic accommodations is encouraged to speak with the course instructor immediately at the beginning of the semester. In addition, the student must provide the instructor a letter of accommodations from the Office of Disability Services (ODS). For more information about registering with ODS please visit www.uu.edu/ods or contact Esperanza Gonzalez, Director for Disability Services, at egonzalez@uu.edu or (731) 661-6520. ODS is located in PAC F-39. All information disclosed during this process will be handled in compliance with FERPA policies regarding privacy of information.

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. Accommodations do not extend to clinical, simulation, and lab.

INFORMED CONSENT POLICY

The Union University College 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 College 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 College 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 College of Nursing office and will be considered privileged and confidential within the limits of the law.

I agree to inform the College 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.**

Signature

Date

**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.

SignatureDate

**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.

SignatureDate

PRIVACY ACT RELEASE FORM & SIGNATURE STATEMENT

During the academic year at Union University College of Nursing, it may be appropriate for College 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.

SignatureDate

A COPY IS TO BE RETAINED BY THE STUDENT