



Bachelor of Science Degree in Nursing

Student Nurse
Handbook

2018 – 2019



Accreditation Commission for Education in Nursing (ACEN)

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Atlanta, GA 30326

TABLE OF CONTENTS

Philosophy of the Department of Nursing	1
Philosophy & Concept Definitions	1
Leveling of Concepts	4
Program Objectives	4
Level Objectives	5
Level I, Level II, Level III	
Leveling of Concepts Emphasis	7
BACHELOR OF SCIENCE IN NURSING CURRICULUM	9
Curriculum Description	9
Admission Requirements	9
Advanced Standing Admission	10
Retention	11
Readmission	11
Student Advisement	12
Graduation Requirements	12
Degree Curriculum Plan	13
Course Descriptions	14
DEPARTMENTAL POLICIES AND PROCEDURES	16
Class and Laboratory Attendance Policies	16
Lecture, Exams, Scheduling, Practical and Clinical Laboratory Experiences, Personal Digital Devices, Inclement Weather Policies	
Grading Policies	18
Course Grade, Theory Evaluation, Theory Grade, Test Review, Written Work Evaluation, Medication Dosage Calculation Evaluation, Lab and Skills Evaluations, Physical Demands, Criteria for Satisfactory or Unsatisfactory Evaluations and Summary of Grading Components	
Skills Fair	21
Standardized Achievement Test	21
Academic Integrity	21
Physical Examination	21
Disclosure regarding Background Reports	21
Tobacco Products Use	22
Travel Liability	22
Hazardous Materials Management Policy	22
Blood borne Pathogens Policy	23
Exposure Determination	23
Tuberculosis Testing	25
Employment Policy	25
Health/Liability Insurance	25
Nursing Uniform Dress Code	25
Clinical Nursing Activities	26
Emergency Codes-Clinical Agencies	26

Standards of Conduct	27
Maintenance of Ethical and Professional Standards - Nursing	27
Reasons for Suspension or Remedial Action, Procedure for Suspension or Remedial Action	
Social Media Guidelines	
Grievance Policy	29
Appeal System in Department of Nursing, Class Grievances	
State Board Application and NCLEX Applications	29
STUDENT ACTIVITIES AND AWARDS	30
Student Representation	30
Nursing Class Officers, Student Affairs Committee, Curriculum Committee, Student Government Association	
Student Nurses Association	30
Pi Tau Chapter of Sigma Theta Tau International Society of Nursing	31
Pi Tau Awards	31
Nurses Christian Fellowship, Carol Melvin Memorial Award, Triple C Awards	31
Scholastic Recognition	32
Scholarship Information	32
GENERAL INFORMATION	32
Nursing Department Information	32
Nursing Office Hours/ Phone, Faculty Members, Practice-A/V Media Areas	
Disaster Plan	33
Tornado Warning, Evacuation, Earthquake	
Clinical Agency Phone Numbers	36
PERMISSION AND CERTIFICATION FORMS	37
General Permission	38
Specific Permissions	
Confidentiality, PDD, Release of Information, Videotaping Sessions, Written Work as Sample, Handbook Policies, Scheduling	39
Faculty & Staff	42
Appendix A	43
Clinical Evaluations	44
Level I, Level II, Level III, Summary of Clinical Evaluations	
Index	48

UT Martin is an Equal Opportunity Institution

All qualified applicants will receive equal consideration for employment and admissions without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

Eligibility and other terms and conditions or employment benefits at the University are governed by laws and regulations of the State of Tennessee, and this non-discrimination statement is intended to be consistent with those laws and regulations.

In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the University.

Inquiries and charges of violation of Title VI (race, color, national origin), Title IX (sex), Section 504 (disability), ADA (disability), Age Discrimination in Employment Act (age), sexual orientation, or veteran status should be directed to the Office of Equity and Diversity (OED), 303 Administration Building, The University of Tennessee at Martin, Martin, TN 38238, telephone 731-881-7847 (V/TTY available) or 731-881-3505. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Equity and Diversity.

Philosophy of the Department of Nursing

The faculty of the Department of Nursing accepts the philosophy and goals of The University of Tennessee at Martin supporting the concept of quality undergraduate education for traditional and nontraditional students and the related mission to serve the area with a strong program of public service and continuing education. Scholarship, creative endeavors, and research are encouraged as a means of faculty development and renewal. The faculty utilizes the educational facility to make available to the student a base of knowledge essential for the practice of nursing.

The Department of Nursing's mission is to assist in meeting a regionally recognized need for nurses by preparing a professional nurse capable of synthesizing theoretical and empirical knowledge incorporating concepts from the physical and behavioral sciences, humanities, and discipline of nursing in developing and implementing nursing practice. Faculty are committed to mentoring students and to advancing the profession of Nursing through a variety of scholarly activities and service to both the campus and community.

The faculty of the Department of Nursing at The University of Tennessee at Martin believes:

Person (P) is a dynamic wholistic individual, family, or group who continually interacts with the intrapersonal, interpersonal, and extrapersonal stressors of the environment. With intrinsic values and cognitive abilities, person has the right to use decision-making capacity to determine self-direction.

Environment (E) refers to "that viable arena which has relevance to the life space of an organism." (Neuman, 1982, p. 9; 1989; 1995) Environment consists of internal and external forces (stressors), which encompass person at any point in time. Stressors may be intrapersonal, interpersonal, and extrapersonal. As positive or negative factors, stressors affect the energy balance within person.

Health (H) is a dynamic state of energy identified as a relative point on a wellness/illness continuum, which represents person's normal and flexible lines of defense. When stressors penetrate the lines of defense, lines of resistance respond in an effort to restore wellness. A person's health is determined by the continuing interrelationships of physiological, psychological, sociocultural, developmental, and spiritual variables (Neuman, 1982; 1989; 1995).

Nursing (N) focuses on assisting "individuals, families, and groups to attain and maintain a maximum level of total wellness by purposeful intervention. . .aimed at reduction of [negative] stress factors [and enhance positive stress factors] and adverse conditions which either affect or could affect optimal functioning in any given client situation." (Neuman, 1980, p. 119; 1989; 1995). Working with the nursing process, the nurse interacts and intervenes differently with individuals, families, and groups depending upon whether the level of prevention is primary (risk factors), secondary (symptoms, intervention, and treatment), or tertiary (adaptive). Nursing is a dynamic scientific discipline with a broad knowledge base that incorporates critical thinking, logical analysis, and effective communication (National Commission on Nursing Implementation Project, 1987; Neuman, 1982; 1995). Nursing consists of self-directed individuals capable of evaluating the influence of their personal values, biases, and needs.

Communication (C) is the verbal and non-verbal exchange of information between the nurse, the client/client system, and others of the health care team. Therapeutic communication is used to initiate, maintain, and terminate meaningful relationships that ensure effective nursing practice. Communication between the client/client system and members of the health care team promotes collaborative interventions to retain, attain, or maintain optimal levels of health for the client/client system and provides a means for permanent documentation of the process and outcome of client/client system care.

Nursing Process (NP) includes an evaluation of the client/client system's response to actual or potential health problems resulting from stressors and mutual determination of actions that will guide the client/client system toward retaining, attaining or maintaining client/client system stability. The three categories of the nursing process identified by Neuman are expanded to include the five steps. Data related to the variables and stressors affecting the client/client systems are collected during Assessment and grouped in Analysis for use in the formulation of Nursing Diagnoses. These steps comprise Neuman's Nursing Diagnosis category. Planning identifies goals with outcome criteria, which are negotiated by the client/client system and the nurse. This step parallels the Neuman category of Formulation of Nursing Goals. Implementation consists of initiating nursing actions in the appropriate mode(s) of prevention and addresses Neuman's final category, Nursing Outcomes. Evaluation of the effectiveness of implementation and goal achievement returns to the beginning of the Neuman cycle.

Roles of Nursing (RoN) encompass variables affecting the response to stressors by the client/client system (Neuman, 1989; 1995). Practitioners and client advocates are directly involved in the independent and collaborative delivery of nursing care to clients. Educators provide health care information to clients or students. Administrators direct the effective delivery of nursing care or education, and consultants serve as resources in health care for individuals, families, and groups. Researchers explore the clinical problems of nursing care, the process of care, and the nursing profession. Change agents effect alterations in nursing care and the health care system. The roles are further defined by the settings in which they are implemented and the educational level of the nurse.

Research (R) is the persistent and organized inquiry designed for knowledge validation and generation (Burns & Grove, 1987). Students begin research with understanding, critique, and utilization of the findings of existing studies and progress through use of the research process in development of research proposals, implementation of research plans, and analysis and interpretation of resulting data. Research in nursing includes quantitative use of the scientific process, qualitative analysis of clinical problems of nursing care, the process of care, and people and issues in the nursing profession.

Education (Ed) is the acquisition of knowledge through learning to assist in the advancement of the individual, family, and group. Learning is an independent and interdependent process, which facilitates change and endeavors to bring forth potential and underdeveloped capabilities. Teaching enhances learning by providing options for individual learning needs.

Nursing Education (NE) is systematic, progressive preparation in the scientific discipline of nursing and related areas for synthesis, integration, and decision-making in health care. Nursing education encompasses "theory, methods, processes and ways of knowing and understanding, analysis and study of human events and issues. . ." (National Commission on Nursing Implementation Project, 1987, p. 3).

Continuing Education (CE) is a commitment to life-long learning and systematic inquiry that promotes practitioner competence and contributes to nursing knowledge. Continuing education "provides a bridge between academia and the clinical world of nursing." (Baker, 1982, p. 260).

Leveling of Concepts

Three levels are identified in the nursing curriculum. Nursing courses taken during the sophomore year are placed in Level I, with Levels II and III corresponding to the nursing courses in the junior and senior years, respectively. Use of a holistic approach to person in the philosophy and conceptual framework requires inclusion of all components of each concept throughout the curriculum. The faculty recognizes the need to emphasize different components in each curriculum level; however, some overlap of concepts occurs. To clarify the progressive nature of conceptual emphasis, the faculty has formulated a blueprint of the objectives illustrating the primary emphasis placed on each of the concepts and their components for each level of the program. [Table 1](#) illustrates the blueprint.

Program Outcome Objectives

Nursing education combines theoretical and clinical instruction, and graduates are expected to achieve proficiency in each area. Program objectives include expectations for each of the components. The first three program objectives focus on theoretical knowledge and are evaluated directly in the classroom and indirectly in clinical laboratory experiences through application of the nursing process. The remaining objectives primarily address clinical behaviors and serve as the foundation for the clinical evaluation instrument.

Upon successful completion of the program, the graduate is expected to

1. demonstrate synthesis of theoretical and empirical knowledge in developing and implementing nursing practice reflecting understanding of the arts, sciences, humanities, and the discipline of nursing.
2. practice the scope of professional nursing with its multiple roles and responsibilities in providing care of the client/client system, as influenced by the historical, ethical, technological, and legal aspects of nursing's current and evolving practice.
3. using critical thinking, initiate scientific and creative methods of problem solving to explore, evaluate, and select solutions to challenging situations.
4. assess client/client system utilizing the Neuman Systems Model, focusing on physiological, psychological, sociocultural, developmental, and spiritual variables in response to environmental stressors.
5. analyze the data collected based on research and assessment findings to determine the client/client system's energy state and the need for nursing intervention.
6. plan preventive interventions to assist the client/client system in retaining, attaining, or maintaining optimal health with regard to the wellness/illness continuum.
7. intervene using the plan of care developed within legal and ethical boundaries to assist the client/client system in retaining, attaining, or maintaining an optimal level of health.
8. evaluate the client/client system's response to nursing preventions to determine their effectiveness in strengthening the lines of defense and resistance and managing the environmental stressors within the social context of the physiological, psychological, sociocultural, developmental, and spiritual variables possessed by humankind.

Level Outcome Objectives

With the holistic approach to person, all components of a concept are addressed throughout the curriculum. Level objectives are developed to show the primary emphasis on individual components; however, some overlap of concepts is necessary to address the holistic approach. Level objectives are listed on Clinical Evaluation Tools ([Appendix A](#)).

Level I Outcome Objectives

Upon successful completion of Level I, the student is expected to

1. demonstrate comprehension of theoretical and empirical knowledge in developing and implementing nursing practice reflecting understanding of the arts, sciences, humanities, and the discipline of nursing.
2. recognize the scope of professional nursing with its multiple roles and responsibilities in providing care of the client/client system as influenced by the historical, ethical, technological, and legal aspects of nursing's current and evolving practice.
3. using critical thinking, recognize scientific and creative methods of problem solving to explore, evaluate, and select solutions to challenging situations.
4. assess the individual utilizing the Neuman Systems Model, focusing on physiological and sociocultural variables in response to environmental stressors.
5. analyze the data collected to determine the energy state of the individual and the need for nursing interventions.
6. plan nursing interventions to assist the individual in retaining, attaining, or maintaining optimal health with regard to the wellness/illness continuum.
7. intervene using the plan of care identified to assist the individual in retaining, attaining, or maintaining an optimal level of health.
8. utilizing Level I knowledge base, evaluate the individual's response to nursing interventions in the primary, secondary, and tertiary preventions to determine their effectiveness in strengthening the flexible and normal lines of defense and lines of resistance and managing the environmental stressors within the context of the physiological and sociocultural variables possessed by humankind.

Level II Outcome Objectives

Upon successful completion of Level II, the student is expected to

1. demonstrate application of theoretical and empirical knowledge in developing and implementing nursing practice reflecting understanding of the arts, sciences, humanities, and the discipline of nursing.
2. function within the scope of professional nursing with its multiple roles and responsibilities in providing care of the client/client system as influenced by the historical, ethical, technological, and legal aspects of nursing's current and evolving practice.
3. using critical thinking, utilize scientific and creative methods of problem solving to explore, evaluate, and select solutions to challenging situations.
4. assess the individual/family utilizing the Neuman Systems Model, focusing on physiological, psychological, sociocultural, and spiritual variables in response to environmental stressors.

5. analyze the data collected to determine the energy state of the individual and family and the need for nursing interventions.
6. plan nursing interventions to assist the individual/family in retaining, attaining, or maintaining optimal health with regard to the wellness/illness continuum; intervenes using the plan of care developed to assist the individual/family in retaining, attaining, or maintaining an optimal level of health; utilizing Level II knowledge base, evaluate the individual/family's response to nursing interventions in the primary, secondary, and tertiary preventions to determine their effectiveness in strengthening the flexible and normal lines of defense and lines of resistance and managing the environmental stressors within the context of the physiological, psychological, sociocultural, and spiritual variables possessed by humankind.

Level III Outcome Objectives

Upon successful completion of Level III, the student is expected to

1. demonstrate synthesis of theoretical and empirical knowledge in developing and implementing nursing practice reflecting understanding of the arts, sciences, humanities, and the discipline of nursing.
2. practice the scope of professional nursing with its multiple roles and responsibilities in providing care of the client/client system as influenced by the historical, ethical, technological, and legal aspects of nursing's current and evolving practice.
3. using critical thinking, initiate scientific and creative methods of problem solving to explore, evaluate, and select solutions to challenging situations.
4. assess the individual/family/group utilizing the Neuman Systems Model, focusing on physiological, psychological, sociocultural, developmental, and spiritual variables in response to environmental stressors.
5. analyze the data collected to determine the energy state of the individual/family/group and the need for nursing interventions.
6. plan nursing interventions to assist the individual/family/group in retaining, attaining, or maintaining optimal health with regard to the wellness/illness continuum.
7. intervene using the plan of care constructed to assist the individual/family/group in retaining, attaining, or maintaining an optimal level of health.
8. utilizing Level III knowledge base, evaluate the individual/family/group's response to nursing interventions in the primary, secondary, and tertiary preventions to determine their effectiveness in strengthening the flexible and normal lines of defense and lines of resistance and managing the environmental stressors within the context of the physiological, psychological, sociocultural, developmental, and spiritual variables possessed by humankind.

Table 1
Nursing Education Process
Leveling of Concepts Emphasis

Concepts	Level I	Level II	Level III
Person Basic structures Individual Family Group Variables Physiological Psychological Sociocultural Developmental Spiritual	Individual Physiological Sociocultural	Individual Family Physiological Psychological Sociocultural Spiritual	Individual Family Group Physiological Psychological Sociocultural Developmental Spiritual
Environment Stressors Intrapersonal Interpersonal Extrapersonal	Intrapersonal	Intrapersonal Interpersonal Extrapersonal	Intrapersonal Interpersonal Extrapersonal
Health Lines of defense Normal Flexible Lines of Resistance	Normal Flexible Lines of resistance	Normal Flexible Lines of resistance	Normal Flexible Lines of resistance

Table 1 (Continued)
Nursing Education Process
Leveling of Concepts Emphasis

Concepts	Level I	Level II	Level III
Nursing Modes of prevention Primary Secondary Tertiary	Primary Secondary	Primary Secondary Tertiary	Primary Secondary Tertiary
Communication Therapeutic communication Group process	Therapeutic communication	Therapeutic communication Group process	Therapeutic communication Group process
Nursing Process Assessment Analysis Plan Intervention Evaluation	Assessment Analysis Plan Intervention Evaluation	Assessment Analysis Plan Intervention Evaluation	Assessment Analysis Plan Intervention Evaluation
Roles of Nursing Practitioner Client Advocate Educator Administrator Researcher Change Agent Consultant	Practitioner Client Advocate	Practitioner Client Advocate Educator Change Agent	Practitioner Client Advocate Educator Administrator Researcher Change Agent Consultant
Research Understanding Critique Utilization Development	Understanding	Understanding Critique Utilization	Understanding Critique Utilization Development

Bachelor of Science in Nursing Curriculum

Curriculum Description

The nursing curriculum combines general education and nursing, with nursing content beginning after acceptance to the clinical nursing program. Nursing is a profession for individuals interested in a lifetime of challenge. As a critical part of the health-care system, nurses use skills in critical thinking, problem solving and effective communication to assist individuals, families and groups in retaining, attaining and maintaining optimal levels of health. Nursing requires a genuine interest in people combined with the ability to pull together knowledge from several disciplines and the physical stamina necessary to meet fast-paced demands.

The B.S.N. nursing curriculum is a four-year program which combines general education and nursing, with nursing content beginning in the sophomore year. Students majoring in B.S. Nursing take 71 semester hours of nursing courses and 52 semester hours of required and elective non-nursing courses. Upon successful completion of the B.S.N. program, the graduate is awarded the Bachelor of Science in Nursing degree (B.S.N.) by the University of Tennessee. Graduates with the B.S.N. degree demonstrate the competencies necessary for entry into nursing practice and are eligible to take the National Council Licensure Examination for licensure as a registered professional nurse. The Bachelor of Science in Nursing degree program has full approval of the Tennessee Board of Nursing and full accreditation from the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone 404-975-5000.

Upon successful completion of the program, the graduate is awarded the Bachelor of Science in Nursing degree (B.S.N.) by The University of Tennessee and becomes eligible to take the National Council Licensure Examination (NCLEX) for licensure as a registered professional nurse.

Admission, Advanced Standing, Retention, and Readmission

The nursing program is open to men and women who satisfy the entrance requirements of the university and the nursing program. Students are eligible to participate in extracurricular activities made available by the university to students of all disciplines.

The admission, advanced standing, retention and readmission policies of the Department of Nursing may differ from other programs in the university because limited enrollment is necessary to provide student clinical experiences while assuring safe patient care and adherence to standards required for state licensure of registered professional nurses.

Admission Requirements

The nursing program is open to men and women who satisfy the entrance requirements of the university and the nursing program. Students are eligible to participate in extracurricular activities made available by the university to students of all disciplines.

The admission, advanced standing, retention and readmission policies of the Department of Nursing may differ from other programs in the university because limited enrollment is necessary to provide student clinical experiences while assuring safe patient care and adherence to standards required for state licensure of registered professional nurses.

All students not currently enrolled at UT Martin are required to apply for admission to the university by submitting an application to the Admissions Office.

Admission to the B.S.N. clinical program is separate from admission to the university. Applicants must submit a separate application to the Department of Nursing for admission to clinical nursing. Priority is given to applicants whose application is received by February 1 before the fall semester in which admission to B.S.N. clinical nursing courses is desired. Admission priority will also be given to students who have successfully completed all the courses listed in the B.S.N. curriculum for the freshman year (or at least 33 semester hours of required general education courses which include Chemistry 121, Mathematics 140 or 185 or 251, Microbiology 251, Psychology 101, and Zoology 251 or equivalent courses). A grade of D or F in any of these specified required courses will delay or alter admission to the clinical nursing program. The applications are screened for selection on a competitive basis by the Department of Nursing Admissions and Policies Committee.

Students accepted to begin B.S.N. nursing courses are required to:

1. have met all UT Martin admission requirements.
2. complete a nursing pre-entrance exam as designated by UT Martin Department of Nursing. The applicant's score on this exam will be used in the selection process.
3. be certified in CPR (Cardio-Pulmonary Resuscitation) with Basic Life Support (BLS) from the (American Heart Association) or from Health 220 CPR (UT Martin) before beginning Nursing 212 clinical experiences.
4. maintain a grade of C or above in all required courses (otherwise the student may not be allowed to begin the B.S.N. program) and a cumulative GPA of 2.00 or above.
5. demonstrate evidence of physical and mental health by submitting the appropriate health form to the Department of Nursing on or before the first day of nursing class. Failure to do so cancels eligibility and acceptance to the B.S.N. program. The student is legally and ethically accountable and responsible to provide safe nursing care. Therefore a student may be required to be evaluated by a qualified individual before client contact is permitted if the faculty believes that the student is physically or psychologically impaired for clinical experience.
6. provide evidence of negative report on drug screen and felony background checks.
7. provide documentation of current screenings and immunizations as required by the Centers for Disease Control and Prevention and clinical site guidelines in addition to those required by UT Martin.
8. provide documentation of current personal health insurance by the first day of the semester in which student is enrolled in clinical courses. For students who need personal health insurance, student group health insurance is available through the university. Contact Student Health Services at (731) 881-7750.

Advanced Standing Admission

Students requesting to receive nursing credit for previous nursing education must:

1. submit an application for Advanced Standing to the Admissions and Policies Committee of the Department of Nursing by February 1 for admission to fall semester clinical nursing courses and by August 1 for admission to Spring semester clinical nursing courses
2. be eligible for admission to the university
3. meet all admission requirements to the nursing program
4. submit documents that verify reasons for leaving the previous nursing program
- 5. submit a letter of good standing from the previous nursing program**
6. successfully pass any written exams and skills evaluations required by the Department of Nursing to demonstrate nursing competencies comparable to the placement level requested

7. licensed practical/vocational nurse may challenge Fundamentals I N212 and Fundamentals II N231 through examinations/skills evaluations. Pharmacology 201 and 202, Concepts and Theories N221, and Health Assessment N241 will still be required.

Retention

1. To continue in the nursing curriculum, each student must maintain a college grade point average of 2.0 or above and a C or above in all nursing courses.
2. Progression in clinical nursing with grades less than C in non-nursing (general education) courses is permitted provided prerequisite and corequisite requirements are met. Students must remove D and F grades in all required courses in the curriculum before graduation.
 - a. A prerequisite is a course that must be completed with a C or above prior to taking the desired course.
 - b. A corequisite is a course that must be taken at the same time as the desired course or completed previously with a grade C or above. Withdrawal from one corequisite will also require withdrawal from the other corequisite course(s).
3. Students must maintain a satisfactory grade in the nursing lab portion of each clinical nursing course and must have a C or above in the theory portion of each required nursing course in order to obtain a final grade of at least a C in the course. The theory portion includes passage of a medication calculation examination.
4. If unsatisfactory clinical performance is characterized by dangerous, inappropriate, or irresponsible behavior which actually or potentially places the welfare of the client or family in jeopardy, the student will be removed from clinical client care and will receive a failing grade for that course.
5. CPR (Cardio-Pulmonary Resuscitation) Basic Life Support (BLS) certification must be kept current while enrolled in nursing courses.
6. Students enrolled in clinical nursing courses are required to have student liability insurance through the university.
7. Students must take a Dosage Calculation Exam each semester and receive a passing score (80% or above) in order to remain in the program. Two opportunities will be given during the first weeks of class.
8. Students enrolled in clinical courses may be subjected to random drug screens and background checks by the Department of Nursing or clinical agency.
9. Students enrolled in clinical courses must keep health screens and immunizations current as required by the Centers for Disease Control and Prevention and clinical agency guidelines.
10. Each student is required to maintain a clinical verification notebook with specified documents as required by the Department of Nursing. The list of required documents will be given to the student with letter of acceptance. The Notebook will be reviewed each semester. If required documents are not current the student will not be permitted into clinical and will be asked to drop the course.
11. Personal health insurance must be kept current while enrolled in clinical nursing courses.

Readmission

1. A period of one year may elapse before a student is readmitted to B.S.N. clinical nursing program since nursing courses are taught in sequence and normally are offered only once a year.
2. Application for readmission to clinical nursing courses must be filed with the Department of Nursing by February 15 for readmission to fall semester and **August 1 for readmission to spring semester**. Before readmission is considered,
 - a. all grades of less than C in required non-nursing courses must have been removed if offered by UT Martin prior to the readmission date, and
 - b. the applicant will be required to demonstrate evidence of retention of knowledge and skills acquired from previous nursing courses, and

- c. the applicant will be required to retake Kaplan Integrated tests given in corequisite nursing courses and/or the previous level of nursing. For readmission, the applicant must achieve designated benchmarks on Kaplan Integrated tests, or complete Kaplan remediation if score is less than benchmark, and successfully pass skill evaluations.
3. Readmission is contingent on space availability.
 4. All students will be evaluated on an individual basis with consideration given to each student's potential for successfully completing the program, which includes both clinical and academic performance. Readmission may be denied even if space is available.
 5. A student may repeat only one time any nursing course in which a grade of D or F had been achieved.
 6. A student who receives two grades of D or below in nursing courses will not be eligible for readmission, even if the student has already repeated one of the courses and received a grade of C or above.
 7. Students must comply with admission and retention policies.
 8. **Students with a lapse of three (3) years or longer from nursing courses will follow the guidelines of Advanced Standing Admission.**

Note: Ineligibility for the nursing curriculum does not affect the student's eligibility for acceptance into another curriculum offered by the university.

Student Advisement

Each student is assigned a faculty advisor. Students can find their advisor within the Banner system of the UTM website.

Faculty offices are located in Suites 136 and 141. Individual faculty members post a schedule on their office door. Check the schedule to determine when the faculty member is available for advising students. For an appointment, sign at an available time on the appointment sheet posted on the door.

Students should have in writing a tentative class schedule when they come for advising. The advisor will review the schedule, review the courses needed by the student, and either approve the schedule or make suggestions for change.

Graduation Requirements

To receive a Bachelor of Science in Nursing degree (B.S.N.) all students must:

1. satisfy the university's general education requirements for a bachelor's degree;
2. attain a grade of C or above in each of the B.S.N. curriculum requirements;
3. attain 70% correct on the Kaplan Nursing Assessment Test, or complete Kaplan remediation if score is less than 70% correct and;
4. complete the B.S.N. degree program.

The University of Tennessee at Martin
Bachelor of Science in Nursing Degree Curriculum Plan

FRESHMAN YEAR

Fall Semester				Cr	Spring Semester				Cr
*Chem	121	General Chemistry		4	*Zool	251	Human A & P I		4
Eng	111	English Composition		3	Eng	112	English Composition		3
*~Math	140	College Alg & Elem Func		3	Comm	230	Communications		3
*Psych	101	General Psychology		3	Elective		Social Sciences		3
*Micro	251	General Bacteriology		4	Elective		Humanities		3
				17					16

BSN Admission Criteria: Required hours=33 Gen Education

*Preferred Courses: Chem 121, Math 140, Micro 251, Psych 101, Zoo 251

~Math 185 or 251 may be taken in place of Math 140

Chemistry 122 is highly recommended for anyone planning to pursue a degree beyond the BSN.

Zool 352 is highly recommended to be completed before starting clinical nursing courses.

SOPHOMORE YEAR

Fall Semester				Cr	Spring Semester				Cr
#Zool	352	Human A & P II		4	Elective		Humanities		3
Nurs	201	Pharmacology I		2	Nurs	202	Pharmacology II		2
Nurs	212	Foundations I		6	Nurs	231	Foundations II		6
Nurs	221	Concepts/Theories in Nurs		2	Nurs	241	Health Assessment		5
Nurs	280	(Dosage Calculations)		(1)					16
				14/1					

#Complete Zool 352 prior to N231 and N241. Complete N200 courses prior to N300+ courses.

JUNIOR YEAR

Fall Semester				Cr	Spring Semester				Cr
Elective		Fine Arts		3	Elective		Growth & Development		3
Nurs	321	Acute & Chronic I		7	Elective		Humanities		3
Nurs	341	Mental Health		6	Math	210	Elementary Stat &		3
				16	Nurs	331	Probability		7
					Nurs	362	Acute & Chronic II		1
									17

Complete Math 210 prior to N451. Complete N300 courses prior to N400+ courses.

SENIOR YEAR

Fall Semester				Cr	Spring Semester				Cr
Nurs	404	Maternal/ Child Nursing		8	Nurs	411	Advanced Health Care		6
Nurs	431	Community Health Nursing		6	Nurs	442	Leadership/Mgmt in Nursing		5
				14	Nurs	451	Research in Nursing		2
					Nurs	481	(NCLEX)		(2)
									13/15

*Guidelines for selecting elective courses:

Fine Arts (Aesthetics) – 3h: Art 110, 210, 211; Dance 110; Music 111, 112; Theatre 110, 111

Humanities – 9h: Eng 250, 251, 260, 261, 270, 271; French 250; Germ 250; Span 250; Hist 121, 122, 201, 202 Phil 110, 120, 130, 160

Social Sciences – 6h: Must take Psych 101 and choose one of the following—Health 111, Social Work 220, Sociology 201, 202

Growth & Development – 3h: Psych 313, CFS 211

Course Description for Bachelor of Science in Nursing

201 PHARMACOLOGY I (2) Examines classifications, uses, actions, and side effects of major drug groups and nursing responsibilities for safe drug administration, including client teaching. Focuses on drugs used for acute health problems. Two hours lecture. Prereq: Admission to clinical nursing program or instructor's approval.

202 PHARMACOLOGY II (2) Continues examination of classifications, uses, actions, and side effects of major drug groups and nursing responsibilities for safe drug administration, including client teaching. Focuses on drugs used for chronic and mental health care problems. Two hour lecture. Prereq: Nurs 201 or instructor's approval.

212 FOUNDATIONS IN NURSING I (6) Beginning course in nursing which emphasizes concepts, principles and basic nursing skills utilized in nursing practice. Three hours lecture and six hours lab. Prereq: Acceptance to clinical nursing courses, First Aid and CPR Provider C certifications, and Zool 251. Coreq: Zool 252, Nurs 201 and 221.

221 CONCEPTS AND THEORIES IN NURSING (2) Use of concepts and theories of professional nursing practice as the basis for implementing and evaluating health care. Two hours lecture. Prereq: Acceptance to clinical nursing courses or instructor's approval.

231 FOUNDATIONS IN NURSING II (6) Continuation of Foundations in Nursing I emphasizes the use of the nursing process in providing care for client/client systems with basic health care needs. Two hours lecture and eight hours lab. Prereq: Nurs 201, 212, 221, and Zool 352. Coreq: Nurs 202 and 241.

241 HEALTH ASSESSMENT (5) Emphasizes concepts and skills of health assessment. Prepares the nurse to assess and analyze the physical and psychosocial status of individuals. Four hours lecture and two hours lab. Prereq: Nurs 212 and Zool 352 or instructor's approval. Coreq: Nurs 202 and 231.

312 HEALTH ASSESSMENT (5) The course for Registered Nurses expands on concepts and skills of health assessment introduced at the technical level. Provides the RN with a broader knowledge base required in baccalaureate nursing education. Prepares the nurse to assess and analyze the physical and psychosocial status of individuals. Four hours lecture and two hours lab. Prereq: Licensure as a Registered Nurse and instructor's approval. Students cannot use credit for both Nurs 241 and 312 toward graduation requirements.

321 ACUTE AND CHRONIC HEALTH CARE NURSING I (7) Emphasizes use of the nursing process in care of clients/client systems with acute and chronic health needs. Attention will be given to prevention, health promotion, and rehabilitation. Three hours lecture and eight hours lab. Prereq: Nurs 202, 231 and 241. Coreq: Nurs 341. Students cannot use credit for Nurs 321 and Nurs 350 toward graduation requirements.

331 ACUTE AND CHRONIC HEALTH CARE NURSING II (7) Continues emphasis on nursing needs of clients/client systems with acute and chronic health needs. Attention will be given to prevention, health promotion, and rehabilitation. Three hours lecture and eight hours lab. Prereq: Nurs 321 and 341. Coreq: Nurs 362.

341 MENTAL HEALTH NURSING (6) Emphasizes concepts and principles necessary to understand client/client systems as they evolve through life experiences, utilizing the nursing process to assist them to meet their mental health needs. Three hours lecture and six hours lab. Prereq: Nurs 202, 231 and 241. Coreq: Nurs 321.

350 TRANSITION TO PROFESSIONAL NURSING (8) A transition course for Registered Nurses taken in place of Nurs 321. Expands on nursing content introduced at the technical level to provide the RN with the broader knowledge base required in baccalaureate nursing education. Five hours lecture and six hours lab. Prereq: Licensure as a Registered Nurse, and either admission to the clinical nursing program with completion of Nurs 202 and 241 or 312; or instructor approval. Students cannot use credit for both Nurs 350 and Nurs 321 toward graduation requirements.

362 TRENDS AND ISSUES IN NURSING (1) Examines the nurse's role in change through evaluation of current trend and issues impacting upon the nursing profession and health care delivery. Writing and speaking intensive course. Two hours lecture. Prereq: Nurs 321 and 341 or instructor's approval. Coreq: Nurs 331.

404 MATERNAL-CHILD NURSING (8) Examines normal developmental and reproductive tasks and related health needs and issues of client/client systems. Emphasizes normal developmental tasks and related health needs and issues of client/client systems with a focus on pediatric client and the family unit. Five hours lecture, six hours lab. Prereq: Nurs 331.Growth & Development. Coreq: 431.

411 ADVANCED HEALTH CARE NURSING (6) Emphasizes use of the nursing process to synthesize complex concepts in providing care for client/client systems with advanced health needs. Three hours lecture and six hours lab. Prereq: Nurs 404 and 431 or Nurs 350 and 431. Coreq: Nurs 442 or instructor's approval.

431 COMMUNITY HEALTH NURSING (6) Emphasizes care of client/client systems utilizing community health services in a variety of home and agency settings. Three hours lecture and six hours lab. Prereq: Nurs 331 and 362 or Nurs 350. Coreq: Nurs 404.

442 LEADERSHIP AND MANAGEMENT IN NURSING (5) Focuses on principles of management and leadership in delivery of health care. Emphasizes the professional nurse's role as a client advocate and as a collaborative member of the health team. Three hours lecture and six hours lab. Prereq: Nurs 404 and 431. Coreq: Nurs 411.

451 RESEARCH IN NURSING (2) Introduces methodology of investigation, including evaluation of existing and on-going research studies in nursing and health care. Writing and speaking intensive course. Three hours lecture. Prereq: Math 210 and Nurs 404 and 431 or instructor's approval.

280-289 TOPICS IN HEALTH CARE (1-3) Group or individually planned topics or projects of concentrated studies in areas of need and interest. *May be taken for credit or pass/fail.* Prereq: Completion of nursing curriculum prior to specific topic level or instructor's approval.

380-389 TOPICS IN HEALTH CARE (1-3) Group or individually planned topics or projects of concentrated studies in areas of need and interest. *May be taken for credit or pass/fail.* Prereq: Completion of nursing curriculum prior to specific topic level or instructor's approval.

480-489 TOPICS IN HEALTH CARE (1-3) Group or individually planned topics or projects of concentrated studies in areas of need and interest. *May be taken for credit or pass/fail.* Prereq: Completion of nursing curriculum prior to specific topic level or instructor's approval.

DEPARTMENTAL POLICIES AND PROCEDURES

Class and Laboratory Attendance Policies

Lecture

Lectures are held on campus or at off-campus sites. Classroom attendance is an integral part of the nursing education experience and is the student's responsibility to attend class. Students may be penalized for class absence. It is the responsibility of the student to obtain handouts and/or information announced in class when absent or late. Students are encouraged to be on time to class so as not to disrupt the flow of lecture by entering the room after class has begun.

Exams

Various classrooms and campus computer labs may be utilized for testing, at the discretion of the instructor. Non-programmable calculators will be provided for student use during exams. Missed pop quizzes may not be made up unless absence is due to official University business. Announced exams may be made up if there is sufficient documentation that absenteeism was unavoidable and the instructor was notified prior to the exam. The student must take the initiative to supply such documentation and make arrangements for make-up exams with the instructor responsible for the exam. Make-up exams may be essay, short answer, multiple choice, oral or a combination of these at the discretion of the instructor(s). Any missed exam will be made up on the date designated by the instructor(s). A student may be admitted to an exam late only at the discretion of the instructor(s). However, if another student has completed the exam, and exited the classroom, a make-up exam may be given. Faculty will post grades on Blackboard. Do not call the nursing office to receive grades as this information cannot be given out via phone.

Scheduling

Nursing course schedules are posted on UTM Banner to allow for scheduling of General Education courses. Actual times for nursing classes may change to meet the learning needs of students and/or the availability of clinical experiences. To enhance learning experiences for the student, special activities may be scheduled at times other than regular lecture or laboratory time.

Practical and Clinical Laboratory Experiences

1. Attendance at clinical and practical labs is required.
2. Lab instructor must be notified prior to the lab if a student cannot attend lab.
3. Absenteeism due to illness must be documented by a healthcare provider or University Health Nurse when requested by clinical instructors.
4. Absenteeism due to other reasons will be handled on an individual basis by the lab instructor.
5. Unexcused absences may result in an unsatisfactory laboratory evaluation.
6. The student who misses 10% or more hours in lab will be in danger of making an "unsatisfactory" in lab, which will result in failure of the course.
7. Labs missed will be made up at the discretion of the instructor.
8. In case of illness, the student should be afebrile 24 hours, free of acute symptoms for 24 hours, or not in a contagious stage of the illness before reporting to clinical lab. Written verification of health status permitting the student to return to clinical lab may be requested by the clinical instructor.
9. A student is legally and ethically responsible to provide safe nursing care, therefore, an instructor may

require that a student be evaluated immediately by a qualified individual before any client contact is permitted if the instructor believes that the student is physically or psychologically unsafe for the experience. If the student refuses the evaluation, the instructor may require the student to leave the clinical laboratory area and not attend future labs until approved by the instructor.

10. Students will be required to have clinical laboratory experiences at ANY of the facilities where clinical labs are scheduled. These may be located in Bolivar, Dyersburg, Fulton, Huntingdon, Jackson, Martin, Paris, Union City, Paducah, Mayfield, Murray and other locations as needed. Each student is responsible for travel to and from any assigned clinical facility.
11. Students, in the event of an injury while involved in activities as a student in the UTM nursing program, will be responsible for expenses incurred following the injury.
12. Students are NOT authorized to leave the clinical agency without permission of the instructor.
13. Practice supplies must be purchased at the beginning of each academic year or semester as specified by the Level.
14. Students may have learning experiences outside of scheduled lab time when the instructor deems the experience would facilitate learning needs. The clinical rotation schedule will be given to students at the earliest possible date to facilitate planning by the student.

Personal Digital Devices in the Clinical Setting

Policy Regarding Personal Digital Devices in the Clinical Setting

Purpose: To provide guidelines for use of personal digital devices (PDD) in the clinical setting.

Scope: This policy applies to all clinical nursing students in, and faculty of, the nursing program at the University of Tennessee at Martin.

Policy: The following policy provides guidelines for use of Personal Digital Device (PDD) in the clinical setting. A PDD is defined as any electronic device (e.g., Personal Digital Assistant [PDA], smart phone, computers/tablets, cameras, and cell phones) capable of recording/retention of electronic information including but not limited to: text, pictures, audio-video recording.

1. PDDs may contain nursing or medical reference based software.
2. Use of PDD in clinical areas is regulated by the clinical facilities, local, state, and federal regulations and laws, as well as UT Martin, Department of Nursing policy, and individual instructor syllabus. Students and faculty are expected to fully comply with these regulations, inclusive of the Health Insurance Portability and Accountability Act guidelines (HIPAA).
3. Accordingly, *All* patient related information is confidential. Protected patient related information is defined as *“All medical records and other individually identifiable information used by a covered entity in any form, whether electronically, on paper, or orally”¹*.
4. Protected patient related information that is individually identifiable or identifies the clinical facility cannot be entered or recorded into a PDD, on paper, or presented orally.
5. Pictures and audio-video recording is NOT permitted in the clinical setting.
6. Use of personal cell phone for personal communication is prohibited during clinical hours.
7. Cleaning of PDDs must comply with facility infection control policy and procedures. CDC² recommends a cleanable cover/skin be placed over the PDD to permit routine cleaning and to follow recommended cleaning of device by the manufacturer. DO NOT take PDDs into isolation rooms. Hand hygiene is the best method to prevent disease transmission.
8. Individuals are solely responsible for their PDD’s safety, security, and use in accordance with this policy.

9. The University of Tennessee at Martin, Department of Nursing, and the clinical agency are NOT responsible if a PDD is lost, stolen, damaged, or contaminated.

References:

1. About HIPAA Privacy Rule http://www.cdc.gov/nhsn/FAQ_HIPPArules.html
2. Environmental Cleaning and Disinfecting for MRSA
<http://www.cdc.gov/mrsa/environment/keyboards>

Failure to adhere to this PDD policy may result in failure of the clinical portion of a course and subsequent dismissal from the nursing program.

Inclement Weather Policies

In case of inclement weather, labs may be canceled. Check UTM website for weather updates. If you have an early A.M. lab, contact your lab instructor. If you have a lab after 12 noon, call the Nursing Department after 11:00 A.M. to determine if lab has been canceled. If the scheduled lab is not canceled, and you consider it unsafe to travel, notify the instructor prior to the lab. Canceled labs will be rescheduled by individual instructor.

Grading Policies**Course Grade**

Final course grades are derived from test (theory) scores, written work, clinical and practice labs, and competency in skills return demonstrations according to course requirements, which are presented at the beginning of the semester.

These grades are based upon the following percentage scale:

- A = 100-93
- B = 92-85
- C = 84-75
- D = 74-65
- F = Below 65

Students are accountable for their own actions in preparation for and performance of nursing care in all client situations with safe application of theoretical and technical knowledge. This accountability is also reflected in learning situations such as assigned readings, prepared papers, practicing skills, data clarification, appropriate identification, testing, etc.

Theory Evaluation

Responses on the computer answer sheet or in the designated test answer space at the time the test is turned in are considered the student's final decision. Any other use of test data is for feedback about the student's problem solving and decision making process.

Theory Grade

Theory grades may be derived from quizzes, unit tests, the final exam, or other forms of testing. The student must achieve a 75% average in theory before any other components of the course grade are considered in computing the course grade.

Test Review

Test reviews will be utilized to identify knowledge gaps and possible test-taking errors. Student attendance at test reviews is strongly encouraged. Computerized testing allows for immediate feedback.

Test review scheduling will be done at the beginning of each semester. The schedule will be communicated to the students during course orientation. Reviews may be scheduled outside regular classroom or clinical laboratory time.

Students scoring below 75% on an exam are highly encouraged to meet with the instructor(s) of the course to identify problems with content areas, study practices, and/or test-taking skills.

Written Work Evaluation

Written work serves as a means to evaluate a student's synthesis and application of theory to specific areas. Written requirements vary based upon the content and objectives for each course. The student must achieve a 75% average in written work before any other components of the course grade are considered in computing the course grade.

Medication Dosage Calculation Evaluation

Students must take a Dosage Calculation Exam each semester and receive a passing score (80% or above) in order to remain in the program. Two opportunities will be given during the first week of classes. The 1st attempt will count for 5% of the theory grade in a designated clinical course each semester: (Level I second semester 231; Level II first semester 321; second semester 331; Level III first semester N 404; and Level III second semester 411). Remediation will be given between the two attempts. Students must attain 80% on the second attempt in order to remain in the program. If unsuccessful in attaining 80% on the second attempt, students will be dismissed from the clinical nursing program but will have the option to reapply for admission to appropriate Level and nursing course(s).

Lab Evaluations

Grading policies for clinical labs are presented at the beginning of each semester. Students will achieve either a satisfactory or unsatisfactory rating. An unsatisfactory lab grade will result in failure of the course.

Skills Evaluations

Skill evaluations will be conducted at specific intervals throughout the nursing curriculum. A student will be individually evaluated on selected nursing techniques that the student has studied and practiced prior to evaluation. Instructions on critical principles will be given to the student before evaluations.

The purpose of the evaluations is to

1. determine safe performance of nursing techniques.
2. allow for correction of individual student deficiencies.

Guidelines for evaluation

1. The student will have a maximum of three (3) attempts to pass any skills evaluation. When a student receives an unsatisfactory skill evaluation, the student must remove this "unsatisfactory" evaluation by the specified date in order to receive a satisfactory lab grade even though the remainder of lab grades are satisfactory.
2. The first unsatisfactory evaluation will result in a requirement for mandatory practice with the campus lab instructor within one (1) week after the evaluation.
3. A second unsatisfactory evaluation will result in a dependency rating in the area of safe implementation of nursing interventions for the client/client system's health status (Clinical Evaluation Forms: Section IV.A.3.) on the student's clinical evaluation for that semester.
4. A third unsatisfactory evaluation will result in an unsatisfactory rating in the same area (Clinical Evaluation Forms: Section IV.A.3.) and a clinical lab failure.
5. Demonstration of a pattern requiring repeat evaluations on multiple skills may result in a clinical failure. The lab instructor supervises skills during clinical lab experiences. If any skill is performed unsatisfactorily, the skill evaluation process may be initiated.

Physical Demands

Clinical nursing students are expected to be able to perform the following but are not limited to:

1. Frequent invasive and non-invasive patient contact.
2. Exposure to patient body fluids as well as exposure to hazardous or poisonous materials.
3. Ability to react quickly to emergency situations.
4. Ability to handle and administer medications, including (with supervision) narcotics as needed.
5. Ability to read and write to communicate orally and in writing with other individuals.
6. Functional hearing; functional vision, including color, night and peripheral vision.
7. Ability to lift and carry up to 50 lbs., without assistance, and push and pull up to 250 lbs.
8. Ability to stand, walk, climb stairs, sit in one place, squat, kneel, reach, bend, crawl and twist.
9. Ability to perform repetitive hand and wrist motion as well as using hands for gripping and squeezing; ability to use hands and feet together for repetitive, coordinated motions.
10. Good hand-eye coordination.

Criteria for Satisfactory or Unsatisfactory Evaluations

1. In order to obtain a satisfactory lab evaluation in nursing courses, the student must not exceed the number of dependencies permitted for that course or receive an unsatisfactory rating in any area.
2. The number of dependencies allowed on the clinical evaluation will be a progression based upon the Clinical Evaluation tool ([Appendix A](#)), which identifies performance behavior categories.
3. During skill evaluations, one unsatisfactory rating on a critical component of that skill will result in an unsatisfactory evaluation.

Summary of Grading Components

Grading components vary based upon the content and objectives for each course. The Department of Nursing has established required standards for achievement of the following components when they are identified as part of a course's final grade: (1) 75% or better on theory, (2) 75% or better on written work, (3) 80% or better on one of two medication dosage calculation exams, (4) a satisfactory rating on the clinical lab evaluation, (5) satisfactory ratings on all skills evaluations, and (6) satisfactory completion of any other course requirements. Each of the above achievement standards must be attained individually before any of them are combined in computing the final grade for the course. If one or more of these components are not attained, the course grade will be a D or F based upon other aspects of performance in the course.

Skills Fair

A Skills Fair will be held each semester for students in each level of the curriculum. The Skills Fair allows teams of students to demonstrate skills competency. Using simulated clinical situations each student performs a focus assessment, performs appropriate skills identified and answers questions from the preceptor as indicated and appropriate for the learning level(s) of team members.

Standardized Achievement Tests:

The purposes of the standardized achievement tests are to

1. evaluate the individual's knowledge of a specific subject area,
2. compare an individual's scores to scores of other nursing students in a Bachelor of Science in Nursing Program,
3. compare the individual's composite score to composite scores nationally,
4. evaluate the probability of the student passing NCLEX, and
5. provide standardized testing experience.

Students will be notified of the cost related to testing prior to Fall semester each year.

Academic Integrity

Refer to Academic Integrity Guidelines as stated in the current edition of the University Undergraduate/Graduate Catalog.

Physical Examination

All student nurses are required to submit a physical examination form to the Department of Nursing. A student may be requested to show proof of physical or mental health at any time during the nursing program.

Disclosure regarding Background Reports

With your authorization, The University of Tennessee at Martin Department of Nursing will obtain a background report about you for purposes of your participation in the clinical Nursing program. The authorization you give will allow the UTM Department of Nursing to obtain this report, as well as additional reports, before and during your attendance there. These reports may include information about your character, general reputation, personal characteristics and/or mode of living, whichever may be applicable. Contained in these reports may be criminal record information about you, information about your prior employment, education, licenses and certifications or other background information about you.

Tobacco Products Use

See UTM Student Handbook for campus smoking policy. Nursing students are not allowed to smoke or use other tobacco products in the clinical setting. Refer to course syllabi for details.

Travel Liability

Students are responsible for their own travel to and from clinical facilities. Student professional liability insurance does not cover incidents that occur during travel. The University of Tennessee at Martin and the Department of Nursing are not liable for any damage or incidents that occur during travel to and from clinical.

Hazardous Materials Management Policy

In compliance with the Tennessee Hazardous Chemical Right-To-Know Law, the Department of Nursing has developed a plan for the management of hazardous materials. For the purpose of this policy, a hazard is defined as any substance, situation, or condition capable of doing harm to human health, property, or system function. A list of hazardous materials will be maintained in the department and updated yearly. Orientation to the campus lab for faculty and students will include instruction in the handling of hazardous material.

Objectives:

1. To assure the safety of students and faculty when hazardous materials are in use.
2. To promote protection of the environment through the education of proper handling of hazardous material.

Policy Guidelines:

1. Hazardous materials in the campus lab include:
 - a. Isopropyl alcohol bottles and sponges
 - b. Iodine sponges
 - c. Needles, syringes, and IV catheters
 - d. Lancets
 - e. Cleaning solutions for mannequins
 - f. Ampules and vials
 - g. Powder for gloves
 - h. Artificial blood - ethylene glycol
 - i. Latex, plastics and vinyl
2. Orientation to Hazardous Material Policy shall include:
 - a. Demonstration of use of hazardous materials.
 - b. Demonstration of appropriate disposal of hazardous materials.
 - c. Steps to take in case of injury.
 - d. Evaluation of understanding of hazardous material policy.
 - e. Students with known allergies to any substance are to notify the instructor.
3. Disposal of hazardous materials will be done in the following manner:
 - a. Needles, lancets, and broken glass are to be discarded into specifically labeled containers to be sealed and incinerated after container is filled.
 - b. Liquids, unless otherwise indicated, are to be discarded into the sink and flushed down the drain with adequate amounts of water.
 - c. Sponges and empty containers are to be discarded into plastic lined trashcans.
4. Steps to take if injury occurs:
 - a. Notify faculty member, lab supervisor, or campus safety and security.
 - b. Administer appropriate first aid per Red Cross guidelines as posted in the lab area.
 - c. Refer the person to student health or appropriate health care institution as necessary.
 - d. Documentation of the incident will be kept in the person's file.

5. Each faculty member and student will accept responsibility for the safe use of hazardous materials in the campus lab by signature.

Bloodborne Pathogens Policy

In compliance with the 1992 Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens standards, the Department of Nursing has developed a plan for education concerning bloodborne pathogens and the prevention of Hepatitis B. The objective is to promote the protection of students and faculty through education and control of exposure to bloodborne pathogens. The Department of Nursing will provide annual or biannual educational opportunities with documentation. The University of Tennessee at Martin will provide Hepatitis B vaccine as outlined in UTM policies. Students may receive the series of three Hepatitis B vaccinations through Student Health Services. Those not complying with the stated policy will not be allowed to practice in a clinical agency under the auspices of the UTM Department of Nursing until the request has been satisfactorily met. The student will be responsible for signing a waiver provided by the Department of Nursing or for providing proof of vaccination to the Department of Nursing.

1. Exposure Determination

Job Classification	Regular Exposure	Occasional Exposure	Minimal Exposure
Students			
Sophomore (Level I)		X	
Junior (Level II)	X		
Senior (Level III)	X		
Faculty			
Level I		X	
Level II	X		
Level III	X		
Chair			X

2. At Risk Skills

Level I

Hygienic care	Catheterizations
Bedmaking	Suctioning
Specimen collection	N/G tube insertion/maintenance
Enemas	CPR
Isolation	Medication administration
Perioperative care	Heparin administration
Multiple drug injections	Insulin administration
Physical assessment	Glucometer

Level II

Level I skills
 ABG's
 IV therapy (insertion, pump,
 IVPB)
 Phlebotomy
 Infectious wound care
 TPN

Triple lumen urinary catheter
 PEG tube management
 Enteral feedings/pumps
 Colostomy management
 Ileostomy management
 Urinary ostomies

Level III

Levels I & II skills
 Newborn assessment
 Postpartum assessment
 Pediatric assessment
 Central lines
 Fetal monitoring
 Tracheostomy care
 Chest tube management

Ventilator management
 Arterial lines
 Pulmonary artery line
 Pacemaker, (permanent and
 temporary)
 EKG's

3. Protection Measures

Standard Precautions are to be used in all cases of client contact.

4. Agency Policy

Students and faculty are to refer to the assigned clinical agency's Exposure Control Plan Policy and Procedure.

5. Hepatitis B/Flu Vaccine

Hepatitis B/Flu vaccine is available to all students and faculty through the Student Health Service. Students may receive the series of three (3) Hepatitis B vaccinations in the Student Health Service.

6. Waiver

If a student identified at risk for exposure chooses NOT to receive the Hepatitis B/Flu vaccine, that student must sign a waiver. Students sign a waiver in the Department of Nursing.

7. Exposure

Any exposure incident is reported in accordance with the clinical agency guidelines.

8. Education-Students

Educational opportunities and reinforcement will be provided biannually.

Education will consist of:

1. General explanation of signs of HBV/HIV along with modes of transmission and
2. Reinforcement of Standard Precautions.
3. Each course coordinator is responsible for student education.

9. Documentation

At student educational sessions, each student will sign an appropriate statement validating they have received educational reinforcement concerning bloodborne pathogens. This statement will be available in the Department of Nursing.

Tuberculosis Testing

Recent increases in tuberculosis infection and disease have prompted some clinical agencies to require annual skin tests for students attending clinical labs in their facilities. The skin test is available through the Student Health Service.

Employment Policy

The Department of Nursing does not recommend employment during the academic year. If employed, however, work schedules are NOT to interfere with class or lab schedules (i.e., arriving late or leaving early). Students will be asked to leave the clinical area if excessive fatigue is demonstrated.

Students are not to represent themselves as a UTM student nurse or wear the student uniform when working. Student liability insurance is valid only during clinical lab experiences.

Health/Liability Insurance

Students are required to have health/liability insurance throughout the program. The liability fee is per year and paid to the Department of Nursing at the designated times. Students returning or readmitted mid-year must pay the full fee. A student will NOT be allowed to participate in any laboratory activities until proof of health/liability insurance is provided.

The liability insurance covers ONLY the nursing care performed in the capacity as an UTM student nurse. It does not cover activities performed while employed by a facility (e.g., hospital) nor does it continue coverage after graduation in the capacity of a graduate nurse.

Nursing Uniform Dress Code

The uniform dress code applies to any clinical facility as specified by each course. The uniform and identification badge is to be worn in the clinical area only while functioning as a UTM Student Nurse. It is **not** to be worn in a clinical facility while there as an employee of the facility. Students should not wear the uniform while engaging in unprofessional behaviors including smoking, drinking, socializing etc. Students who arrive to a clinical site in violation of the dress code may be asked to leave. In addition, the student may receive an unsatisfactory in clinical for failure to adhere to the dress code.

For the purpose of study or research when no client contact occurs (if health agency permits) students may wear either full uniform or lab coat with student nurse photo ID badge and UTM ID card over appropriate dress clothes (**NO SHORTS, JEANS, STRETCH PANTS, LEGGINGS, SLEEVELESS TOPS, BARE MIDRIFTS, or TIGHT CLOTHING. TATTOOS MUST NOT BE VISIBLE**).

1. Uniform

Components of the **approved** uniform:

UTM uniform with insignia

UTM Department of Nursing Student Nurse identification badge (worn at all times in clinical area)

A long or short sleeve **white** shirt may be worn under uniform top if desired. **No other colors are permitted.**

May be worn to UTM classes and lab when necessary

Not to be worn in other public places including locations for social entertainment

2. Shoes

Shoes must be **mostly leather** (must be non-permeable).

Shoes must be **solid white, black, or navy** in color.

No holes, vents, or open-backs are allowed (no Crocs or similar styles allowed).

3. Lab Coats

If allowed by the Agency, the UTM Department of Nursing lab coat may be worn over the uniform. It must have the UTM insignia on the left sleeve and be worn with the UTM Department of Nursing Student Nurse identification badge.

4. Hair

Off collar when in uniform or lab coat (male/female).

Hair headbands should be a basic plastic/metal band (no sport emblems/or decorative embellishments) should be small (less than 1 inch) in solid navy or black in color. Hair/and hair extensions should not be an unnatural extreme hair color such as pink/purple/blue/green etc.

5. Nails

Clean, **not** to extend beyond the tips of the fingers.

Only clear nail polish is allowed.

Acrylic tips or other artificial nails are not allowed.

6. Jewelry/Body Art

Rings--wedding band only

Earrings--**one small post earring per ear lobe only**

Necklaces--none

Bracelets--none on wrists or ankles

Watch with second hand

No other visible jewelry including tongue or facial rings/studs/spacers.

No visible tattoos.

7. UTM ID Card – required

8. Health Care Agency Policies

All students must adhere to the policies of the Health Care agency whose facilities are being utilized in accordance with the Department of Nursing's guidelines. Such policies may regulate dress code, conduct, personal phone calls, smoking, facial hair, etc.

Clinical Nursing Activities

The type of activities performed while providing nursing care will be based on your present level of nursing knowledge and skill and the client's status. However, the following activities are **NOT** permitted:

1. Taking verbal or phone orders from physicians
2. Serving as a witness to legal documents
3. Administering IV chemotherapy
4. Administering blood or blood products
5. Engaging in any activity a nursing instructor decides inappropriate for a student to do under the circumstances.

Emergency Codes - Clinical Agencies

Orientation to each clinical agency includes emergency codes utilized within that particular facility.

Standards of Conduct

The client and the health care team must be able to rely on the nurse's ability to provide safe nursing care. Basic to this dependability is the nurse's honesty and sense of accountability and responsibility, therefore student nurses must demonstrate personal and academic integrity in all areas: tests, work, preparation and practice of skills, and clinical performance. The recognition of one's abilities and limitations and the selection of appropriate coping behavior is also an intricate part of the nurses' standards of conduct.

Maintenance of Ethical and Professional Standards - Nursing

The faculty in the Department of Nursing is committed to the highest ethical standards in the Nursing profession and to assist students to achieve and maintain those standards. Failure to maintain the high ethical and professional standards of the nursing profession may subject a student to suspension or other appropriate remedial action by the University of Tennessee at Martin, Department of Nursing.

Social Media Guidelines

Refer to University Undergraduate/Graduate Catalog Guidelines at <http://www.utm.edu/.../UTM%20Social%20Media%20Guidelines%20-%202012.13.10.pdf>

Reasons for Suspension or Remedial Action

I. Acts of misconduct*

1. A student enrolled in The UTM Department of Nursing is subject to disciplinary action up to and including suspension for engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in on, or off, University-owned or controlled property:
 - a. Commission of an offense classified as a felony by Tennessee's criminal statutes, or by Federal criminal statutes.
 - b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.
 - c. Plagiarism, falsification of records, or other act which substantially impugns the integrity of the student.
 - d. Other unprofessional and unethical conduct which would bring disrepute and disgrace upon both the student and the nursing profession and which would tend to substantially reduce or eliminate the student's ability to effectively practice that profession.
2. A student applying for admission to The UTM Department of Nursing shall also be subject to the above provisions and may be denied admission on the basis of failing to maintain the aforementioned ethical and professional standards.
3. **Any student who fails to notify the Chair of the Department of Nursing any misdemeanor or felony charges within five (5) days of charge may be subject to dismissal from the Department of Nursing. See Tennessee Board of Nursing Rules and Regulations 1000-01-12 <https://www.ncsbn.org/1000-01.20111103.pdf> and Code of Nursing Title 63-7-115 <https://www.tnaonline.org/wp-content/uploads/2016/21/npa-jan-2010.pdf>**

*Authority: Public Acts of Tennessee, 1839-40, Chapter 98, s5 and Public Acts of Tennessee, 1807, Chapter 64. Administrative History: Original rule filed July 29, 1983: effective October 14, 1983.

II. Suspected abuse of chemical substances:

1. Abuse of chemical substances is use of the substance(s) for non-therapeutic purposes for the effect of the substance(s). Abuse impedes the relationship of interdependence and trust between student, faculty, peers and clinical agencies used for student learning experiences.
2. Reported use of or behavior characteristic of substance abuse may be investigated by the instructor or other appropriate individual. Evaluation will be conducted by a qualified person and tests, such as drug screening, may be immediately required in assessing the student's physical and psychological health. Refusal to cooperate in the evaluation may be grounds for immediate suspension and/or could result in failure of the nursing course.
3. Students who have a positive drug screen or positive criminal felony background check are subject to immediate dismissal from the nursing program. Students will be offered counseling and rehabilitation information if needed. Any costs incurred by such services are solely the responsibility of the student. **Misdemeanor charges will be reviewed on a case by case basis. Students with criminal charges who complete the nursing program may be denied eligibility to test by the Board of Nursing.**

III. Unsatisfactory Clinical Performance

1. Unsatisfactory performance is characterized by dangerous, inappropriate or irresponsible behavior which actually or potentially places the welfare of the client or significant others in jeopardy.
2. Unsatisfactory behavior(s) during clinical assignment may be grounds for immediate suspension from the laboratory portion of the nursing courses.
3. Examples of unsatisfactory behavior include (but are not limited to) failure to:
 - a. Prepare for clinical assignment as instructed.
 - b. Make safe nursing judgments in decision-making situations.
 - c. Provide for client privacy.
 - d. Provide a client with a means of communication.
 - e. Maintain confidentiality of client or significant others. (must sign confidentiality statement provided in this handbook).
 - f. Provide appropriate safety measures for client or significant others.
 - g. Follow the principles of safe medication administration.
 - h. Maintain appropriate medical or surgical asepsis.
 - i. Perform nursing skills safely.
 - j. Perform skills safely after previous satisfactory performance and/or evaluation.
 - k. Demonstrate professionalism and adhere to standards of conduct (including dress code).

IV. Unsatisfactory Behavior Pattern in Applying the Nursing Process

1. An unsatisfactory behavior pattern is described as (1) lack of improvement in areas rated as "dependency" in previous terms, (2) failure to retain nursing competencies required in prerequisite nursing course(s), or (3) repeated demonstration of unsafe nursing judgments in clinical situations.
2. Unsatisfactory behavior(s) during clinical assignment may be grounds for immediate suspension from the laboratory portion of the nursing course, and grounds for unsatisfactory clinical evaluation.
3. Identification of an unsatisfactory behavior pattern includes but is not limited to
 - a. demonstration of lack of progress in the application of scientific principles/rationale in utilizing the nursing process;
 - b. repetitive unsatisfactory skills performance (e.g., failure to give medications correctly or failure to independently maintain sterile technique);
 - c. repetitive referrals for skills practice and/or evaluation;
 - d. ineffective communications with clients, significant others, team members and/or nursing faculty;
 - e. repetition of the example listed in III-3; or
 - f. repetitive dependency rating(s) in the same area(s) of the clinical evaluation tool.

V. Procedure for Suspension or Remedial Action:

1. Acts of misconduct
 - a. Report of misconduct is to be verified and documented by student's instructor, advisor, Department Chair, or other appropriate University official.
 - b. Department of Nursing Faculty Association is to make recommendation for action to Chair who will make recommendation through the appropriate channels. Guidelines appear in the UTM Student Handbook.

2. Unsatisfactory Clinical Performance and Behavior Pattern
 - a. Documentation by clinical instructor with available supporting information.
 - b. Conference scheduled by clinical instructor with student as soon as possible after a problem has been identified.
 - c. Student will be given the opportunity to respond verbally and in writing, if desired, to the documented unsatisfactory behaviors.
 - d. Student is to be notified in writing of any disciplinary action up to and including suspension from the clinical portion of the nursing course.
 - e. Student notification will also include information regarding student's right to appeal.

Grievance Policy

The Appeal System in the Department of Nursing

1. When a student wishes to appeal a grade or initiate any other grievance involving faculty or policies of the Department of Nursing, the appeal process should begin at the time of the grievance and no later than the first three weeks of the next semester.
2. The aggrieved student shall first discuss the matter with the Faculty Member(s) involved to see if there is some error or misunderstanding that can be resolved between them.
3. If the problem is not resolved, the student then may meet with their Advisor. If the problem is not resolved, the student may meet with the Chair of the Department of Nursing. The Chair shall attempt to mediate between the student and Faculty Member(s) to resolve the problem.
4. If the problem remains unresolved, the student may request the Chair to schedule a hearing before the Faculty Association of the Department of Nursing.
5. After exhausting the above procedures, the student may meet with the CEHBS Grievance Committee.

Class Grievances

The class representative(s) may bring class grievance first to the faculty member(s) involved and then to the Chair of the Department of Nursing. If not resolved the representatives may present the problem to the nursing faculty as a whole.

Grievances involving the Department of Nursing, not specific faculty, may be presented to the faculty as a whole by the class representative(s) on the Student Affairs Committee or by specially elected representative(s).

State Board Applications and NCLEX Applications

Each student must complete applications for taking the National Council Licensure Exam (NCLEX) during the spring term prior to graduation. Application fees for the Tennessee Board of Nursing (TBN) and state

regulatory fees and the National Council of State Boards of Nursing NCLEX application are required. All fees are subject to price change. Pictures must be submitted with the application and must meet the specifications outlined by TBN. All applications are submitted through the Department of Nursing. A transcript request form must be completed allowing the Department of Academic Records to release a copy of the student's transcript to the Department of Nursing. Transcripts must accompany applications sent to the Tennessee Board of Nursing in order to take the exam. Detailed instructions will be given prior to filing deadline.

Registration for the criminal background check is also required for examination applicants. Any person convicted of a misdemeanor or felony may not be eligible for licensure in the State of Tennessee. See the Chair of the Department of Nursing for further information.

Multi Licensure – students sitting for NCLEX boards in states other than Tennessee must order applications from the state in which they plan to sit for boards. The chair and administrative support assistant will assist students in processing applications.

See Tennessee Board of Nursing Rules and Regulations 1000-01-12 <https://www.ncsbn.org/1000-01.20111103.pdf> and Code of Nursing Title 63-7-115 <https://www.tnaonline.org/wp-content/uploads/2016/21/npa-jan-2010.pdf>

Student Activities and Awards

Student Representation

I. Nursing Class Officers

Second semester Level 1, Level 2, and Level 3 classes will each have an Executive Council composed of an elected President, Secretary, Treasurer, Student Affairs Committee Representative, and Curriculum committee Representative. The first semester Level 1 class will have a Student Affairs & Curriculum Committee representative appointed by the Level 1 faculty. Elections will take place early in the spring semester for Level 1 and early in the fall semester for Levels 2 and 3.

II. Student Affairs Committee

Three students (one Sophomore, one Junior, and one Senior elected by the respective classes as described in the Student Executive Council section) with one being the UTM Student Nurses Association (SNA) President. Function is to provide input from the students in the development and evaluation of student policies, activities, and other student affairs.

III. Curriculum Committee

One student representative from each program level elected by the respective classes as described in the Student Executive Council section. Function is to provide student input in the development and evaluation of the Department of Nursing curriculum.

IV. Student Government Association

One student elected at the beginning of the school year and the UTM SNA President elected by SNA members. Function is to represent nursing students in the UTM Student Government Association.

Student Nurses Association

The Student Nurses Association (SNA) at UTM is composed of students majoring in nursing or pre-nursing who are interested in various nursing careers and experiences. Meetings are usually once a month with

speakers, films, or other types of programs. The Student Nurses Association sponsors several fund-raising projects. Members of SNA enjoy certain benefits such as eligibility for NSNA Scholarships, nursing journals, and access to nursing conventions and meetings. Any student majoring in nursing can join SNA by contacting a member for a membership form and paying annual dues. All interested students are urged to attend meetings and consider joining. Look for signs on the bulletin boards in the Department of Nursing for notices of meeting times.

Pi Tau Chapter of Sigma Theta Tau International Honor Society of Nursing

The UTM Nursing Honor Society 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. Candidates for membership shall be voted upon by the Society.

Student membership is based on:

1. Enrollment in a baccalaureate nursing program.
2. Completion of one-half of the required nursing component of the curriculum.
3. Demonstration of leadership ability in nursing.
4. Achievement of at least a GPA of 3.00 on a four-point scale.
5. Rank in the highest 35% of the class in scholarship.

Student Nurse Awards Criteria

Excellence in Practice

1. Must be a Pi Tau member.
2. Demonstrates breadth of knowledge in area of clinical nursing practice.
3. Enhances the image of nursing through nursing practice.
4. Develops creative approaches to nursing practice that contribute to quality client care.

Excellence in Education

1. Must be a Pi Tau member.
2. Student with the highest GPA.

Excellence in Leadership

1. Must be a Pi Tau member.
2. Influences leadership in nursing through visionary and innovative approaches to leadership.
3. Creates an environment that enhances the image of nursing/nurses.

Research Award

1. Conducts distinguished research in nursing, or writes scholarly works related to nursing theory and/or nursing research.
2. Develops a poster presentation that is informative and creative.

Outstanding Student Nurse Award

1. Member or nonmember.
2. An individual that demonstrates the overall spirit of nursing in practice, leadership, and exhibits the essence of nursing.

Nurses Christian Fellowship

Nurses Christian Fellowship (NCF) is an organization that embraces nursing students regardless of denomination, race, culture, or gender. The NCF is open to all regularly enrolled nursing students who are interested in learning more about God. In response to God's love, grace and truth: The purpose of Nurses Christian Fellowship, as a ministry of InterVarsity Christian Fellowship/USA, is to establish and advance in

nursing within education and practice, witnessing communities of nursing students and nurses who follow Jesus as Savior and Lord: Growing in love for God, God's Word, God's people of every ethnicity and culture and God's purposes in the world. Meetings for NCF are held each month during the school semester.

Carol McElvain Memorial Award

The award is presented by the Department of Nursing to a Level III (Junior) student nurse. The recipient selected has demonstrated courage and determination to success, maintaining a standard of excellence in performance.

Triple C Award

The Triple C Award is an opportunity for students to recognize one of their peers for their contribution to their class and to nursing. The Triple C Award acknowledges the student in each level of the program who exemplifies Caring, Compassion and Commitment toward their fellow students, clients and to the practice of nursing. Recipients of this award are nominated by their classmates.

Scholastic Recognition

UTM students having high scholastic achievements (cum laude, summa cum laude, and magna cum laude) are recognized at commencement.

Scholarship Information

Criteria for selection of students to be awarded scholarships include: Application for financial aid is on file with the Financial Aid Office and the Department of Nursing, need as determined by the ACT financial statement analysis, adherence to any stipulation of the scholarship, successful completion of two semesters of clinical nursing, GPA of at least 2.0 in each required course, demonstrated potential for completing the program, demonstrated potential for contributing to nursing, and unusual circumstances. Scholarships are based on academic ability, financial need, or a combination of both. Applications for departmental scholarships are posted in early fall semester on the nursing department Blackboard website. Students should complete the application and submit to the Student Affairs Committee by date designated on application. Applications must be submitted each academic year in order to be considered for scholarship awards. Prior receipt of award doesn't guarantee future receipt of award. Bratcher and Latimer scholarships require submission of an essay and a separate application.

General Nursing Department Information

Nursing Office Hours and Phone

7:00-12:00 and 1:00-4:00 Monday through Friday.

Phone: (731) 881-7131

Faculty Members

Schedules and office hours are posted on each instructor's office door. Sign up for appointments in available time periods at least 24 hours in advance to assure appointment. Students may also communicate with faculty members via email.

Practice-A/V Media Areas

Designated areas are available at times scheduled around lecture/lab during the day and by arrangement with lab coordinator.

No student is permitted to be in the practice areas after 5:00 P.M. unless an instructor of the Department of Nursing is present or prior arrangements were made.

Departmental videotapes, CD-ROMS and DVDs are NOT to be taken out of the Department of Nursing.

Disaster Plan

Tornado Warning

When a tornado warning is issued, Public Safety will notify the building manager. He/she will then notify floor contacts that a warning is in effect. Floor contacts (and/or representatives in their offices) will notify other occupants on their floors that a warning is in effect.

If a tornado is spotted, notification received, or upon activation of the warning sirens that a tornado is near: All building occupants should secure their offices or classrooms and proceed to the inner hallway of the building.

Do not leave the building; it's best to seek shelter indoors.

Warn others of the need to seek shelter.

Get under sturdy furniture, if available, to protect your head and neck.

Close the doors and stay inside until the tornado has passed.

After the tornado has passed, exit damaged buildings and proceed to your rally point or another safe location. If trapped, bang on something to make noise rather than yelling for help.

Report your condition and location as soon as possible.

Evacuation – Fire

Evacuate the building. The building should be evacuated whenever a fire alarm system sounds or as otherwise ordered by Public Safety. It is the responsibility of the department head to ensure that her/his area is evacuated when the fire alarm sounds.

As time allows, employees should secure university assets and grab your purse, wallet and keys.

Close all doors prior to evacuation including stairway doors.

Employees should assist all students and visitors in vacating the building, by proceeding to the closest stairway (where applicable) and exiting.

Do not re-enter the building until authorized by Public Safety.

Earthquake

Drop to the ground (before the earthquake drops you!),

Cover your head and neck with your arms and seek shelter by getting under a sturdy desk or table if nearby; and

Hold On to your shelter and be prepared to move with it until the shaking stops.

If there is no table or desk near you, drop to the ground and then if possible move to an inside corner of the room. Be in a crawling position to protect your vital organs and be ready to move if necessary, and cover your head and neck with your hands and arms.

Do not stand in a doorway, as the door may swing shut.

Stay clear of items that may fall, i.e. items on bookshelves.

Do not exit the building, since falling building materials such as glass and bricks can be deadly.

Do not run down stairs and stay clear of windows and heavy appliances.

Once the shaking has stopped, attempt to exit the building. Note that some doors may be jammed and it may be necessary to exit the building through alternate means.

Active Shooter

Response to an active shooter requires individual decision making. The emergency notification from the campus will provide the last known location of the threat but the shooter might have moved. In most cases the best action is to barricade in response to a campus active shooter alert. You should evacuate (RUN) only if you are reasonably sure you know where the shooter is and you have a clear path to an exit.

If an active shooter is reported or encountered:

Run

If you are inside the building and you are confident you know the shooter's location and have a clear path to an exit, evacuate immediately, and take others with you if possible.

Have an escape plan in mind.

If you are outside a building near the threat, go to nearest cover immediately.

Prevent others from entering the building.

Keep your hands empty and visible and follow all instructions from police.

Tell the police anything you know about the shooter (location, weapons, etc.).

Hide

If you are inside a building and the shooter(s) location is unknown, the safest option is normally to barricade:

If you are unsure that you can safely exit the building, secure the area by following these tips:

Lock and barricade doors with heavy furniture, stay away from doors or windows, turn off lights, block windows, turn off radios and computer monitors, keep yourself out of sight (take cover/protection from bullets by using concrete walls or heavy furniture) and silence your cell phone.

Quietly report to 911

Your specific location, number of people at your location, number of injured and types of injuries, assailant(s) location, number of suspects, race/gender, clothing description, physical features, types of weapons, backpack, shooter's identity (if known), separate explosions from gunfire, etc.

If you can not speak, leave the line open and allow the dispatcher to listen.

Fight

As a last resort, and only if your life is in immediate danger, attempt to stop the attacker by:
Working as a group if possible, improvising weapons, committing to your actions, acting with physical aggression.

Be prepared for the police response:

Follow all instructions given by police officers.

Understand their first actions will be to address the threat.

Make sure empty hands are in plain view.

Tell them any information you know about the shooter.

Bomb Threat

If someone calls in a bomb threat:

Stay calm.

If your phone has caller ID, record the number displayed.

Gain the attention of someone else close by, and have them call 911 immediately.

Try to keep the caller on the phone long enough to complete the Bomb Threat Check Sheet.

Ask the questions on the check sheet.

If you should see a suspicious object or package, report it to the Department of Public Safety. **DO NOT TOUCH** it or move it in any way.

Work with arriving emergency personnel to assist them in evaluating the situation.

Prepare for an orderly evacuation if directed to do so by police or emergency personnel.

Activating the fire alarm is appropriate to evacuate a building if the threat is considered imminent.

Clinical Agency Phone Numbers (For School Business Only)

Baptist Memorial Hospital - Union City	(731) 885-2410
Dyer County Health Department-Dyersburg	(731) 285-7311
Gibson County Health Department-Humboldt	(731) 784-5491
HealthSouth Cane Creek - Martin	(731) 587-4231
Henry County Health Department- Paris	(731) 642-4025
Jackson-Madison County General – Jackson	(731) 425-5000
McKenize Regional Hospital-McKenize	(731) 352-5344
Murray-Calloway – Murray	(270) 762-1100
Obion County Health Department-Union City	(731) 885-8722
Regional Hospital- Jackson	(731) 661-2000
Van Ayer Manor – Martin	(731) 587-3193
Volunteer Community Hospital-Martin	(731) 587-4261
Weakley County Health Department - Dresden	(731) 364-2258
Western Mental Health Institute - Bolivar	(731) 658-5141

**The University of Tennessee at Martin
Department of Nursing**

GENERAL PERMISSION

Name (printed)

Date

Understanding the need to develop nursing skills to provide client care and to assist me in understanding the experience from the client's viewpoint, I agree to act in the client's role for a fellow student nurse's experience. I release the peer, the faculty, the Department, and the University from responsibility for any injury and/or illness that may occur. I reserve the right to withdraw my permission for any skill for which I do not desire to act as the client. In such a case, an alternate method will be provided for practice and for evaluation of that skill. I understand that acting in the client's role is not required and my evaluation/grade will not be affected in any way. Initials _____

I understand that the release of personal information (i.e. Drug screen, background checks, etc.) may be required for and released to clinical placement agencies. Initials _____

Signature

Date

Witness: _____

Signature

Date

Approved Spring 2013

Copy 1 - Department of Nursing

Copy 2 – Student

The University of Tennessee at Martin
Department of Nursing

CONFIDENTIALITY STATEMENT FOR STUDENT NURSES

I understand that, as a student nurse assigned for clinical experiences in any agency, I am prohibited from releasing any confidential client/patient/family information that may come to my attention.

I further, understand that any breach of client/patient/family information resulting from my verbal or written release of information provides grounds for recommendation of disciplinary action and expulsion from the nursing program.

Print name

Signature

Date

Witness: _____

Date

Please refer to the Student Nurse Handbook, Maintenance of Ethical and Professional Standards – Nursing, for additional information.

Approved Spring 2002

Copy 1 – Department of Nursing

Copy 2 – Student

**The University of Tennessee at Martin
Department of Nursing**

CONFIDENTIALITY STATEMENT FOR STUDENT NURSES: PDD

I have read the Maintenance of Ethical and Professional Standards – Nursing, including the Policy Regarding Personal Digital Devices in the Clinical Setting.

I understand that, as a student nurse assigned for clinical experiences in any agency, I am prohibited from releasing any confidential and protected client/patient/family information that may come to my attention.

I further, understand that any breach of client/patient/family information resulting from my verbal, written, or electronic release of information provides grounds for recommendation of disciplinary action and expulsion from the nursing program.

Effective January 1, 2013

Copy 1 – Department of Nursing

Copy 2 – Student

Print name

Signature

Date

Witness: _____

Date

Please refer to the Student Nurse Handbook, Maintenance of Ethical and Professional Standards – Nursing, for additional information.

Copy 1 – Department of Nursing

Copy 2 – Student

**The University of Tennessee at Martin
Department of Nursing**

CONFIDENTIALITY STATEMENT FOR STUDENT NURSES

I understand that, as a student nurse assigned for clinical experiences in any agency, I am prohibited from releasing any confidential client/patient/family information that may come to my attention.

I further, understand that any breach of client/patient/family information resulting from my verbal or written release of information provides grounds for recommendation of disciplinary action and expulsion from the nursing program.

Print name

Signature

Date

Witness: _____

Date

Please refer to the Student Nurse Handbook, Maintenance of Ethical and Professional Standards – Nursing, for additional information.

Approved Spring 2002

Copy 1 – Department of Nursing

Copy 2 - Student

**The University of Tennessee at Martin
Department of Nursing**

Name (printed)

Date

RELEASE OF INFORMATION*

I give the Chair or any faculty member of the UTM Department of Nursing who is familiar with my nursing education record, the following permission

1. to use my ACT score, grades, GPA, Achievement Test Scores, etc. for the purpose of study and research;
and
2. to release references to health care agencies or institutions of higher learning.

VIDEOTAPING SESSIONS*

For educational purposes, I agree to be videotaped, photographed or possibly included in a posting of pictures on the web as an individual or member of a group. I may withdraw this permission provided that I assume the responsibility to notify the instructor(s) prior to the taping.

WRITTEN WORK AS SAMPLE*

I give permission to the Department of Nursing for my work to be displayed for teaching, learning, evaluation, and accreditation purposes.

HANDBOOK POLICIES

I have read and understand the policies included in this Student Nurse Handbook.

SCHEDULING

I understand that I may be required to attend nursing class outside of regularly scheduled times when opportunities arise to enhance my learning needs.

Identification Number

Signature

Date

Faculty Witness:

Signature

Date

*I will notify the Department of Nursing in writing if I withdraw my permission.

Revised Fall 2015

The University of Tennessee at Martin
Department of Nursing
Faculty and Staff
2018-2019

Name	E-Mail	Job Title	* Rm. #	Ph. #
Diane Austin	daustin@utm.edu	Assistant Professor	136 E	731- 881-7144
Nicole Blackburn	ablack29@utm.edu	Lecturer	Parsons Center	731-847-3881
Christy Blount	cblount2@utm.edu	Lecturer	Parsons Center	731-847-3881
Gloria Browning	gbrowning@utm.edu	Associate Professor	136 D	731- 881-7145
Cassie Burks	cburks4@utm.edu	Lecturer	136C	731-881-7132
Amy Davidson	adavid18@utm.edu	Administrative Support Assistant III	136	731- 881-7138
Peggy Davis	peggyd@utm.edu	Associate Professor	141G	731-881-7148
Julie Floyd	jfloyd11@utm.edu	Associate Professor	141E	731- 881-7134
Beth Hopper	bhopper6@utm.edu	Campus/Sim Lab Coordinator	Parsons Center	731-847-3881
Dawn Lattus	mlattus@utm.edu	Lecturer	141D	731-881-7135
Linda Luther	lluther@utm.edu	Lecturer	136 F	731- 881-7147
Alissa Parrish	aparrish@utm.edu	Assistant Professor	141B	731-881-7141
Mary Radford	marye@utm.edu	Associate Professor and Chair	136 H	731- 881-7140
Anita Rogers	aroger45@utm.edu	Lecturer	Parsons Center	731-847-3881
Esther Christian Sellars	estherc@utm.edu	Professor	141C	731- 881-7146
Victoria S. Seng	vseng@utm.edu	Professor	Admin	731- 881-7854
Samantha Simpson	ssimps12@utm.edu	Lecturer	Parsons Center	731-847-3881
Christy Stubblefield	cstubl2@utm.edu	Campus/Sim Lab Coordinator	141 H	731-881-7149
Pat Taylor	ptaylor@utm.edu	Administrative Support Assistant II	136	731-881-7131
Nancy Warren	nwarren@utm.edu	Professor	325	731-881-7191

* Room Numbers refer to Gooch Hall on UT-Martin campus, unless otherwise stated.

Appendix A
Clinical Evaluations

The University of Tennessee at Martin
Department of Nursing
Level I: Nursing 212

SUMMARY OF CLINICAL EVALUATION

Student _____ Faculty _____
 Rating _____ Agency _____

Ratings must be Dependency or above in all areas in order to receive an overall Satisfactory rating; however, more than 7 Dependencies will result in an overall Unsatisfactory evaluation. See course syllabus and/or UTM Student Nurse Handbook for further information.

I-Intrdependency S-Satisfactory D-Dependency U-Unsatisfactory
 (Optimal) (Expected) (Below Expected) (Failure/Unsafe)

Level 1	I	S	D	U	Comments
<p>I. ASSESSMENT</p> <p>A. Therapeutic Communication 1. Uses basic therapeutic communication techniques to gather assessment data, reflecting knowledge of stressors and protecting confidentiality.</p> <p>B. Knowledge of Client/Client System 1. Develops a database and organizes data for the individual client reflecting comprehension of knowledge and use of interactions of variables and stressors. 2. Summarizes assessment information, identifying position on wellness/illness continuum and updating data as needed.</p> <p>II. ANALYSIS</p> <p>A. Problem Identification 1. Selects defining characteristics of variables, identifying actual or potential variances and resources.</p> <p>B. Nursing Diagnostic Statement 1. Selects nursing diagnoses, setting priorities.</p> <p>III. PLAN</p> <p>A. Client/Client System Objectives 1. According to Level 1 knowledge base, identifies individualized plan of care with realistic objectives and goals shared with the individual client.</p> <p>B. Nursing Interventions 1. Based on nursing interventions, selects supplies needed for optimal health, incorporating health care regime. 2. Organizes interventions according to needs and health status to obtain objectives and goals related to physiological and sociocultural variables.</p> <p>C. Scientific Principles and Rationale 1. Identifies scientific principles and rationale to select appropriate nursing measures for diagnoses and individual system health status.</p> <p>IV. INTERVENTIONS</p> <p>A. Individual Care 1. According to Level 1 knowledge base, implements wholistic nursing actions as needed by the individual client/client system. 2. Implements nursing interventions according to Level 1 knowledge base. Implementing nursing interventions according to expenditure and conservation of energy in reaction to stressors to promote optimal health. 3. According to Level 1 knowledge base, implements nursing interventions safely for individual client/client system's health status related to physiological and sociocultural variables.</p> <p>B. Individual Education 1. Selects mode of education based on individual client/client system's level of knowledge, variables, and energy expenditures to obtain optimal health utilizing Level 1 knowledge base. 2. Initiates education/reeducation using therapeutic teaching principles and knowledge of individual client system's health state according to level 1 knowledge base.</p> <p>C. Therapeutic Relationships 1. Uses therapeutic relationships, utilizing nursing interventions according to coping behaviors and interactions.</p> <p>D. Personal Responsibilities 1. Demonstrates accountability and responsibility for providing individual care according to Level 1 knowledge base. 2. Follows appropriate policies for lab attendance and dress code.</p>					

Level 1	I	S	D	U	Comments
<p>3. According to Level 1 knowledge base, includes ethical and legal considerations in therapeutic delivery of nursing care.</p> <p>V. EVALUATION</p> <p>A. Health System Communications</p> <p>1. According to level 1 knowledge base, documents use of the nursing process specific to individual client/client system.</p> <p>2. According to level 1 knowledge base, documents data and related interventions in sequence.</p> <p>3. Reports general data promptly and accurately to appropriate members of the nursing team.</p> <p>4. Facilitates optimal care of the individual client/client system(s) and cohesive work environment through appropriate interactions with peers and nursing personnel.</p> <p>B. Individual Modifications</p> <p>1. Seeks individual client/client system's perspectives on outcome of nursing interventions, validating feedback.</p> <p>2. Identifies stability achieved using scientific principles and rationales for nursing interventions according to Level 1 knowledge base.</p> <p>3. Arranges priorities and nursing interventions as needed to obtain optimal stability for the individual.</p>					

Procedures performed, Date, and Comments:

Instructor's Comments:

Student's Comments:

 Instructor's Signature Date

 Student's Signature Date

**The University of Tennessee at Martin
Department of Nursing
Level I: Nursing 231**

SUMMARY OF CLINICAL EVALUATION

Student _____ Faculty _____
Rating _____ Agency _____

Ratings must be Dependency or above in all areas in order to receive an overall Satisfactory rating; however, more than 6 Dependencies will result in an overall Unsatisfactory evaluation. See course syllabus and/or UTM Student Nurse Handbook for further information.

(Optimal) I-Intrdependency S-Satisfactory D-Dependency U-Unsatisfactory
(Expected) (Below Expected) (Failure/Unsafe)

Level 1	I	S	D	U	Comments
<p>I. ASSESSMENT</p> <p>A. Therapeutic Communication 1. Uses basic therapeutic communication techniques to gather assessment data, reflecting knowledge of stressors and protecting confidentiality.</p> <p>B. Knowledge of Client/Client System 1. Develops a database and organizes data for the individual client reflecting comprehension of knowledge and use of interactions of variables and stressors. 2. Summarizes assessment information, identifying position on wellness/illness continuum and updating data as needed.</p> <p>II. ANALYSIS</p> <p>A. Problem Identification 1. Selects defining characteristics of variables, identifying actual or potential variances and resources.</p> <p>B. Nursing Diagnostic Statement 1. Selects nursing diagnoses, setting priorities.</p> <p>III. PLAN</p> <p>A. Client/Client System Objectives 1. According to Level 1 knowledge base, identifies individualized plan of care with realistic objectives and goals shared with the individual client.</p> <p>B. Nursing Interventions 1. Based on nursing interventions, selects supplies needed for optimal health, incorporating health care regime. 2. Organizes interventions according to needs and health status to obtain objectives and goals related to physiological and sociocultural variables.</p> <p>C. Scientific Principles and Rationale 1. Identifies scientific principles and rationale to select appropriate nursing measures for diagnoses and individual system health status.</p> <p>IV. INTERVENTIONS</p> <p>A. Individual Care 1. According to Level 1 knowledge base, implements wholistic nursing actions as needed by the individual client/client system. 2. Implements nursing interventions according to Level 1 knowledge base. Implementing nursing interventions according to expenditure and conservation of energy in reaction to stressors to promote optimal health. 3. According to Level 1 knowledge base, implements nursing interventions safely for individual client/client system's health status related to physiological and sociocultural variables.</p> <p>B. Individual Education 1. Selects mode of education based on individual client/client system's level of knowledge, variables, and energy expenditures to obtain optimal health utilizing Level 1 knowledge base. 2. Initiates education/reeducation using therapeutic teaching principles and knowledge of individual client system's health state according to level 1 knowledge base.</p> <p>C. Therapeutic Relationships 1. Uses therapeutic relationships, utilizing nursing interventions according to coping behaviors and interactions.</p> <p>D. Personal Responsibilities 1. Demonstrates accountability and responsibility for providing individual care according to Level 1 knowledge base.</p>					

Level 1	I	S	D	U	Comments
<p>2. Follows appropriate policies for lab attendance and dress code. 3. According to Level 1 knowledge base, includes ethical and legal considerations in therapeutic delivery of nursing care.</p> <p>V. EVALUATION A. Health System Communications 1. According to level 1 knowledge base, documents use of the nursing process specific to individual client/client system. 2. According to level 1 knowledge base, documents data and related interventions in sequence. 3. Reports general data promptly and accurately to appropriate members of the nursing team.</p> <p>4. Facilitates optimal care of the individual client/client system(s) and cohesive work environment through appropriate interactions with peers and nursing personnel.</p> <p>B. Individual Modifications 1. Seeks individual client/client system's perspectives on outcome of nursing interventions, validating feedback. 2. Identifies stability achieved using scientific principles and rationales for nursing interventions according to Level 1 knowledge base. 3. Arranges priorities and nursing interventions as needed to obtain optimal stability for the individual.</p>					

Procedures performed, Date, and Comments:

Instructor's Comments:

Student's Comments:

Instructor's Signature Date

Student's Signature Date

**The University of Tennessee at Martin
Department of Nursing
Level 2: Nursing 321, 331, 341**

SUMMARY OF CLINICAL EVALUATION

Student _____ Faculty _____
Rating _____ Agency _____

Ratings must be Dependency or above in all areas in order to receive an overall Satisfactory rating; however, more than 5 Dependencies will result in an overall Unsatisfactory evaluation. See course syllabus and/or UTM Student Nurse Handbook for further information.

(Optimal) I-Intrdependency S-Satisfactory D-Dependency U-Unsatisfactory
(Expected) (Below Expected) (Failure/Unsafe)

Level 2	I	S	D	U	Comments
<p>I. ASSESSMENT A. Therapeutic Communication 1. Initiates therapeutic communication to gather assessment data reflecting an investigation of stressors and protecting confidentiality. B. Knowledge of Client/Client System 1. Develops a pertinent database for the individual/family client/client system and organizes data reflecting comprehension and application of knowledge of interactions of variables and stressors. 2. Summarizes assessment information reflecting comprehension and application of knowledge of position on wellness/illness continuum and updating as needed.</p> <p>II. ANALYSIS A. Problem Identification 1. Categorizes defining characteristics of variables, distinguishing actual or potential variances and resources. B. Nursing Diagnostic Statement 1. Determines nursing diagnoses, setting priorities.</p> <p>III. PLAN A. Client/Client System Objectives 1. According to Level 2 knowledge base, develops individualized plan of care with realistic objectives and goals shared with the individual/family. B. Nursing Interventions 1. Based on nursing interventions, determines supplies needed for optimal health, incorporating health care regime. 2. Organizes interventions according to priorities and health status to obtain objectives and goals related to physiological, psychological, sociocultural, and spiritual variables. C. Scientific Principles and Rationale 1. Utilizes scientific principles and rationale to select appropriate nursing measures for diagnoses and individual/family system health status.</p> <p>IV. INTERVENTIONS A. Individual/Family Care 1. According to Level 2 knowledge base, implements wholistic nursing actions as needed by individual/family client/client system. 2. Implements nursing interventions according to Level 2 knowledge base. Implementing nursing interventions according to expenditure and conservation of energy in reaction to stressors to promote optimal health. 3. According to Level 2 knowledge base, implements nursing interventions safely for individual/family client/client system's health status related to physiological, sociocultural, psychological and spiritual variables. B. Individual/Family Education 1. Adjusts mode of education based on individual/family client/client system's level of knowledge, variables, and energy expenditures to obtain optimal health utilizing Level 2 knowledge base. 2. Initiates education/reeducation using therapeutic teaching principles and comprehension of individual/family client system's health state according to level 2 knowledge base. C. Therapeutic Relationships 1. Uses therapeutic relationships, modifying nursing interventions according to coping behaviors and interactions.</p>					

Level 2	I	S	D	U	Comments
<p>D. Personal Responsibilities</p> <ol style="list-style-type: none"> 1. Demonstrates accountability and responsibility for providing individual/family care according to Level 2 knowledge base. 2. Follows appropriate policies for lab attendance and dress code. 3. According to Level 2 knowledge base, includes social, ethical, and legal considerations in therapeutic delivery of nursing care. <p>V. EVALUATION</p> <p>A. Health System Communications</p> <ol style="list-style-type: none"> 1. According to level 2 knowledge base, documents use of the nursing process specific to individual/family client/client system. 2. According to level 2 knowledge base, documents promptly significant data and related interventions in sequence. 3. Reports significant data promptly and accurately to appropriate members of the health care team. 4. Facilitates optimal care of the individual/family client/client system(s) and cohesive work environment through purposeful interactions with peers and health care personnel. <p>B. Individual/Family Modifications</p> <ol style="list-style-type: none"> 1. Elicits individual/family client/client system's perspectives on outcome of nursing interventions, validating significant feedback. 2. Determines stability achieved using scientific principles and rationales for nursing interventions according to Level 2 knowledge base. 3. Modifies priorities and nursing interventions as needed to obtain optimal stability for the individual/family. 					

Procedures performed, Date, and Comments:

Instructor's Comments:

Student's Comments:

Instructor's Signature Date

Student's Signature Date

The University of Tennessee at Martin
Department of Nursing
Level 3: Nursing 404, 411, 431, 442
SUMMARY OF CLINICAL EVALUATION

Student _____ Faculty _____
 Rating _____ Agency _____

Ratings must be Dependency or above in all areas in order to receive an overall Satisfactory rating; however, more than 3 Dependencies will result in an overall Unsatisfactory evaluation.

See course syllabus and/or UTM Student Nurse Handbook for further information.

Ratings: I-Intrdependency S-Satisfactory D-Dependency U-Unsatisfactory
 (Optimal) (Expected) (Below Expected) (Failure/Unsafe)

Level 3	I	S	D	U	Comments
<p>I. ASSESSMENT</p> <p>A. Therapeutic Communication</p> <ol style="list-style-type: none"> 1. Modifies therapeutic communication to gather assessment data reflecting discrimination of stressors and protecting confidentiality. <p>B. Knowledge of Client/Client System</p> <ol style="list-style-type: none"> 1. Develops a comprehensive database for the individual/family/group client/client system and organizes data reflecting synthesis and implementation of knowledge of interactions of variables and stressors. 2. Summarizes assessment information reflecting synthesis and implementation of knowledge and formulating position on wellness/illness continuum and updating data as needed. <p>II. ANALYSIS</p> <p>A. Problem Identification</p> <ol style="list-style-type: none"> 1. Formulates defining characteristics of variables, anticipating actual or potential variances and resources. <p>B. Nursing Diagnostic Statement</p> <ol style="list-style-type: none"> 1. Formulates nursing diagnoses, setting priorities. <p>III. PLAN</p> <p>A. Client/Client System Objectives</p> <ol style="list-style-type: none"> 1. According to Level 3 knowledge base, constructs individualized plan of care with realistic objectives and goals shared with the individual/family/group. <p>B. Nursing Interventions</p> <ol style="list-style-type: none"> 1. Based on nursing interventions, proposes supplies needed for optimal health, incorporating health care regime. 2. Organizes interventions according to priorities, preferences, and health status to obtain objectives and goals related to physiological, psychological, sociocultural, spiritual, and developmental variables. <p>C. Scientific Principles and Rationale</p> <ol style="list-style-type: none"> 1. Interprets scientific principles and rationale to select appropriate nursing measures for diagnoses and individual/family/group health status. <p>IV. INTERVENTIONS</p> <p>A. Individual/Family/ Group Care</p> <ol style="list-style-type: none"> 1. According to Level 3 knowledge base, implements wholistic nursing actions as needed by individual/family/group client/client system. 2. Utilizing Level 3 knowledge base, implements nursing interventions according to expenditure and conservation of energy in reaction to stressors to promote optimal health. 3. According to Level 3 knowledge base, implements nursing interventions safely for individual/family/group client/client system's health status related to physiological, sociocultural, psychological, developmental and spiritual variables. <p>B. Individual/Family/ Group Education</p> <ol style="list-style-type: none"> 1. Adapts mode of education based on individual/family/group client/client system's level of knowledge, variables, and energy expenditures to obtain optimal health utilizing Level 3 knowledge base. 2. Initiates education/reeducation using therapeutic teaching principles and analysis of individual/family/group client system's health state according to level 3 knowledge base. <p>C. Therapeutic Relationships</p> <ol style="list-style-type: none"> 1. Uses therapeutic relationships, adapting nursing interventions according to coping behaviors and interactions. <p>D. Personal Responsibilities</p> <ol style="list-style-type: none"> 1. Demonstrates accountability and responsibility for providing individual/family/group care according to Level 3 knowledge base. 					

Level 3	I	S	D	U	Comments
2. Follows appropriate policies for lab attendance and dress code. 3. According to Level 3 knowledge base, includes social, economic, ethical, and legal considerations in therapeutic delivery of nursing care. V. EVALUATION A. Health System Communications 1. According to level 3 knowledge base, documents use of the nursing process specific to individual/family/group client/client system. 2. According to level 3 knowledge base, documents promptly pertinent data and related interventions in sequence. 3. Reports pertinent data promptly and accurately to appropriate members of the health care system. 4. Facilitates optimal care of the individual/family/group client/client system(s) and cohesive work environment through professional interactions with peers and members of the health care system. B. Individual/ Family/ Group Modifications 1. Explores individual/family/group client/client system's perspectives on outcome of nursing interventions, validating pertinent feedback. 2. Interprets stability achieved using scientific principles and rationales for nursing interventions according to Level 3 knowledge base. 3. Adapts priorities and nursing interventions as needed to obtain optimal stability for the individual/family/group.					

PROCEDURES PERFORMED, DATE, AND COMMENTS:

Age-appropriate communications
 Developmental stage assessment
 Physical assessment- age level
 Teaching: child/family

Medications:
 Route:

Venipuncture:
 IV site care

O2 therapy:
 Pulse oximetry:

Skills:

Instructor's Comments:

Student's Comments:

 Instructor's Signature Date

 Student's Signature Date

INDEX

- Academic Integrity, 21
- Admission Requirements, 9
- Applications
 - NCLEX, 29
 - State Board, 29
- Attendance Policies, 16
- BSN Curriculum
 - Admission Requirements, 9
 - Advanced Standing, 10
 - Course Descriptions, 14
 - Curriculum Description, 9
 - Degree Curriculum Plan, 13
 - Graduation Requirements, 12
 - Retention, 11
 - Readmission, 11
 - Student Advisement, 12
- Bloodborne Pathogen Policy, 23
- Clinical Evaluations Level I, II, & III, 42
- Clinical Nursing Activities, 26
- Clinical Agency, 36
- Disaster Plan Gooch Hall, 33
- Emergency Codes Clinical Agencies, 26
- Employment Policy, 25
- Ethical/Professional Standards, 27
- Faculty & Staff, 40
- Grading Policies, 18
- Grievance Policy, 29
- Hazardous Materials Policy, 22
- Health/Liability Insurance, 25
- Level Objectives, Level I, II, & III, 5
- Leveling of Concepts, 4
- Leveling of Concepts Emphasis, 7
- Misconduct, Acts of, 27
- Nursing Department, 32
- Nursing Uniform Dress Code, 25
- Permission/Certification forms, 37
- Philosophy & Concept Definitions, 1
- Pi Tau Awards, 31
- Pi Tau Chapter, 31
- Program Outcome Objectives, 4
- Physical Examination, 21
- Readmission, 11
- Scholarships, 32
- Scholastic Recognition, 32
- Social Media Guidelines, 27
- Standards of Conduct, 27
- Standardized Achievement Tests, 21
- Student Nurses Association, 30
- Student Representation, 30
- Suspension, 27
- Tobacco Products Use, 21
- Travel Liability, 22
- Tuberculosis Testing, 25