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UNIVERSITY OF ARKANSAS AT PINE BLUFF
DEPARTMENT OF NURSING

Dear Nursing Majors:

Welcome to the University of Arkansas at Pine Bluff (UAPB) Department of Nursing. The faculty and I are honored that you have chosen this university to facilitate the pursuit of your educational goals. We are proud to be a part of your journey toward academic excellence and socialization into the profession of nursing, a profession that makes a difference in the quality of health care.

The Nursing Student Handbook has been developed to guide your academic decisions. The Handbook will also assist in answering questions relative to departmental policies and procedures applicable to students. It is our expectation that students will adhere to the guidelines presented in the Handbook and other official publications listed for reference.

Pre-nursing and nursing majors are encouraged to schedule conferences with their nursing advisor prior to each registration period and during each semester of active enrollment to: (1) address issues associated with academic standing and progression; (2) discuss departmental or professional issues applicable to nursing majors; and (3) assure information in their student file is current.

The Nursing Department is committed to providing educational opportunities that will prepare graduates for entry-level professional nursing practice. To enhance professional development, students are expected to be active participants in all learning experiences associated with the nursing program and the Student Nurses Association. In addition, students are expected to participate in activities planned for all students by the University.

I extend best wishes for your success at the University of Arkansas at Pine Bluff and within the profession of Nursing.

Sincerely,

Dr. Sheila E. Garland, RN, MSN
Chairperson, Department of Nursing
2009 – 2010

Revised 8/2009

INTRODUCTION

The Nursing Student Handbook has been developed as a guide for policies and procedures and thus, a copy is provided to each student entering the upper division courses or to any student by request. It presents information regarding University and Department academic regulations and guidelines plus various student services and activities. This document in no way diminishes the student's responsibility for knowing and complying with the information in the *University Catalog* and the *University Student Handbook, The ROAR 2009-2010*

The goals of the Department are to offer a baccalaureate degree program that:

1. combines general education in the humanities and the natural and behavioral sciences with professional education in the theory and practice of nursing.
2. prepares graduates to give high-quality nursing care to individuals, families, and groups and to direct the care given by other members of the nursing team.
3. qualifies graduates to seek immediate employment in a variety of settings.
4. provides the prerequisite base for graduate study in nursing.
5. provides licensed nursing personnel the opportunity to obtain a baccalaureate degree.
6. conducts continuous assessment and planning of the entire curriculum to meet societal needs.

The Department of Nursing reserves the right to make changes at anytime in the individual courses and in the curriculum leading to the degree, and any policies contained in this handbook after receiving appropriate approval.

The Department of Nursing assures equal opportunities to all qualified persons regardless of race, sex, age, religion, creed, handicap, disability, veteran status, national origin, or ancestry.

ARKANSAS ASSESSMENT OF GENERAL EDUCATION

Act 1874 passed by the Arkansas Legislature in 1993, requires all college students to be tested on their learning in the general education curriculum. The first phase of this testing will occur during the spring semester of 1995. Students completing between 45 and 60 hours in the Associate of Arts degree programs will be tested in the areas of mathematics, writing, reading, and scientific reasoning on the Arkansas Assessment of General Education test. Other assessments of writing skills and the fine arts will occur as well. Students eligible for the test will be notified of testing dates and times.

INFORMATION AND CONTACTS

For further information and questions regarding our program please contact:

University of Arkansas at Pine Bluff
Department of Nursing
1200 North University, Slot 4973
Pine Bluff, AR 71601
Telephone: 870-575-8220

For information and questions concerning counseling and testing services, please contact:

University of Arkansas at Pine Bluff
Student Assessment and Development Center
1200 North University, Slot 4962
Pine Bluff, AR 71601
Telephone: 870-575-8290

For information and questions regarding the Army ROTC program and scholarship opportunities for nursing students, please contact:

University of Arkansas at Pine Bluff
Military Science Department
1200 North University, Slot 4944
Pine Bluff, AR 71601
Telephone: 870-575-8445

For information and questions regarding financial aid, please contact:

University of Arkansas at Pine Bluff
Financial Aid Office
1200 North University, Slot 4985
Pine Bluff, AR 71601
Telephone: 870-575-8302

For information and questions regarding accreditation, please contact:

National League for Nursing Accrediting Commission (NLNAC)
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
Telephone: 404-975-5000 * Fax: 404-975-5020* Website: www.nlnac.org

For information and questions regarding admission to the University, please contact:

Office of Admissions
P. O. Box 4983
Pine Bluff, Arkansas 71601
870-575-8492
1-800-264-6585

THE UNIVERSITY OF ARKANSAS AT PINE BLUFF

History and Development

The University of Arkansas at Pine Bluff (UAPB) is a land grant, residential institution founded in 1873 as Branch Normal College, a branch of the University of Arkansas.

The University opened to students on September 27, 1875. UAPB is also the second oldest institution in Arkansas and the oldest public institution with a black heritage. Since 1873, the institution has grown and changed its official name on two occasions: 1927 - Arkansas Agricultural, Mechanical and Normal College (Arkansas AM&N, also known as Arkansas State College); and 1972 - University of Arkansas at Pine Bluff.

UAPB's first degree was awarded in 1882. The institution operated primarily as a junior college until 1929 when it was granted permanent four-year degree status. The University was later certified as a four-year degree college in 1933.

Mission

While the University of Arkansas at Pine Bluff continues to maintain a special sensitivity to the needs, aspirations, problems, and opportunities of its historic constituents, it shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended, and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele – a clientele differing academically, socially, racially, ethnically, and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall develop creative and innovative activities that produce new curricular models in the fields of aesthetics, social and political institutions, and scientific technical development. This will be accompanied by new instructional designs and professional staff capable of implementing such programs.

The thrust of this new and expanded mission could and should result in the re-examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such mission does not merely support the advancement of science and technology, it uses science and technology to help solve economic, physical, social, political, racial, and cultural problems.

The Institution's ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic, and cultural pluralism in a manner that will enhance the quality of lives and patterns of living, and weld the nation into one people, a mission which seems essential to the future security and health of the nation.

THE DEPARTMENT OF NURSING

History and Development

Compelling forces behind the establishment of the Department of Nursing at the University of Arkansas at Pine Bluff were meeting the health needs in Pine Bluff, the response of the medical community, and the enthusiasm of other community leaders. UAPB received prerequisite approval for a baccalaureate nursing program in 1974 and received full Board approval in 1978. In 1978, fourteen (14) students completed the requirements for the Bachelor of Science Degree in Nursing. The nursing program was designed for the purpose of educating baccalaureate prepared leaders as beginning practitioners who would be self-directed, and capable of making contributions toward achieving the goals of the profession and meeting the health care needs of the community.

The Baccalaureate program of the UAPB Department of Nursing is fully approved by the Arkansas State Board of Nursing and fully accredited by the National League for Nursing Accrediting Commission (NLNAC).

Mission

The Department of Nursing, as an integral part of the University of Arkansas at Pine Bluff, derives its overall purposes and functions from the mission, goals, and policies of the University. The Department's mission reflects the tripartite mission of the University which is to provide quality teaching, innovative scholarship, and serve a clientele differing academically, socially, racially, ethnically, and culturally. The faculty are charged with providing learning experiences that lead to the success of each student, regardless of the student's background. The UAPB mission is operationalized by nursing faculty through education, scholarship and service.

Education

The Department of Nursing is committed to providing a meaningful, relevant, high quality academic program for students. The faculty seeks to make available the benefits of nursing education to all citizens of Arkansas; to ensure the quality of the instructional program in nursing; and to achieve a more economical use of educational resources: and provide lifelong learning. The faculty continues to define those areas in which it can make the most effective contribution to the total educational process, to research and to the community in solving economic, physical, social, political, racial, and cultural problems.

Scholarship

Research is an essential foundation for nursing practice aimed at advancing, utilizing and disseminating new nursing knowledge. As a result, the Department encourages faculty and students to conduct and utilize research for the fostering of intellectual inquiry and for the promotion of health.

Service

The Department of Nursing is committed to developing programs related to the culturally heterogeneous clientele of the community. In fulfilling this service mission, nursing faculty and students provide health care through service activities that focus on the prevention of illness and the promotion, maintenance and restoration of health. These activities will enhance the quality of lives and patterns of living within the community.

Philosophy

Introduction

The Department of Nursing, consistent with the mission and goals of the University of Arkansas at Pine Bluff, is committed to educating a clientele differing academically, socially, racially, ethnically, and culturally. The purpose of the Department of Nursing is to educate individuals for the practice of professional nursing and to provide a framework for continuing the lifelong pursuit of learning.

Human Being

The faculty believes that each human being is unique and multidimensional and is deserving of care, respect and nurturing (Watson, 1988). The human being responds dynamically and holistically to perceived needs. Human needs are met through the science of caring which results in self control and assuming an active role in maintaining health. The faculty believes that caring is an integral factor in the prevention of illness and promoting, maintaining and restoring health. In health care settings, the human being becomes the clientele.

Environment

The faculty believes that the quest to meet various human needs is influenced by the individual's internal and external environment. Changes within the environment affect the individual's perception of needs. Because of the dynamic interaction between the individual and the environment, occasional assistance through caring is needed to promote, maintain, or restore harmony and balance.

Health

As defined by Watson (1988) and the World Health Organization (WHO), we believe that health is a positive, dynamic state of physical, mental and social well-being. The faculty believes that health is the individual's ability to maintain harmony and balance within. Illness may occur if the individual cannot maintain balance. Illness does not necessarily indicate that there is disease, but may reflect disharmony between body, soul and spirit. Nursing can maximize the health experience of individuals through caring efforts that promote, maintain and restore health and prevent illness and protects the safety of the client.

Nursing

The faculty believes that nursing is an art and a human science of caring for individuals, families and communities. Human health-illness experiences are mediated by professional, personal, scientific, esthetics, and ethical human care transactions (Watson, 1988). Nursing has as its focus health promotion and maintenance, prevention of illness and restoring health. These foci are congruent with the faculty's beliefs that health is dynamic and that nursing care transactions will vary depending on the nurse's and the individual's perceived level of needs.

The faculty believes that the health care needs of the human (individual, family or community) are met through the use of the nursing process. As a framework for decision-making, the nursing process requires integration and application of knowledge from nursing theory, the sciences, and the humanities. The faculty believes that the goals of safe, cost-effective, high quality patient care can be achieved through use of the nursing process.

Faculty recognizes that students at the University of Arkansas at Pine Bluff come from diverse backgrounds and with varying levels of preparation. The nursing student is viewed as a holistic individual with human needs and caring is a vital part of interacting with the student.

Higher Education

Consistent with the University's goal, faculties believe that education is a process directed toward the development of intellectual and technical skills. It is also a search for honesty, prudence and spiritual values.

Lifelong learning occurs through active participation in the teaching-learning process. Learning results from the integration of cognitive, affective, and psychomotor experiences. Faculty and students share the responsibility for creating an educational climate which fosters intellectual inquiry and the development of each individual's potential in this highly technological society.

Nursing education at the baccalaureate level assists the student to integrate concepts from the sciences and humanities with nursing theory. This integration of concepts provides the foundation for collaboration with and recognition by other disciplines. Nursing education is unique in that it emphasizes the development of intellectual, interpersonal and technical skills through selected learning experiences.

The faculty recognizes the importance of research as the foundation for nursing practice and problem-solving, and decision making. Students should be provided with learning experiences in the research process which facilitates professional development and the application of research to clinical practice.

The faculty recognizes that the professional nurse integrates leadership skills in the management and delivery of human care transactions in a variety of settings.

REFERENCES

George, J. B. (1990). Jean Watson. In B. Talento (Ed.), Nursing Theories: The Base for Professional Nursing Practice (pp. 293-309). Norwalk, CT: Appleton and Lange.

Watson, J. (1988). Nursing, Human Science and Human Care: A Theory of Nursing. (2nd printing). New York: National League for Nursing.

ORGANIZING FRAMEWORK

The UAPB “Caring Model”

The University of Arkansas at Pine Bluff Department of Nursing’s conceptual model of “Caring” represents the faculty’s framework for educating and preparing baccalaureate nurses for practice in society. The “Caring Model” (see Figure 1) serves as a framework for instilling professional practice standards within the student. In addition, the “Caring Model” provides a framework for practice for the beginning nurse in meeting the needs of human beings. The “Caring Model” is also representative of the nursing faculty’s framework for educating and preparing baccalaureate nurses for practice in society.

The *Caring Model* identifies the client, as well as the nurse, as unique and multidimensional human beings with biophysical, biopsychosocial, spiritual, sexual, cultural, and intrapersonal/interpersonal needs who interact within the “Caring Zone”. The Caring Zone is surrounded by a conglomerate of concentric spheres. The spheres are analogous in that each plays a dynamic role in assisting the human being in maintaining a state of harmony and balance. The layers of concentric, dynamic spheres represent the major concepts of the curriculum, Human Being, Environment, Health, and Nursing, along with their respective content strands.

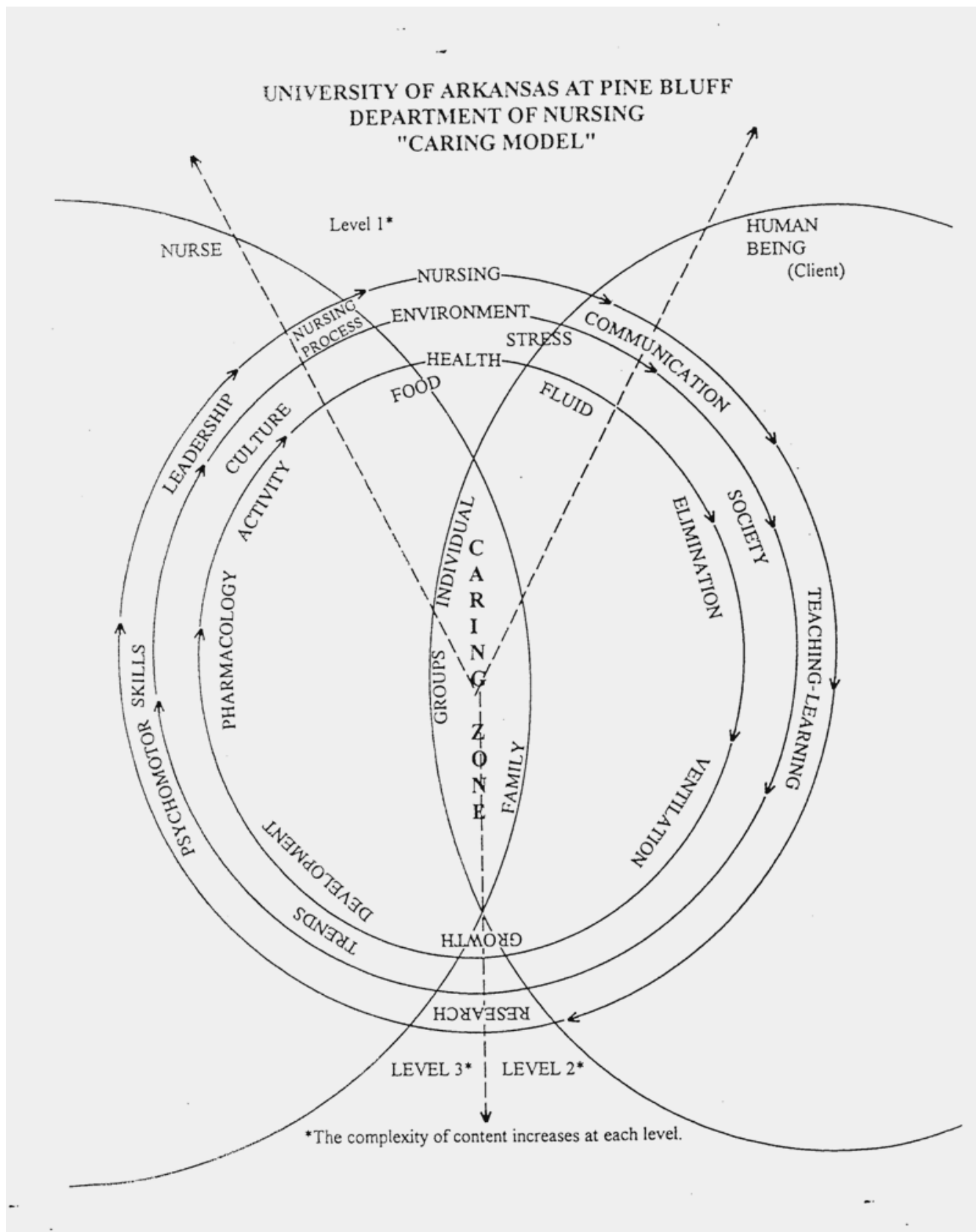


Figure 1

PROGRAM OBJECTIVES

Upon completion of the Bachelor of Science in Nursing, the graduate will be able to demonstrate the following objectives:

1. Synthesize knowledge from nursing theory, the sciences and humanities as the basis for professional practice;
2. Integrate the Department of Nursing's "Caring Model" as a framework for nursing practice in providing holistic care to multicultural individuals in a rapidly changing, technological society in a variety of settings;
3. Use communication strategies effectively in professional nursing care transactions;
4. Integrate professional responsibility and accountability congruent with professional standards;
5. Incorporate personal values with legal and ethical guidelines when making professional nursing care decisions;
6. Use critical thinking/clinical reasoning in making decisions while acting as a co-participant to develop, implement, and evaluate human care transactions;
7. Incorporate nursing research and evidenced based practice in professional practice;
8. Collaborate with nursing colleagues, other members of the health care team and consumers to improve the quality of health care transactions in a variety of settings;
9. Demonstrate leadership and management behaviors and skills in the cost-effective delivery of nursing care in a variety of settings;
10. Utilize the process of planned change designed to meet emerging health needs of the client;
11. Demonstrate professional responsibility through participation in the Student Nurses' Association and the political process to advance the health care system;
12. Integrate information technology into the professional practice role.

THE BACCALAUREATE PROGRAM

Students enrolled in the Bachelor of Science degree program may progress through one of three tracks. The Generic Track includes those students who are studying to achieve their B.S.N. degree and initial licensure as a Registered Nurse. To facilitate educational mobility, students may transfer from other State Board approved Baccalaureate programs into the generic track. LPN/BSN and RN/BSN Fast Track students must meet the same requirements within the program as generic students, but do so through advanced placement credits (see LPN/BSN and RN/BSN Fast Tracks).

The entering student must contact the Department of Nursing where an advisor from the nursing faculty will be assigned. In addition, a counselor will be assigned on admission to University College.

Credits earned in certain courses such as those courses classified as developmental, remedial, or basic will not fulfill requirements for degree credits.

UPPER DIVISION refers to students accepted for enrollment in core major nursing courses that have theory and clinical components.

LOWER DIVISION refers to students accepted for admission to the University and are enrolled in pre-nursing courses in the biological, natural, and social sciences.

ADMISSION

GENERIC TRACK

The baccalaureate degree program is designed so that it can be completed in eight semesters and one summer session. The basic liberal arts and science courses undertaken at the lower-division level provide the foundation for the nursing courses that promote understanding of individuals as they exist in health and in illness.

In order to be considered for admission to the Department of Nursing Program, the applicant (pre-nursing major) must initially satisfy the following criteria:

1. Gain admission to the University by submitting a formal application and all supporting materials; including official transcripts or GED test scores, ACT or SAT test scores, health forms, and immunization records to the Office of Admissions and Academic Records by the appropriate deadlines. For more information contact:
 University of Arkansas at Pine Bluff
 Office of Admissions
 1200 N. University, Slot 4983
 Pine Bluff, Arkansas 71601
 (870) 575-8492
2. Declare nursing as an intended major. Declaration of nursing as a major does not guarantee admission/progression to upper-division nursing courses. Faculty reserve the right to only approve admission/progression for students who satisfy all academic requirements.

LOWER DIVISION REQUIREMENTS FOR PRE-NURSING MAJORS

The sequence of courses, as presented in the curriculum outline, is recommended by faculty. **Before deviating from this sequence, students should consult their nursing advisor. Nursing courses must be taken in sequence.**

The curriculum requires the completion of 41 semester hours of required lower division, pre-nursing courses. With the exception of "Introduction to Nursing Care/Critical Thinking (N2310)", these courses may be completed at any accredited two-year or four-year college or university. According to University policy, only 68 credits hours can be transferred and applied to graduation requirements. Courses completed at other institutions may not be approved for transfer credit. Please consult the nursing advisor for assistance.

The following prerequisite courses are required prior to admission into the upper division of the program. The semester credit hours listed below constitute the minimum number of semester credits required for acceptance to the program. A grade of "C" or better is required in each course, including electives. A grade below a "C" is not acceptable. A cumulative grade point average (CGPA) of 2.5 must be maintained for entrance and progression in the nursing program.

1. Communications – 9 semester hours
 - a. English Comp 1 – 3 semester hours
 - b. English Comp 2 – 3 semester hours
 - c. Literature Elective – 3 semester hours
2. Mathematics – 3 semester hours
 - a. College Algebra – 3 semester hours
3. Natural sciences – 12 semester hours
 - a. Anatomy & Physiology – 8 semester hours
 - b. General Chemistry – 4 semester hours
4. Social and Behavioral sciences – 9 hours
 - a. General Psychology – 3 semester hours
 - b. Introduction to Sociology – 3 semester hours
 - c. Humanities – 3 semester hours
5. Supporting sciences – 3 semester hours
 - a. Elementary Nutrition – 3 semester hours
6. Personal & Social Development – 2 semester hours
7. Introduction to Nursing Care/Critical Thinking – 3 semester hours

*Failure to take all prerequisite and/or co-requisite courses **will** result in denial of admission and/or progression.*

UPPER DIVISION REQUIREMENTS FOR NURSING MAJORS

The upper division professional requirements begin in the fall semester of the sophomore year. The nursing courses can be completed by full-time generic students in three (3) years. A grade of "C" or above is required in each upper division course, including electives. A grade below a "C" is not acceptable.

For admission to the Upper Division nursing program, applicants must:

1. Validate current UAPB enrollment;
2. Submit a completed and dated nursing program application including current and complete official transcripts to the Department of Nursing by the appropriate deadlines: March 15th for admission in the fall semester for Generic students, and October 15th for admission in the spring semester for RN and LPN students;
3. Submit official transcripts from all schools attended;
4. Complete all prerequisite courses in the lower division with a grade of "C" or better;
5. Document a cumulative grade point average (CGPA) of 2.5 or better;
6. Submit documentation of a score of 19 or above on the ACT test or document completion of

the University's Basic Studies Program.

An admission packet will not be reviewed if it is incomplete or received after the application deadline date.

Applicants will be notified in writing of their admission status after all requested credentials and materials have been received and reviewed by the Department of Nursing's Admissions and Academic Standing Committee. **Student enrollment may be limited in proportion to faculty load and/or clinical facilities available.**

The Department of Nursing has established policies and procedures for admitting/readmitting students when there are more applicants than the Department is able to admit. To facilitate consistent and fair practices when admitting/readmitting students into upper division nursing the following applies:

- a. The student must meet all application, admission, and degree requirements.
- b. The student must submit his/her application by the established departmental deadline.
- c. All applicants eligible for admission will be rank-ordered according to the following admission criteria:
 1. GPA (Students with the highest GPA will receive highest ranking)
 2. ACT score (If GPAs are equal, the higher ACT will determine rank)
 3. HESI score (850 or higher) for students seeking readmission
- d. **Students seeking initial admission into upper division will be given priority for admission over students seeking readmission.**
- e. Eligible students who are not admitted will be placed on a waiting list according to the rank-order established under procedure "c" listed above.
- f. The "Waiting List" of eligible applicants will be maintained by the Admission and Academic Standing Committee.

A student who has been denied admission to the professional program or left the program for any reason must RE-APPLY EACH YEAR to be considered for enrollment. Students permanently dismissed from the nursing program are not eligible for readmission and should not reapply.

After admission to the upper division, **prior** to beginning clinical experiences and **yearly** thereafter, a copy of the following documents must be on file in the Department of Nursing office:

1. Results of TB screening test or, if positive, the results of a chest X-ray yearly
2. Proof of all required immunizations yearly
3. Current American Heart Association CPR card

4. Hepatitis B series or signed waiver
5. Proof of malpractice insurance for 3 years of coverage (\$1,000,000 minimum coverage)

Students must maintain original records with **ONLY ONE COPY** being submitted for the Department of Nursing's file.

OPTIONS FOR COMPLETING GENERAL EDUCATION COURSES

CLEP EXAMINATION: Credit can be earned through the College Level Examination Program (CLEP). CLEP registration guides are available from the Student Assessment and Development Center located in the Student Service Building (Telephone # 870 -575-8290).

STUDENT TRANSFER POLICY

For Advanced Placement (Generic)

Position Statement

Reality mandates the necessity for educational mobility among nursing education programs and within the discipline of nursing. Although each nursing education program is unique within itself, the faculty of the UAPB Department of Nursing recognizes that a common knowledge base exists. The faculty believes that the student, the general public, and the nursing profession are best served by policies and procedures that promote educational mobility.

Transfer Students

Students transferring from another college or university must meet the same admission criteria as all other students. After a transcript evaluation has been made by the Admission/Registrar's office, the Department of Nursing administration will determine which courses are applicable to the requirements for the B.S.N. degree prior to admission.

Policy Statement

To facilitate efficient and effective mobility of students, the Department of Nursing has established policies and procedures for transfer of nursing courses from other State Board approved Baccalaureate programs. The student's portfolio will be evaluated to ensure that continuity exists in the areas of course content, participatory experiences, purposes and outcomes between programs.

Procedures:

1. The student must meet all application, admission, and degree requirements of UAPB and the Department of Nursing.
2. The student must provide a copy of the nursing course syllabi and university catalog for evaluation of each nursing course submitted for transfer credit.
3. Each student transcript and transferable courses will be evaluated on an individual basis.
4. The student may be asked to demonstrate proficiency of psychomotor skills appropriate to the level of entry according to the "General Skills Check-off" list.
5. The student must complete at least thirty (30) credit hours above the 1000 level in residence. Twenty-seven (27) of these credits will be UAPB senior level courses.
6. Any upper-division nursing courses appearing on the transcript that are greater than five (5) years old, must be repeated. The courses will not be considered for transfer credit.
7. Submit an official & current letter of good standing from the Chairperson, Dean, and/or Director of the program/school from which the student is transferring.

University of Arkansas at Pine Bluff
Curriculum for Bachelor of Science Degree in Nursing
FRESHMAN YEAR

FALL SEMESTER LOWER DIVISION	SEMESTER HOURS	SPRING SEMESTER LOWER DIVISION	SEMESTER HOURS
1311 English	3	1210 Personal & Social Development	2
1330 College Algebra	3	1321 English	3
2451 Anatomy & Physiology	4	2452 Anatomy & Physiology	4
1320 Social Science OR	3	2300 General Psychology	3
2310 Intro to Sociology		2321 Nutrition	3
1410 Principles of Chemistry	<u>4</u>	2301 Humanities	<u>3</u>
TOTAL SEMESTER HOURS	17	TOTAL SEMESTER HOURS	18

SUMMER SESSION I: N2301 Introduction to Nursing 3 Semester Hours
SUMMER SESSION I or II: 2300 or above Literature Elective 3 Semester Hours

SOPHOMORE YEAR

FALL SEMESTER (LOWER DIVISION)	SEMESTER HOURS	SPRING SEMESTER (UPPER DIVISION)	SEMESTER HOURS
3470 General Microbiology	4	2315/2318 US History OR	3
2302 Developmental Psychology	3	2312 American Government	
1110-1125 P. E. (Active)	1	2340 Art Appreciation OR	3
(UPPER DIVISION)		2330 Music Appreciation	
N2303 Basic Pharmacology in Nursing Practice	3	N2302 Pathophysiology	3
N2602 Fundamentals of Nursing Care	<u>6</u>	N2802 Medical-Surgical Nursing Care	<u>8</u>
TOTAL SEMESTER HOURS	17	TOTAL SEMESTER HOURS	17

JUNIOR YEAR

FALL SEMESTER (UPPER DIVISION)	SEMESTER HOURS	SPRING SEMESTER (UPPER DIVISION)	SEMESTER HOURS
2370 Statistics	3	2390 Oral Communication	3
2340 Effective Thinking/Logic	3	N3603 Psychiatric-Mental Health Nursing Care	6
1110-1125 P. E. (Active)	1	N3303 Nursing Research and Data Analysis	3
N3801 Maternal-Child Nursing Care	<u>8</u>	N3202 Concepts and Processes of Nursing Care (For RNs & LPNs only)	<u>2</u>
TOTAL SEMESTER HOURS	15	TOTAL SEMESTER HOURS	14

SENIOR YEAR

FALL SEMESTER (UPPER DIVISION)	SEMESTER HOURS	SPRING SEMESTER (UPPER DIVISION)	SEMESTER HOURS
N4101 Advanced Medical-Surgical Nursing Care	10	N4601 Community Health Nursing Care	6
N4303 Trends and Issues in Nursing Care	<u>3</u>	N4802 Clinical Practicum	<u>8</u>
TOTAL SEMESTER HOURS	13	TOTAL SEMESTER HOURS	14

GENERAL EDUCATION HOURS TOTAL: 62 **GRAND TOTAL HOURS: 131**
NURSING EDUCATION HOURS TOTAL: 69

Minimal requirement is 129 hours for the generic student and 131 for the RN or LPN student (see requirement of N3202). The sequence of courses as presented in the curriculum outline is recommended by the faculty. All general education courses previous to the semester in which the student will be progressing are considered pre-requisite courses and MUST be completed with a grade of "C" or above. Before deviating from this sequence, consult your nursing advisor. Nursing courses MUST be taken in sequence. Failure to take all pre-requisite courses will result in denial of admission and/or progression.

DESCRIPTION OF NURSING COURSES

N2301 Introduction to Nursing Care

This introductory course provides a foundation for other nursing courses. Concepts basic to the nursing profession and concepts necessary for successful completion of a baccalaureate nursing program will be discussed.

Lecture: 3 hours per week. Credit: 3 semester hours. Requisite: Take prior to N2602 Fundamentals of Nursing Care.

N2302 Pathophysiology

This course is a study of human physiological changes which are the cause or result of pathologic processes. The course builds upon and expands core knowledge of human anatomy and physiology as it relates to the loss of homeostasis.

Lecture: 3 hours per week. Credit: 3 semester hours. Concurrent: N2802.

N2303 Basic Pharmacology in Nursing Practice

This course focuses on the basic principles of pharmacology with special emphasis on the therapeutic applications in nursing practice.

Lecture: 3 hours per week. Credit: 3 semester hours. Concurrent: N2602.

N2602 Fundamentals of Nursing Care

This foundational course focuses on concepts and skills basic to nursing care. Emphasis is on physical assessment, the use of the nursing process within the Caring framework, and health promotion and wellness across the life span.

Lecture: 3 hours per week. Laboratory: 9 hours per week. Credit: 6 semester hours.

Prerequisite: Completion of all courses listed in the freshman year, including N2301 and acceptance into the nursing major.

N2802 Medical/Surgical Nursing Care

The focus of this course is on implementing the nursing process in providing human care transactions for health promotion, maintenance and restoration for individuals and families in medical/surgical and community-based facilities. This second clinical course introduces the student to individuals and families requiring assistance in meeting basic human needs as a result of illness which has necessitated hospitalization.

Lecture: 4 hours per week. Laboratory: 12 hours per week. Credit: 8 semester hours.

Prerequisite: N2602, N2303, and N3202 (for LPNs only).

N3202 Concepts and Processes of Nursing Care

This course is designed to orient the non-generic student (RN, LPN, or LPTN), admitted with advanced placement in the nursing curriculum, to the UAPB Nursing philosophy. The course explores concepts related to professional nursing practice, nursing process, theory development,

health and physical assessment, and dosage calculations. For RNs, LPNs, and LPTNs only.

Lecture: 2 hours per week. Credit: 2 semester hours.

N3303 Nursing Research and Data Analysis

This course is designed to emphasize the importance of evidence-based practice in the nursing profession. Experiential learning methods are utilized in promoting evidence-based nursing practice to foster critical analysis and utilization of nursing research studies in practice.

Lecture: 3 hours per week. Credit: 3 semester hours. Prerequisite: MATH 2370 Introduction to Statistics.

N3603 Psychiatric/Mental Health Nursing Care

The focus of this course is on the therapeutic and empathetic care utilized by the nurse in human care transactions with clients experiencing mental health needs. Emphasis is on establishing therapeutic relationships with individuals and families experiencing stressful situations in in-patient and out-patient settings, and in health promotion, and maintenance and restoration of individuals and their families.

Lecture: 3 hours per week. Laboratory: 9 hours per week. Credit: 6 semester hours. Prerequisite: N3801. Concurrent: N3303.

N3801 Maternal-Child Nursing Care

This course places emphasis on human care transactions which occur during childbearing and childrearing. The course focuses on the nurse's role in assisting children and their families experiencing illness and the effects of hospitalization. The course emphasizes human care transactions in in-patient and out-patient settings for health promotion, maintenance and restoration of individuals and their families.

Lecture: 4 hours per week. Laboratory: 12 hours per week. Credit: 8 semester hours. Prerequisite: N2802 and completion of all courses listed prior to the Junior year.

N4101 Advanced Medical/Surgical Nursing Care

This course focuses on providing nursing care for individuals, families and communities throughout the life-span who are experiencing acute and complex imbalances.

Lecture: 5 hours per week. Laboratory: 15 hours per week. Credit: 10 semester hours. Prerequisite: N3603. Concurrent: N4303.

N4303 Trends and Issues in Nursing Care

This course critically analyzes the "Caring" theoretical framework and the historical influences that have and continue to affect current professional nursing practice. The effect of socioeconomic, political, and educational forces is explored. Philosophical, ethical, legal, and moral issues are discussed and their impact on current and future trends in nursing practice and human care transactions.

Lecture: 3 hours per week. Credit: 3 semester hours. Concurrent: N4101.

N4601 Community Health Nursing Care

This course focuses on applying prevention, detection, and rehabilitative concepts to individuals, families and communities. Emphasis is placed on the care of the client in the home and a variety of non-acute settings wherever human care needs exist across the lifespan.

Lecture: 3 hours per week. Laboratory: 9 hours per week. Credit: 6 semester hours.

Prerequisite: N4101, N4303 and completion of all courses listed prior to the senior year.

Concurrent: N4802.

N4802 Clinical Practicum

This course is designed to synthesize nursing knowledge from previous courses. The course promotes professional practice behaviors to ease transition to the professional practitioner role and the application of nursing management skills. One intention of the course is to position the student for successful first write of NCLEX-RN.

Seminar: 3 hours per week. Laboratory: 15 hours per week. Credit: 8 semester hours.

Concurrent: N4601. Pre-requisite: N4101, N4303 and completion of all courses listed prior to the senior year.

EXPLANATION OF CREDIT, CLOCK AND CLINICAL HOURS

When determining course credits, one credit hour is equivalent to one fifty-minute lecture period. When determining clinical hours, one credit hour is equivalent to three clock hours of contact time for clinical laboratory experience. For every course with a clinical component, classroom hours account for one half of the credit hours for the course, and clinical hours, at the rate of three-to-one, account for the other half of the credit hours. For example, six credit hours for Fundamentals of Nursing Care breaks down to three classroom hours and nine clinical hours per week.

The only exception to this rule occurs in the senior year in the Clinical Practicum course. For that course, three credit hours are related to classroom hours, with the remaining five credit hours derived from fifteen clinical clock hours.

Effective August, 2009

**New Curriculum Plans
For Generic, LPN and RN Students**

New Description of Courses

Insert Generic Curriculum

Insert LPN Curriculum

Insert RN Curriculum

DESCRIPTION OF NURSING COURSES

Effective August, 2009

NURS 2300 Physical and Health Assessment: The course is designed to prepare students to provide physical and health assessment of the infant, adult, pediatric, and geriatric patient. Students will acquire knowledge of physical and health assessment and history taking to promote the critical analysis of normal and abnormal data. Emphasis is placed on utilization of accurate medical terminology and nursing documentation in the process of history taking and the nursing process. The student will learn to apply the basic skills of observation, inspection, palpation and auscultation in the head to toe assessment. Variation of culture in the health assessment procedure is also emphasized. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: Admission into the nursing program. Concurrent: NURS 2310, NURS 2305.*

NURS 2310 Introduction to Nursing Care and Critical Thinking: This course is an introduction to nursing for all nursing major. The course provides the foundation of nursing and explores concepts basic to the nursing profession. The history of nursing as a profession, concepts of the UAPB "Caring Model", and content strands in the sphere of nursing, environment, and health are introduced. *Lecture: 3 hours per week. Credits: 3 semester hours. Requisite: Take immediately prior to NURS 2506.*

NURS 2302 Pathophysiology: This course is a study of human physiological changes which are the cause or result of pathologic processes. The course builds upon and expands core knowledge of human anatomy and physiology as it relates to the loss of homeostasis. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: BIOL 2451, BIOL 2452, BIOL 3470, NURS 2300. Concurrent: NURS 2303, NURS 2506.*

NURS 2303 Basic Pharmacology in Nursing Practice: This course focuses on the basic principles of pharmacology with special emphasis on the therapeutic applications in nursing practice. *Lecture: 3 hours per week. Credits: 3 semester hours. Concurrent: NURS 2506.*

NURS 2305 Clinical Calculations in Nursing: This course is designed to acquaint students with the latest methods, techniques, and the wide range of clinical calculations utilized in the administration of medications. The course will show the interrelationship between calculation and drug administration. The student will be able to differentiate between various methods for calculating drug dosages basic formula, ratio and proportion, fractional equation, dimensional analysis, body weight, and surface area. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: Admission into the nursing program. Concurrent: NURS 2300, NURS 2310.*

NURS 2506 Adult Health Nursing Care I: This course is the foundation of the nursing courses. The course focuses on concepts and skills basic to nursing care. Emphasis is on the use of the nursing process within the Caring framework in assisting well clients to promote and maintain health. *Lecture: 3 hours per week. Laboratory: 6 contact hours per week. Credit: 5 semester hours. Prerequisite: Acceptance into the nursing major and NURS 2310.*

Concurrent: NURS 2302, 2303.

NURS 3302 Transitions to Professional Nursing (RNs or LPNs only): This course is designed to assist RN and/or LPN students who plan to enter the nursing program to the Human Caring theory as a tool to explore the concepts related to the practice of professional nursing. This course bridges the technical preparation in nursing to professional nursing. For RNs, LPNs, and LPTNs only. *Lecture: 2 hours per week. Credit: 3 semester hours. Prerequisite: Proof of current licensure as a LPN or RN.*

NURS 3305 Evidenced Based Practice in Nursing Research: This course emphasizes the implementation of evidenced based practice utilizing the research process, scientific methods and the nursing process. It discusses the relationship of evidenced based practice and evaluation to nursing education and practice. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: MATH 2370 Introduction to Statistics.*

NURS 3306 Informatics in Nursing This course is an introduction to the concepts and processes of technology in nursing practice, education, research and administration. This includes information management skills, confidentiality issues, the law, electronic communication, electronic medical record, and future trends for informatics. Integrating various theories, students come to understand the importance of becoming knowledge workers and develop skills for information literacy. Developments in computer technologies are discussed in the context of tele-health, e-health, distance education and research. Students learn how nurses can assess, develop and use nursing information systems to work more efficiently, and allocate resources more effectively to improve client care. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: NURS 2302, NURS 2303, NURS 2506. Concurrent: NURS 3500, NURS 3502.*

NURS 3500 Adult Health Nursing II: The “Caring Model” is utilized to identify human care transactions for individuals and families in an acute care facility. The nursing process is applied to multiple situations affecting individuals and families of various ages and cultural backgrounds to ascertain appropriate co-participative human care transactions. Goals are outlined with the individual and family to promote, maintain and restore maximum health. In addition, knowledge from previous academic and nursing courses is incorporated into unique co-participative planning, implementation and evaluation of care. *Lecture: 3 hours per week. Laboratory: 6 contact hours per week. Credit: 5 semester hours. Prerequisite: NURS 2506. Concurrent: NURS 3306, NURS 3502.*

NURS 3502 Caring for the Childbearing Family: This course places emphasis on human care transactions which occur during childbearing and the peri-menopausal period. The focus of the course is on the nurse’s role in assisting women and their families experiencing health and illness during childbearing through menopause. The course emphasizes human care transactions in in-patient and out-patient settings for health promotion, maintenance and restoration of individuals and their families. *Lecture: 3 hours per week. Laboratory: 6 contact hours per week. Credits: 5 semester hours. Prerequisite: NURS 2506. Concurrent: NURS 3306, NURS 3500.*

NURS 3503 Psychiatric - Mental Health Nursing Care: The focus of this course is on the therapeutic and empathetic use of the nurse in human care transactions with clients who have psychosocial and mental health needs. Emphasis is on the therapeutic relationship in assisting individuals and families in in-patient and out-patient settings. The nursing process is used to facilitate human care transactions. Concepts basic to human functioning, such as the development of self and personal strengths are presented within the caring framework. The focus is on treatment modalities, such as milieu therapy, crisis intervention, and psychopharmacology, designed for health promotion, maintenance and restoration throughout the lifespan. Clinical experiences emphasize the co-participative roles of the nurse and the client as integral members of the multidisciplinary healthcare team. *Lecture: 3 hours per week. Laboratory: 6 contact hours per week. Credits: 5 semester hours Prerequisite: NURS 3306, NURS 3500, NURS 3502. Concurrent: NURS 3305, NURS 3505.*

NURS 3505 Pediatric and Child Health Nursing Care: This course places emphasis on human care transactions which occur during childhood through adolescence. The focus of the course is on the nurse's role in assisting children and their families experiencing illness and the effects of hospitalization. The course emphasizes human care transactions in in-patient and out-patient settings for health promotion, maintenance and restoration of individuals and their families. *Lecture: 3 hours per week. Laboratory: 6 contact hours per week. Credits: 5 semester hours. Prerequisites: NURS 3306, NURS 3500, NURS 3502. Concurrent: NURS 3303, NURS 3305.*

NURS 4102 RN Clinical Practicum (RN Fast Track only): This course is designed to assist the licensed (Diploma or Associate Degree) RN to the roles of baccalaureate nursing. The course promotes professional practice behaviors and the application of nursing management skills. The focus of the course is to refine and expand the student's knowledge of *Caring*, leadership and management and graduate core competencies (AACN, 2008) to selected nursing care settings. The theoretical component consists of selected issues that impact professional nurses and their delivery of care within the health care delivery system. *Lecture: 2 hours per week. Laboratory: 24 hours per week. Credits: 10 semester hours. Pre-requisite: NURS 4305, NURS 3306, NURS 4602. Concurrent: NURS 4200.*

NURS 4200 Ethics in Nursing: This course is designed to emphasize the relevance of ethics and legal issues to the practice of professional nursing. The course is placed in the upper division curriculum to assist nursing majors in valuing honesty and integrity as key components in their practice of professional nursing as a graduate of this Bachelor of Science in nursing program. *Lecture: 3 hours per week. Credits: 2 semester hours. Prerequisites: NURS 4305, NURS 4501, NURS 4602. Concurrent: NURS 4204, NURS 4508.*

N4204 UAPBSON Licensure Success Program The course will provide a comprehensive review for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This course reinforces and complements prior knowledge gained in the nursing curriculum. Students utilize the nursing process and critical thinking skills to review previously learned

nursing concepts and “Core Competencies of Nursing Practice” as defined by the National Council of State Boards of Nursing. Completion of the course will assist students to further prepare for NCLEX. The UAPBSON Licensure Success Program is designed to enable senior students to enhance their critical thinking and test-taking skills. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: NURS 4305, NURS 4501, NURS 4602. Concurrent: NURS 4200, NURS 4508.*

NURS 4305 Leadership and Management: This course provides an overview of leadership and management principles and processes of health care delivery systems including the concepts of interdisciplinary team management, collaboration, and case management, healthcare delivery models, organizational systems, and the structure of health care with an emphasis on the professional nursing role in leadership and management. Theories and principles of leadership and management, policy issues of concern relevant to professional nursing are included. The course is offered with a culturally heterogeneous population in mind. *Lecture: 3 hours per week. Credits: 3 semester hours. Prerequisites: NURS 3305, NURS 3503, NURS 3505. Concurrent: NURS 4501, NURS 4602.*

NURS 4501 Gerontological Nursing: Gerontological Nursing provides an opportunity to explore a field of nursing that focuses on the care of older adults. The course presents the unique health care needs of the older adult and introduces students to nursing approaches to managing those needs. Ethical/legal issues related to the nursing care of the older adults are explored. *Lecture: 3 hours per week. Laboratory: 6 contact hours per week. Credits: 5 semester hours. Concurrent: NURS 4305, 4602.*

NURS 4508 Adult Health Nursing Care III: This course focuses on providing nursing care for individuals, families and communities throughout the life-span who are experiencing acute and complex imbalances. *Lecture: 3 hours per week. Laboratory: 9 contact hours per week. Credits: 5 semester hours. Prerequisite: NURS 4305, NURS 4501, NURS 4602. Concurrent: NURS 4200, NURS 4204.*

NURS 4602 Community/Public Health Nursing Care: This course focuses on applying prevention, detection, and rehabilitative concepts to individuals, families, communities and the world. The course emphasizes the care of the client in the home and a variety of non-acute settings wherever human care needs exist across the life span. It also emphasizes nursing care during disasters and other public and world health crisis and issues including bioterrorism. *Lecture: 3 hours per week. Laboratory: 9 contact hours per week. Credits: 6 semester hours. Prerequisite: NURS 3305, NURS 3503, NURS 3505. Concurrent: NURS 4305, NURS 4501.*

ADMISSION LPN/LPTN/RN TO BSN TRACKS

EFFECTIVE AUGUST, 2009

LPN/LPTN to BSN and RN to BSN fast track students who seek admission to the baccalaureate program must meet the same prerequisite program and degree requirements as generic students. Applicants are evaluated on an individual basis. Students admitted to the program are awarded advanced placement within the curriculum.

ADMISSION REQUIREMENTS FOR LPN/LPTN

Applicants who have a current, unencumbered license as a practical nurse (LPN) or psychiatric technician nurse (LPTN) are eligible to apply for admission to the upper division with advanced placement through specific validations and the Arkansas Articulation Agreement. To apply for admission, refer to "Admission, Upper Division Requirements", steps 1-6 (p. 15). In addition, the following also applies:

- a. Must be a graduate of an approved Arkansas LPN or LPTN program or out-of-state NLN accredited program.
- b. Enroll in and successfully complete the transition course "Transitions to Professional Nursing" (N3302) as a pre-requisite to advanced placement in upper-division nursing.
- c. May be awarded credit equivalent up to 8 semester credit hours in nursing through articulation.
- d. Applicants who have graduated from nursing school 12-60 months prior to entering RN/BSN program must submit an employee verification letter as part of their admission packet.
- e. Must submit a copy of a current, unencumbered LPN/LPTN license (updated appropriately).

The student completes all prerequisite courses outlined on the LPN/LPTN fast track curriculum. When all prerequisite courses are completed, either through matriculation or by articulation, the student may enter N3500 Adult Health Nursing Care II, in the fall semester, junior year and continues in the prescribed sequence to graduation.

LPNs/LPTNs will receive credit for N2310 Introduction to Nursing Care/Critical Thinking in lieu of previous course work. However, in the absence of active employment, as specified in the Arkansas Nursing Articulation Model (see pages 25-26), LPNs/LPTNs will be required to take an examination to validate previous learning of fundamental concepts. All interested students must contact the Department of Nursing (870-575-8220) for further information on the required validation examination. Arrangements for completing the validation exam will be made on an individual basis. The student is responsible for the cost of the examination.

ADMISSION REQUIREMENTS FOR RN

EFFECTIVE AUGUST, 2009

Applicants who are licensed as Registered Nurses (RN) through an ADN or Diploma program are eligible to apply for advanced placement admission to the upper division. To apply for admission, refer to "Admission, Upper Division Requirements," and steps 1-6 (p. 15).

In addition, the applicant:

- a. must be a graduate of an associate degree or diploma program which was NLN accredited at the time of graduation;
- b. must enroll in and successfully complete the transition course Transitions to Professional Nursing (N3302), Pathophysiology (N2302), Physical and Health Assessment (N2300), Evidenced Based Practice in Nursing Research (N3304), and Pharmacology in Nursing Practice (N2303) as pre-requisite to advanced placement in upper-division nursing;
- c. may be awarded credits equivalent to at least 33, and no more than 38, semester credit hours in nursing through articulation (see page 25-26);
- d. should have graduated from nursing school 12-60 months prior to entering the BSN program, must submit an employee verification letter as part of their admission packet.
- e. must submit a copy of a current, unencumbered RN license for placement on file in the nursing office (updated appropriately).

The RN completes all prerequisite course work as outlined for the freshman, sophomore, and junior years in the nursing curriculum. Credit for: N2310 Introduction to Nursing Care/Critical Thinking, N2506 Adult Health Nursing Care I, N3500 Adult Health Nursing Care II, N3502 Caring for the Childbearing Family, N3505 Pediatric and Child Health Nursing, N3503 Psychiatric and Mental Health Nursing Care, N4501 Gerontology in Nursing and N4508 Adult Health Nursing Care III is achieved by articulation and/or testing (see below). The applicant then enters the nursing program in the fall semester, senior year, after successfully completing all prerequisites including N3202 Concepts and Processes of Nursing Care, N2303 Basic Pharmacology in Nursing Practice, N2302 Pathophysiology, and N3304 Evidenced Based Practice in Nursing Research.

In the absence of active employment, as stipulated in the Arkansas Nursing Articulation Model (see pages 26-27), RNs will be required to take the following NLN ACE II examinations to challenge the following nursing courses:

- NLN ACE II #015313 for N2506 and N3500
- NLN ACE II #035333 for N3503
- NLN ACE II #025323 for N3502 and N3505

The NLN ACE II examinations are administered by the Department of Nursing. Information concerning examination dates, study guides, and making payments can be secured from the Department of Nursing office. The student is responsible for the cost of the examinations.

THE ARKANSAS NURSING ARTICULATION MODEL

PHILOSOPHY

The discipline of nursing is pluralistic and multifaceted. It has various entries and exits provided by numerous types and levels of educational programs. A common core of knowledge is shared by all of nursing education. Educational programs that recognize this common core better serves the individual nurse, as well as the public and the nursing profession. This recognition facilitates the educational mobility of students. “Educational mobility allows movement of the nurse from one type of licensure to another and from one type of program (LPN, LPTN, Diploma, ADN, BSN, MSN) to another with maximum ease and recognizes the value of prior nursing education” (Arkansas Nurse Educators’ White Paper, 1990, pg. 1).

Efficient and effective educational mobility of individuals is promoted by articulation arrangements among institutions. Articulation facilitates educational mobility by one program’s courses being comparable with courses in another program that offers a higher level of education (Arkansas Nurse Educators’ White Paper, 1990, pg. 1). Educational mobility should be limited only by the nurse’s ability and personal choice.

The following assumptions support an articulation model to facilitate nurses’ continued education within the State of Arkansas.

1. Reality mandates the necessity for educational mobility within the discipline of nursing.
2. The public and the nursing profession are best served by a statewide articulation model characterized by admission of students with advanced standing.
3. Nurse educators are best qualified to design and implement nursing articulation models.
4. Each nursing educational program is unique within itself and its community.
5. Learning outcomes of educational programs verify achievement of the graduate regardless of entry characteristics of the student.
6. The discipline of nursing is ever changing; therefore, an articulation model must be periodically evaluated.

ARTICULATION MODEL ELEMENTS

Nursing education programs participating in the Arkansas Nursing Articulation Model agree to the following:

- Non-nursing credits from regionally accredited institutions of higher learning may be transferred, subject to individual college/university policies.
- Non-nursing credits from non-regionally accredited institutions of higher learning are not transferable.
- Nursing credits from previous nursing education program are held in escrow until graduation, at which time it is noted on the transcript as being accepted.
- Minimum number of nursing semester credit hours that will be awarded for previous nursing learning and the maximum number of nursing semester credit hours that will be required to be completed in the program will be adhered to as specified in Tables 1 & 2 below.
- Requirements for testing/non-testing and work experience will be adhered to as specified in Table 3 below.

Table 1: Nursing Credit Parameters for the Articulating LPN or LPTN

The LPN or LPTN articulating to:	Associate Degree in Nursing *	Baccalaureate Degree in Nursing	Diploma in Nursing
Will be awarded at least the following number of semester credit hours	6 semester hours in nursing	5 semester hours in nursing	25 semester hours in nursing
Will be required to complete no more than the following number of semester credit hours	40 semester hours in nursing	59 semester hours in nursing	60 semester hours in nursing

* LPN-to-RN Associate Degree Programs, which admit only LPNs and no unlicensed students, might not record the articulating credit on the student's transcript and still meet this parameter.

Table 2: Nursing Credit Parameters for the Articulating RN who graduated from an associate degree or diploma program that was NLNAC accredited at the time of graduation

The RN articulating to:	Baccalaureate Degree in Nursing*
Will be awarded at least the following number of semester credit hours:	33 semester hours in nursing
Will be required to complete no more than the following number of semester credit hours:	38 semester hours in nursing

* RN-to-Baccalaureate Degree Programs, which admit only RNs and no LPNs or unlicensed students, might not record the articulating credit on the student's transcript and still meet this parameter.

Table 3: Articulation Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
No testing for articulation required – some programs may require math competency exam for articulation.	No testing for articulation required if during past 12 to 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings.
No work experience required – except it may be required for accelerated tracks within programs.	The individual school may require testing if work experience requirement not met.

Abbreviations:

- LPN – Licensed Practical Nurse
- LPTN – Licensed Psychiatric Technical Nurse
- RN – Registered Nurse

Approved by NANEP: September 1992

Revised by NANEP: 2002, 2003

Approved by NANEP: February 2005

ACADEMIC POLICIES, REGULATIONS, AND GUIDELINES

POLICY CHANGES

Students will be notified of policy changes via written addendums to course syllabi and/or to the student handbook. Policy changes will be announced in class and a copy posted on the student information board. Written notification will be mailed to active students who missed the announcement if needed.

RETENTION AND PROGRESSION

In order to be retained and to progress in the professional nursing curriculum, a student must make and maintain a cumulative grade point average of 2.5. **Enrollment in each professional level nursing course is limited to two times.** A maximum of two (2) different nursing courses may be repeated.

After admission to the professional segment, if the student does not make a "C" or better in any **general education course** that is a co-requisite or pre-requisite to a nursing course, progression in the professional program may be halted until such time that a "C" or better has been achieved in that course. Students enrolled in nursing courses with deficient grades in co-requisite or pre-requisite courses will be asked to withdraw from the nursing course until the deficiency is resolved.

End of Course Exams

All students enrolled in the nursing program are required to take standardized achievement exams (available through Health Education Systems Incorporated [HESI]) at the end of designated nursing courses – Adult Health Nursing Care I (N2506), Adult Health Nursing Care II (N3500), Care for the Childbearing Family (N5802), Pediatric and Child Health Nursing (N3505), Psychiatric and Mental Health Nursing Care (N3503) and Adult Health Nursing Care III (N4508). Students are required to complete designated HESI end-of-course exams with a score of 850 or higher. The student will be given *two opportunities* to pass the HESI end of course exams with a score of 850. If a student fails the first administration of the HESI exam, he/she will be given one additional opportunity to retake the exam according to the following policies:

1. If a satisfactory score is **not** achieved on the first attempt, the student will be required to schedule an appointment with his/her course coordinator to discuss and plan scheduled self-directed remediation activities related to deficiencies indicated on the analysis of the HESI exam results prior to retesting. ***Students not achieving a "passing" score on the HESI exam after two attempts must repeat the course.***

2. Cost of all HESI exams, including retakes, review materials or courses, and/or any tutoring or other remediation activities will be the financial responsibility of the student. *Payment for each HESI exam is due prior to ordering the exam.*

Students should be aware that progression in the nursing curriculum will require that students successfully achieve a passing grade in the theory and clinical components of the course as well as achieve a passing score of 850 or higher on the HESI end of course exam.

HESI Comprehensive

Achievement of a passing score of 900 on the Comprehensive Exit Examination is a requirement for successful completion of the program in nursing and release of the final transcript to the Arkansas State Board of Nursing (ASBN) for certification to take the NCLEX-RN. The *Comprehensive* examination is administered as a requirement within the program's capstone course of the curriculum.

Students are allowed a maximum of two (2) opportunities (1 retake) to test and achieve a passing score on the Comprehensive Examination prior to graduation. Students who are unsuccessful in passing the Comprehensive Examination after two testing attempts will receive an "I" in the course and will not be approved for *participation in* the Pinning Ceremony, graduation or completion of the NCLEX-RN licensure examination.

All students will be required to successfully complete and show proof of completion of a comprehensive review plan/course prior to taking the Comprehensive Examination for the third time. If the student fails a third testing, a grade of "F" will be given for the capstone course.

Students Repeating the Capstone Course

In the event that the capstone course must be repeated, students who have not failed previous nursing courses *according to the Progression policy* will be allowed to repeat the capstone course (see Progression and Readmission policies). Students will be given two attempts to pass the Comprehensive Examination. Students who fail the second Comprehensive Examination will receive an "F" in the course and will be *permanently dismissed* from the program.

Specific course requirements and policies regarding testing are covered in individual courses syllabi, student handbook and university catalog.

PROBATION, SUSPENSION AND DISMISSAL POLICIES

Probation Policy

The Department of Nursing will not admit new students on probation with a cumulative grade point average less than 2.5. Students readmitted to the nursing program will be placed on probation for one semester only. Students will not remain in the nursing program on probation beyond one semester. Students not meeting current progression policies will be dismissed from the nursing program. Students may apply for readmission if eligible and if all readmission requirements have been met.

Students placed on probation, suspension, or dismissal will receive notification of their status through written communication from the Admission and Academic Standing Committee within 7 business days after the committee's decision. A copy of the communication of the student's status will be sent to the student's academic advisor, the Chairperson, and a copy will be placed in the student's file.

Suspension Policy

When the cumulative grade point average falls below 2.5, the student is placed on probation for the following semester. Failure to attain a 2.5 GPA at the end of the semester after being placed on probation will result in suspension from the Department of Nursing. Students suspended for failure to maintain a 2.5 cumulative grade point average (GPA) may apply for readmission one year after the last suspension on a space available basis. The student should collaborate with their advisor on recommended courses to take during the year of suspension. Prior to returning to the Department of Nursing, students will be required to take/retake the HESI exam of the last successfully completed clinical nursing course. The student must achieve a score of 850 (with 1 possible retake) and must demonstrate clinical skills proficiency. The student will be readmitted on probation for one semester. It is the responsibility of the student to make arrangements with the Department of Nursing to schedule exams and skills verification times.

Dismissal Policy

Students will be **permanently dismissed** from the program for any of the following reasons:

Academic deficiencies

1. Failure to maintain a cumulative grade point average (GPA) of 2.5 or above.
2. Two failures of the same nursing course (courses with a prefix of "N" or "NURS").

Unprofessional Behavior / Unsafe Practice

1. Conduct that is likely to deceive, defraud, or injure clients or the public by any act or practice.
2. Any omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the client and the public.
3. See additional discussion on next page.

Falsification of Credentials

1. Willful intent to defraud or misrepresent licensure.

Dishonesty (to include, but not limited to):

1. Cheating on examinations or other evaluative measures, plagiarism, false documentation, altering legal documents, lying in a classroom or clinical situation.
2. Miscommunication or lack of communication regarding theory and/or clinical practice.

Substance abuse

1. Habitual use and/or addiction to substances or drugs which have not been prescribed by a physician. Student may be requested to submit documentation from a physician if necessary.
2. Inability to participate in and complete clinical learning experiences due to substance and/or poly-substance abuse.
3. Any student suspected of substance and/or poly-substance abuse will be subjected to a drug test and/or random drug testing at the student's expense.

Violation of Safe Practice

A student who demonstrates unsafe behavior (directly endangering the well-being of a client faculty, agency, or its employees) in a nursing clinical course, will receive a failing final grade and will not be permitted to repeat that course or continue in the nursing curriculum Sequence.

An UNSAFE behavior is defined as an act of omission or commission that could result in injury, death, prolonged hospitalization or recovery of the client. This includes but is not limited to:

1. Failure to protect the client's safety.
2. Inadequate use of the nursing process.
3. Violation of previously learned core competencies.
4. Inappropriate independent or dependent decisions in the clinical setting.
5. Inappropriate or unsafe administration of medications.

READMISSION TO NURSING PROGRAM

A break in enrollment will require submission of an application for re-admission. Any conditions stipulated at the time of suspension must be met before the student can re-enter the program. At least one year must elapse before the student may appeal for readmission. Readmission will be granted on a space available basis. The student is subject to current Department of Nursing and University policies in effect at the time of readmission. *It is the responsibility of the student to ensure all readmission requirements are satisfied. Students not satisfying all readmission requirements will be denied readmission. The student is strongly encouraged to be self-directed in completing all readmission requirements in a timely manner.*

NOTE: STUDENTS PERMANENTLY DISMISSED FROM THE NURSING PROGRAM

ARE NOT ELEGIBLE FOR READMISSION AND SHOULD NOT REAPPLY.

Students readmitted into the program must repeat any previously completed, upper-division nursing course(s) greater than five (5) years old. Thus, all students who have been admitted to upper-division nursing must complete the nursing program within five years after their first admission to upper division.

Readmission procedures:

1. Submit an application for readmission.
2. Return the completed form to the Department of Nursing.
3. Submit a current and complete (merged) transcript with the application.
4. Students seeking readmission to the program must retake the HESI exam of the last successfully completed clinical nursing course. The student must achieve a score of 850 (with 1 possible retake) and demonstrate proficiency in appropriate clinical skills. The score earned from the first attempt of the HESI exam must be available by the March 15th or October 15th application deadline. The score earned from the second attempt must be available prior to the first day of class. If the student fails the second administration of the HESI, the student must reapply for readmission the following year. Students will have two (2) opportunities to be readmitted into any clinical nursing course. Students readmitted into the program will be placed on probation for one semester.
5. Submit all forms, transcript(s) **and examination scores** to the Department of Nursing before October 15th or March 15th, depending on the semester for which readmission is sought. An evaluation and decision will be made by the appropriate committee of the Department of Nursing. The student will be notified of their admission status in writing.

Readmission will be denied if:

1. CGPA (cumulative grade point average) is below 2.5.
2. Student has received a final grade lower than "C" twice in the same or two different nursing courses.
3. Available slots in the class have been filled by first time students seeking admission with no deficits.
4. All pre-requisite courses are not successfully completed.
5. If a passing score of 850 is not achieved on the HESI exam after *two attempts*.
6. The student has unsuccessfully completed the readmission process two times.
7. The student has been permanently dismissed from the nursing program.

WITHDRAWAL

See University Catalog for withdrawal policies.

Revised 10/07, 2/08
Curriculum Committee
Approved by Faculty Committee 3/08

CLASS ATTENDANCE

The student is required to attend all classes, lab and clinical sessions and to be on time. Late enrollment or entering class late does not relieve a student from assignments missed. Days missed are counted from the first day on which the class meets, not from the first day on which the student attends class (see UAPB Handbook). The following guidelines govern absences and tardiness:

1. When a student accumulates as many unexcused absences as the number of credit hours represented by the course, the teacher will notify the student and document the notification. An absence is excused when a student is absent from class due to participating in programs, activities, etc. that are sponsored by the University and verified by the sponsor, or when a student is confronted with an extenuating circumstance, such as death in the immediate family, a judicial case, or serious illness, etc. These absences will be excused only when the student presents official documentation of the situation to the course coordinator. All other absences are unexcused. Student must maintain a copy of their excused absence notices in the event of a dispute.
2. **When a student misses classes in excess of the numbers outlined in No. 1, whether excused or unexcused, the student may be dismissed from the class and readmitted only with the signed permission of the Chairperson of the Department of Nursing. In addition, the student will be issued a written warning that additional absences may result in failure to pass the course. Following the written warning, further absences will result in the student having the final grade for the course lowered by one letter grade.**
3. Arrangements will not be made for making up clinical absences; however, university-related absences will be reviewed by the nursing faculty.
4. The student who exceeds the maximum allowed absences may be dropped from the course with a failing grade.
5. Patterns of tardiness will be converted to absences using the formula of four (4) tardies equals' one (1) absence.
6. Faculty has the authority to deny admission of students into a class once the class begins for the day. When a student is denied admission, he/she is considered absent for the class period.
7. Students who leave class during the break or prior to the end of class without prior approval will be considered absent for that class.

EXAMINATION POLICIES

Refer to the *UAPB Catalog* and the *ROAR Student Handbook* for a review of policies related to dishonesty, classroom freedom and responsibility. In addition, the following rules and regulations have been adopted by the Department of Nursing to assist in governing classroom conduct during examinations, test reviews and quizzes.

1. Any student caught exchanging information with other students, talking or in possession of information other than that provided by the faculty during any exam will be dismissed from the testing area. The student will be given a score of "0" for the examination in question and could be dismissed from the nursing class and/or program.
2. No books, class notes, cell phones, or other materials will be allowed at the student's desk area during exams or test reviews unless approved by the course faculty.
3. No test or test related materials are to be taken out of the testing area unless approved by faculty.
4. Test booklets, answer sheets and work should be submitted to the instructor prior to leaving the room.
5. To facilitate individual test review needs, students will be allowed a period of one week after the examination and scheduled examination review to make appointments for additional, individual test reviews and/or conferences. After the special review and conference, all grades will be final. Any adjustment in policy that provides unlimited reviews will be at the discretion of course faculty.
6. To avoid distracting classmates during an examination, students should follow the protocol established by course faculty relative to conduct, communications and activity in the testing area.
7. Only in special circumstances and with prior approval by the instructor will the student be allowed to make up a missed examination. If a student misses an examination because of an unexcused absence, a grade of zero will be given.
8. Quizzes may be given unannounced. If the student is absent and misses a quiz, a score of zero (0) points will be recorded.
9. Grades will not be posted in the office or electronically nor given over the telephone.

Note: Refer to each course syllabus for specific course requirements.

Standardized Testing and the RN Licensure Examination

Students in selected nursing courses are expected to take a standardized test which verifies comprehension of course content at the end of the courses. Students are also expected to take and pass an Exit Examination upon completion of the BSN program as a predictor for success for the registered nurse (RN) licensure examination (NCLEX). The following guidelines are expected:

1. Successful completion of the BSN Curriculum sequence in accordance with the policies and procedures currently in place as pre-requisite for graduation from the BSN program.
2. Students will be expected to achieve a score predictive of success in content mastery and for national licensure as set b y the faculty in the Department of Nursing.
3. Faculty reserve the right to incorporate standardized testing as a portion of the course grade.
4. Graduating senior students must score a predictor value sufficient for passing the national licensure examination to obtain the Department of Nursing Chairperson's signature on the application for licensure. Three attempts at success are offered within the year of graduation. The third HESI Exit Exam will NOT be administered without written documentation of completion of the NCSBN Review for the NCLEX-RN Examination v4.0 (Web course www.learningext.com) or a comparable review course.
5. The third exam is scheduled four (4) weeks after the second exam. Students who do not achieve a score of 900 on the third HESI Exit Exam will receive a grade of "F" in the course. Students who fail the course are considered for reentry to the course according to the readmission policy.

Assessment of student competency is evaluated by a variety of methods. The HESI EXIT Exam administered at the end of the senior year is a summative evaluation used to assess student attainment of core competencies (AACN, ASBN, NLNAC, ANA).

GRADING POLICIES

Grade Calculation / Grade Inflation

Grades are determined in the following manner:

The score for each graded assignment **will not** be rounded up to the nearest whole number. When final scores are averaged and weighted, all numbers are carried two decimal places. **No final grades will be rounded up.**

Review of Graded Material

Students should make an appointment with faculty to review any graded material, including but not limited to, quizzes, exams, papers, and homework within 5 working days from the date the score is posted. After 5 working days, graded material may not be reviewed and the earned grade will be considered final. There is no provision for group review following a final exam.

Grades for unit and final exams will be released to the student following faculty evaluation of

discrimination and item analysis.

The student may not request to repeat any graded materials for a better grade.

The student must satisfactorily meet the objectives in clinical and theory in order to pass the course. The theory component and the clinical component of each course are evaluated independently. The theory component must be successfully completed with a grade of "C" or above. The clinical component must be completed with a "Pass." If either the theory component is below a "C" or the clinical component is "Fail," the final course grade will reflect a failing grade.

The grading scale approved for the Department of Nursing is as followed:

A	=	100% - 92
B	=	91 - 83
C	=	82 - 75
D	=	74 - 65
F	=	64 AND BELOW

Students **MUST** see their advisors to establish remediation plans if:

- a) The final grade in the previous nursing course was below 83%.
- b) At any time the course grade falls below 83%.

Student Records Access

Students have the right to review or obtain a copy of their student file. Review of the record should occur with the faculty advisor

STANDARDS FOR WRITTEN ASSIGNMENTS

1. All written work must be typed or legibly written in black ink on standard size paper (8 ½ X 11) unless otherwise directed by faculty or a different form is provided. All material must be paginated.
2. For purposes of orderliness, binders or three fastener covers are desirable. Papers should be stapled or fastened with a paper clip if unbound.
3. Assignments will be graded for form and grammar, as well as content.
4. All written work must follow the APA format. The format must be used consistently throughout the assignment and in the bibliography.
5. Only one side of the paper should be used in any written work, excluding bibliography and drug cards unless otherwise stipulated by the instructor. Margins must be maintained on all sides of all papers and bib cards.
6. Papers must be error free. Corrections should be retyped or written in ink before the paper is submitted. Papers in which such errors are numerous, or which are defaced by many corrections may be returned to the student for rewriting. This rewriting can affect the

- overall grade of the paper.
7. All materials, such as references, quotations, and quoted statistics should be carefully checked for accuracy and cited in your paper.
 8. A grade of "0" will be assigned to any paper that indicates evidence of plagiarism and may result in dismissal from program.
 9. All written work must be handed in by the date assigned. No student should expect full credit for material completed after this date unless request for delay, together with the reason for it, has been made and granted by the professor. A penalty of 5% of the total value of the paper will be assessed for every school day past the due date to a maximum of 20%. No paper will be accepted five (5) days past the due date.
 10. Faculty maintains the right to not grade papers which do not conform to the "Standard for Written Work."

Plagiarism Policy

Plagiarism is defined as the adoption, appropriation for one's own use and/or incorporation in one's own work, passages from the writings or works of others without acknowledgement, including presenting parts of passages of other's writing as products of one's own mind. Any student who plagiarizes may be subject to: 1) receiving a zero on the written work; 2) failing the course; and 3) dismissal from the Nursing Program. The reference style recommended by the Department of Nursing is the 5th edition of the American Psychological Association (APA) Manual.

Use the following general guidelines when referencing material:

1. The use of exact words from the works of others must be quoted directly. Quotes must have an appropriate reference using scientific notations.
2. Paraphrasing is defined as restatement of a text, passage or work, i.e., not the use of the original writer's exact words. Paraphrasing requires an appropriate reference using scientific notation.
3. Tables, photographs, models, figures, and illustrations, as well as written text, constitute "works of another" and must be footnoted.
4. Inaccurate information in footnotes, while not falling within the definition of plagiarism, constitutes questionable writing methods and is negatively sanctioned in grading.

Nursing Student Capstone Portfolio

PURPOSE:

The Nursing Student Capstone Portfolio will be developed and maintained by upper-division Nursing majors. The portfolio will assist the student in self-evaluating their academic performance and professional development. The portfolio will also provide the opportunity for demonstration of personal achievement of program outcomes by providing representations of student performance.

OBJECTIVES:

By the completion of this activity, the student will:

1. Evaluate achievement of established personal goals.
2. Discover unique personal attributes through self-reflection.
3. Develop a personal philosophy of nursing.
4. Develop a personal philosophy of learning.
5. Establish a professional image as a beginning practitioner of nursing.
6. Demonstrate achievement of UAPB Department of Nursing program outcomes.

PORTFOLIO GUIDELINES

1. Throughout the nursing sequence (beginning with Introduction to Nursing Care, for generic students, and Transitions to Professional Nursing, for LPN and RN students and at the point of entry for the transfer student), the nursing student will select and copy two (2) of their best graded works from each identified nursing course to be included in the student's Capstone Portfolio.
2. The student will write a brief narrative to accompany each item which indicates how the submitted item helped the student to develop professionally and meet program outcomes.
3. The student must submit these required exemplars of program outcomes which demonstrate their development and/or participation in:
 - a. Teaching/Learning
 - b. Leadership/Management
 - c. Research
 - d. Community service to meet human needs
 - e. The communication process
 - f. Use of the Nursing Process
 - g. Therapeutic Nursing Interventions
 - h. Philosophy of Nursing (typewritten)
 - i. Philosophy of Learning (typewritten)

4. During the senior year, the student will include a student-prepared resume with a photograph in the Capstone Portfolio.
5. The student will be responsible for housing the portfolio material until time of submission in the senior year.
6. The student may include any material(s) that demonstrates nursing knowledge and skills that extend beyond the classroom, i.e., awards, certifications, nursing organization activities, etc.
7. The student should organize the Portfolio in a manner which would be a reflection of their professionalism. Creativity is encouraged.
8. The Capstone Portfolio will be submitted for final evaluation in the capstone course. The portfolio will be included in the requirements for the course. Any student failing to submit this requirement will receive the grade of "I" or Incomplete. This grade will be removed after and according to established policies of the University.
9. Faculty will assist students as needed. However the faculty will not be responsible for selecting, collecting or housing the student's materials.

UNIVERSITY OF ARKANSAS AT PINE BLUFF
Department of Nursing

CAPSTONE PORTFOLIO CHECK SHEET

Student Name _____

Indicate below the items that you have submitted in your portfolio. A narrative must accompany each submission.

COURSE	EXEMPLAR #1	EXEMPLAR #2
N2301 Introduction to Nursing Care	Philosophy of Nursing	
N2602 Fundamental of Nursing Care	Philosophy of Learning	
N2802 Medical-Surgical Nursing Care		
N3801 Maternal-Child Nursing Care		
N3603 Psychiatric-Mental Health Nursing Care		
N3202 Concepts and Processes of Nursing Care	Philosophy of Nursing	Philosophy of Learning
N3303 Nursing Research and Data Analysis		
N4101 Advanced Medical-Surgical Nursing Care		
N4303 Trends and Issues in Nursing Care	Professional Resume with Photograph	
N4601 Community Health Nursing Care		
N4802 Clinical Practicum	Capstone Portfolio	

OTHER EXEMPLARS: _____

(Specify)

UNIVERSITY OF ARKANSAS AT PINE BLUFF
Department of Nursing

CAPSTONE PORTFOLIO CHECK SHEET
Effective August, 2009

Student Name _____

Indicate below the items that you have submitted in your portfolio. A narrative must accompany each submission.

COURSE	EXEMPLAR #1	EXEMPLAR #2
N2310 Introduction to Nursing Care/Critical Thinking	Philosophy of Nursing	
N2502 Adult Health Nursing Care I	Philosophy of Learning	
N3500 Adult Health Nursing Care II		
N3502 Caring for the Childbearing Family		
N3505 Pediatric and Child Health Nursing Care		
N3503 Psychiatric-Mental Health Nursing Care		
N3202 Transitions to Professional Nursing	Philosophy of Nursing	Philosophy of Learning
N3305 Evidenced Based Practice in Nursing Research		
N4508 Adult Health Nursing Care III		
N4305 Leadership and Management in Nursing	Professional Resume with Photograph	
N4602 Community/Public Health Nursing Care		
N4501 Gerontological Nursing		
Capstone Nursing Course	Capstone Portfolio	

OTHER EXEMPLARS: _____

(Specify)

CLINICAL EXPECTATIONS

Standards of practice are core competencies that are taught in the classroom or campus labs and found in current texts, current journal articles, institutional policies and procedure manuals, and professional nursing organizations. Standards of Practice are used as criteria for determining what constitutes the minimum, acceptable level of nursing care. Each student is expected to meet the course competencies that are outlined in the Clinical Competency Examination (CCE) tool.

The student should adhere to the following guidelines:

1. All “Clinical Skills” must be demonstrated and evaluated in the campus lab with a passing grade prior to performing the skills in the clinical area. It is the responsibility of the student to assist the instructor and clinical staff in locating opportunities to utilize clinical skills. Students should obtain instructor assistance before performing procedures. Administration of medication by a student always requires immediate supervision by clinical faculty.
2. Students are encouraged to reflect and self-evaluate at the end of each clinical day
 - a. how the clinical objectives and client needs were met;
 - b. the effectiveness of nursing interventions; and
 - c. the student’s thoughts about the overall clinical experience.
3. The student is expected to follow clinical lines of authority, to validate unclear instruction, and to question dubious or arbitrary orders as mandated by “prudent nursing” according to the Nurse Practice Act.
4. The student will adhere to institutional policies and protocols.
5. It is the student’s responsibility to obtain and research pertinent client data. This data includes the client’s a) medications, b) therapeutic treatments, and c) causations of the client’s unmet needs. Assigned care plans will include assessment, nursing diagnosis, outcome criteria, selected therapeutic interventions and rationale, as well as evaluation. Any student who comes to the clinical area unprepared will not be allowed on the clinical floor. The student will be sent to an area designated by the clinical instructor for remediation of deficiencies. A clinical absence will be recorded and a failure will be received for that clinical day/week. A second failure for unpreparedness could result in dismissal from the course and the nursing program.
6. Conduct in the clinical area must conform to professional standards. Loud talking and profanity are prohibited and constitute unprofessional conduct.
7. **CLIENT CONFIDENTIALITY MUST BE MAINTAINED AT ALL TIMES.** Use client initials only when referring to the client verbally and/or in written formats including care plans and data assessment tools. If a breach in client confidentiality occurs, a student will receive a failure for the clinical day/week. A second failure for breach in client confidentiality could result in dismissal from the course and the nursing program.
8. Learning experiences demonstrating application of knowledge, values, and skills take place in the clinical area. Ethical standards of conduct between the student and instructors must

always be observed. At no time should the student be impolite in expressing feelings or opinions while in the clinical agencies.

9. Student cellular/portable telephones and/or beepers are not acceptable during clinical experiences.

Signature in Clinical Laboratory Agencies:

When a facility requires that a student signature appear on the client's medical record, it should be entered:

Student Name (First initial and last name)
University of Arkansas Pine Bluff Nursing Student (UAPBNS)

It is the responsibility of the UAPB instructor in the clinical area to determine whether a countersignature is required by the facility.

Liability Insurance

All students majoring in Nursing must obtain liability insurance to cover a three year period beginning with the sophomore year. Liability insurance for the student nurse must be purchased by each student. The policy must show evidence of coverage, list the start and end dates of coverage, and the amount of coverage.

Liability insurance for the appropriate classification is a requirement of the Department of Nursing when a student engages in the practice of nursing in the clinical setting. Each student will be held responsible for maintaining liability insurance and will be required to show proof of current coverage in each clinical nursing course.

Validation of Nursing Licensure (RN and LPN)

Licensed practical nurses and registered nurses must maintain state licensure and provide proof annually or at the time of renewal.

Clinical Attendance

In planning for student clinical practicum in nursing, clinical faculty select clients for student experiences or students select clients under the faculty's guidance. In doing so, the instructor assumes responsibility for the care and health promotion of those selected clients. The nursing staff in clinical agencies also maintains the responsibility for these clients and therefore has the right to assume that the needs of these selected clients will be met by the student during the period of the student's assignments.

Student tardiness, failure to report to duty, and/or failure to notify the instructor of absence can result in client care being jeopardized. The development of a deep sense of professional responsibility toward clients and professional colleagues is a basic objective of the nursing

curriculum. It is inevitable that if students fail to achieve this objective, this failure will be reflected in the clinical grade.

Due to the limited amount of clinical time available to students, and in order to insure the

development of competent nursing skills, the following guidelines apply to students (unless otherwise specified in course syllabi):

1. Students who are unable to report for nursing clinical experiences must report by telephone, cell phone, pager, etc. a) to the instructor and b) to the nursing unit to which they are assigned, no less than sixty minutes (60) prior to the beginning of clinical experiences.
2. The nature of the student's clinical experience is such that attendance is necessary. Due to contract requirements for clinical space and limited faculty time, make up time for missed clinical days is not available. The student must meet the clinical instructor to discuss attainment of objectives and/or an alternative assignment. Failure to make arrangements, which are mutually satisfactory to faculty and student, will result in failure of the course.
3. Excused absences may be granted only in exceptional cases, on a case by case basis. Students who miss the equivalent of one clinical week will receive a written warning. Students who are absent in excess of two clinical weeks will be unable to meet course requirements and will be dismissed from the course.
4. A student who has an illness that can be transmitted to other students or clients in the health care setting may not participate in class or clinical. Examples of such illnesses may include but is not limited to influenza, gastroenteritis, open or draining wounds and conjunctivitis.
5. Leaving the clinical facility during scheduled clinical hours, without prior permission from faculty, is prohibited. Failure to notify the agency and/or instructor of the intent to be absent from a clinical assignment is considered unprofessional behavior.
6. Unexcused absences will be considered a failure to observe a regulation of the Department of Nursing and will be reported to the appropriate committee for action. A failure will be recorded for each unexcused clinical absence.

Tardiness: Classroom & Clinical

For classroom and clinical courses, a tardy in the classroom is defined as arriving 10 minutes past the scheduled starting time for class or clinical. A total of 4 tardies will be treated as an absence.

Clinical Skills Evaluation Guidelines

Instructors in the classroom or lab setting may demonstrate skills to the student. Students are responsible for observing, asking questions, reviewing available resources, and practicing skills prior to the Clinical Competency Examination (CCE). Students must have required equipment for the CCE. The required Skills Kit is available for purchase in the UAPB Bookstore.

Expectations of student performance in all clinical lab setting includes:

1. Being prepared for clinical assignments
2. Seeking appropriate guidance in the performance of clinical assignments

3. Using universal precautions
4. Following policy concerning medication administration
5. Implementing core competencies learned in previous Nursing and Liberal Arts courses
6. Acknowledging, identifying, and reporting student errors or changes in client condition or needs
7. Professional and personal honesty

Clinical Competency Examination (CCE)

The Clinical Competency Examination is an evaluation of competency taken at the completion of competency experiences required in the campus laboratory.

Each student is expected to meet the standards of practice for patient care as reflected on the Clinical Competency Examination (CCE). Formative evaluation is an ongoing process in which students have the opportunity to practice new skills and behaviors. Feedback from the clinical instructor and other sources allow for correction and/or refinements of these behaviors. Formative evaluation is documented weekly, at midterm and final on the Clinical Performance Evaluation (CPE) tool.

The affective and cognitive domains related to the psychomotor skills are evaluated through observation, demonstration, clinical application, and test item questions. Clinical performance is graded using “pass” or “fail”.

Students are allowed two attempts to pass a required skill on the CCE. The CCE must be performed satisfactorily within the timeframe designated by the instructor. After the first failed attempt on the CCE, the student will meet with the instructor and discuss a plan for success that is documented on a counseling record. Students who cannot perform satisfactorily after the first attempt will design a remediation plan of action and review the plan with the instructor prior to implementation.

Two instructors will evaluate the final attempt on the CCE. If the final attempt is unsuccessful, the student will be dismissed from the nursing program.

An assessment of “failure” on the CPE represents student behavior that is marginal and/or unsafe and requires the student to schedule a conference with the clinical instructor to remediate the deficiency.

Clinical Grading – Clinical Performance Evaluation (CPE)

The Clinical Performance Evaluation (CPE) tool will be used to assign clinical grades when evaluating written assignments and proceedings of one-on-one and group conferences. An evaluation of a student's performance may occur on a daily or weekly basis, depending on the type of clinical experiences and faculty discretion.

Anecdotal Records

The clinical instructor will keep an account of observations of a student's clinical performance. These observations will be shared with the student. The student has the opportunity to write a statement in response to the instructor's observation. Both the instructor and the student will affix their signatures on each entry on the anecdotal record.

Students must earn a "C" or better in all nursing courses and a "pass" in clinical to progress to the nursing courses of the next semester. Because practice is evidence based and predicated on theoretical competence, the student who completes a clinical laboratory with a passing grade and fails the associated classroom-based course, and vice versa, will repeat both class and clinical to insure that practice remains proficient. A pass/fail is received as a clinical grade.

The student is urged to schedule a conference with the course faculty whenever the student's progress is compromised, or content mastery is marginal, in nursing coursework.

POLICIES GOVERNING STUDENT RESPONSIBILITIES AND STUDENT LIFE

PROFESSIONALISM

Accountability refers to responsibility. Students enrolled in the professional program of the Department of Nursing are responsible and accountable for their actions inside and outside of the classroom, at departmental and university-based functions, and for their actions related to client care. As a beginning professional, the student is expected to develop and practice high standards of achievement and conduct defined as professional behavior. The behavior of the professional student extends beyond the Department of Nursing and the clinical laboratory facility. Professional behavior also extends to client care and to the utilization of protected health information for educational and health care purposes. Students are required to exhibit professional behavior in maintaining confidentiality of client information. Violations of client confidentiality are a serious matter. Violations of client confidentiality can also result in dismissal from the nursing program.

Students are personally liable and responsible for violations of client confidentiality, as specified in the Health Insurance Portability and Accountability Act (HIPAA) of 2003. Violations of HIPAA can result in fines and/or imprisonment. Students are required to comply with HIPPA regulations during enrollment in the program of nursing.

In addition, students should be aware that appropriate or inappropriate personal behavior and/or attire represent self as well as one's identified school. The student who consistently demonstrates inappropriate or "non-professional" behavior will be counseled and subject to disciplinary action. It is expected that each student will come to class and clinical experiences prepared and present themselves as sincere and motivated learners.

CAUTIONARY NOTICE: The faculty and administration of the Department of Nursing expect an acceptable quality of work and self directed behavior from students. Each student is regarded as an adult and responsible for their own learning. The faculty member is a facilitator in the teaching-learning process. The facilitators will utilize their expertise to create an environment that is conducive to learning and will develop educational opportunities that will enable the responsible student to acquire the needed knowledge, skills and attitudes. No student will receive special consideration on the basis of a plea of ignorance of scholastic status or academic policy.

FUNCTIONAL ABILITY REQUIREMENTS FOR NURSING STUDENTS

INTRODUCTION

In order for safe nursing practice to occur and for students to be qualified to participate in and complete the program, all nursing students must be able to perform these essential functions. The programs will provide qualified disabled students with reasonable accommodations that are necessary to enable them to meet the nursing care standards required of them.

The American Association of Colleges of Nursing (AACN) and the National Council of State Boards (NCSBN) have defined a thorough list of competencies necessary for the professional practice of nursing. These competencies were defined from an extensive study of practicing nurses and can be defined in general terms as:

1. Ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, reach judgment.
5. Emotional stability and ability to accept responsibility and accountability

All educational programs are dedicated to principles of nondiscrimination. This includes a commitment not to discriminate against qualified disabled applicants and students.

If a student cannot perform the function in the manner indicated, he or she will not necessarily be precluded from participating in the program, but will need to be able to perform the essential functions with or without reasonable accommodation.

Specific functional abilities for nursing students are identified in the following pages.

ESSENTIAL FUNCTIONS AND STANDARDS OF PERFORMANCE IN THE CLASSROOM, LABORATORY, OR CLINICAL SETTING

COGNITIVE

The student must be able to thoroughly, efficiently and reliably

1. recall information from reading material, lecture, discussion, patient evaluation;
2. interpret and extrapolate information from reading material, lecture, discussion, patient evaluation;
3. apply information from reading material, lecture, discussion, patient evaluation;
4. analyze information from reading material, lecture, discussion, patient evaluation;
5. synthesize information from reading material, lecture, discussion, patient evaluation;
6. evaluate or form judgments about information from reading material, lecture, discussion, patient evaluation.

AFFECTIVE

The student must be able to

1. establish professional, trusting, empathetic relationships with a variety of individuals;
2. demonstrate respect and engage in non-judgmental interactions regardless of individuals' life-styles and cultures;
3. accomplish work effectively in groups;
4. meet externally determined deadlines;
5. be present at required activities in classroom, lab and clinical settings;
6. attend to cognitive, communication and psychomotor tasks for as long as three hours at a time.

COMMUNICATION

The student must be able to:

1. hear the spoken word;
2. attend selectively and in a controlled manner to various types of communication, including the spoken and written word and non-verbal communication;
3. speak intelligibly in English;
4. communicate in writing, intelligibly in English;
5. relay information in oral and written forms reliably, thoroughly and intelligibly to individuals and groups;
6. read English (typed and hand-written).

PSYCHOMOTOR

The student must be able to:

1. reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others, typically by sight;
2. assess blood pressure, lung and heart sounds, typically by listening with a stethoscope;
3. reliably read equipment dials and monitors, typically by sight;
4. feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers;
5. negotiate level, ramps and stairs to assist patients/classmates appropriately, typically from an upright position;
6. react and effectively respond quickly to sudden or unexpected movements of patients;

7. manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment typically with the hands/fingers;
8. lift at least approximately 100 pounds in order to move dependent patients;
9. move continuously throughout an 8 to 10 hour work day;
10. transport self from one room to another, from one floor to another;
11. don and doff clothing, including gowns, masks, gloves.

Adapted from:

Davidson, S. (1994) The Americans with disabilities act and essential function in nursing Programs, Nurse Educator, 19(2), 31-34.

Data adapted from “A Validation Study: Functional Abilities Essential for Nursing Practice” by Carolyn J. Yocom, National Council of State Boards of Nursing.

National Council of State Boards of Nursing website for more information:

http://www.ncsbn.org/regualtion/nursingpractice_nursing_practice_licensing.asp

STUDENTS WITH DISABILITIES

It is the policy of UAPB to accommodate students with disabilities pursuant to federal and state laws and the university’s commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. The chair of the nursing department is also available to assist with accommodations.

To ensure successful matriculation through UAPB, all students with disabilities should contact:

Mr. Ray Watley
Office of Disabilities
Caldwell Hall, Room 205
870 – 575 – 8552

STUDENT'S BILL OF RIGHTS AT UAPB

1. Students are encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom. Students will exercise their freedom in a responsible manner.
3. Policies and procedures which provide and safeguard the student's freedom to learn are intrinsic to the philosophy of UAPB Department of Nursing.
4. Under no circumstances will a student be barred from admission to UAPB on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability or economic status.
5. Students are free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students have protection through the grievance procedure against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which an instructor acquires in the course of their work or otherwise, are considered confidential and not released without the knowledge or consent of the student, and are not used as a basis of evaluation.
8. Students have the right to have a responsible voice on the following departmental standing committees:
 - a) Curriculum
 - b) Admission and Academic Standing
 - c) Research and Professional Development
 - d) Recruitment/Retention
 - e) Grievance
9. Information which is a part of a student's permanent educational record includes the transcript, official grade reports, and evaluation forms. These files are open to faculty members and available for further disclosures only upon written request of the student.
10. Students and student organizations are free to examine and discuss all questions of interest to them, and to express opinions publicly and privately, with due respect for their peer's right to class time and short public sessions.
11. Students are allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education. Input into scheduled class time can be

discussed with faculty. The final decision remains with the faculty.

12. Students have a right to participate in the formulation and application of institutional policy affecting academic and student affairs and student life. The Student Government Association clearly defines means of student participation in the formulation and application of institutional policy affecting academic and student affairs.
13. The student has a right to have clarified those standards of behavior which are considered essential to its educational mission and its community life in course objectives, clinical evaluation objectives, and program objectives.
14. Disciplinary proceedings are instituted for the following:
 1. Violations of standards of the Professional Honor Code, and
 2. Student misconduct in the classroom and/or the clinical practice setting(s). It is the responsibility of the student to know these regulations. Grievance procedures are available for every student.
15. Students have the right to belong or refuse to belong to any organization of their choice.
16. Students have the right to make suggestions for changes in the student uniform/dress code so that the highest professional standards are maintained as well as take into consideration the comfort and practicality for the student.
17. Grading systems are carefully reviewed each semester with students and faculty for clarification and better student-faculty understanding.
18. The student has the right to make any written comments which become a permanent part of their evaluation. The student's signature on clinical evaluation forms merely attests to the fact that the student has read the evaluation. Self evaluations, clinical evaluations and faculty evaluations are maintained in the student's file.
19. The student has the right to evaluate the course instructor(s) and clinical faculty at the termination of that rotation/semester.

Adapted from the *Bill of Rights and Responsibilities for Students of Nursing* (available at <http://www.nsna.org/pubs/billofrights.asp>) as revised by the NSNA House of Delegates in 1991.

FACULTY ADVISEMENT

Advising is viewed by the Department of Nursing as an integral part of each student's education. Upon admission to the University, each pre-nursing student will be assigned a nursing faculty member as an academic advisor. This faculty member will advise the student regarding University procedures such as drop-add, prerequisites, repeating courses, etc., and will also explain academic regulations and its relationship to the student's program. Each student enrolled in professional nursing courses will be advised and/or counseled throughout the semester in relation to clinical and/or academic performance. **Appointments should be made for advising.** All faculty members will post office hours at the beginning each semester. Students must meet with the assigned faculty advisor a minimum of twice each semester.

THE ULTIMATE RESPONSIBILITY RESTS WITH THE STUDENT TO MAKE AND KEEP APPOINTMENTS WITH THEIR FACULTY ADVISOR.

Advisement Procedure:

1. Each semester the faculty advisor and student will review and revise the proposed plan of study prior to registration, as appropriate.
2. Student advisement will be recorded on the designated advisement form during each meeting, dated and signed by both parties.
3. When student policies are revised or new policies are generated, copies will be distributed by the faculty advisor to the assigned advisee. The student will sign the form documenting receipt of the policy.
4. Each student must contact and schedule an appointment with his/her assigned faculty advisor prior to adding/dropping or impending jeopardy status in enrolled course(s). All course changes should be signed by the faculty advisor on designated university forms.
5. Upon completion of each academic year, each student must schedule an appointment with their assigned faculty advisor prior to registration for subsequent courses to review a plan of study and required credits for graduation. The student and faculty advisor will review both University general requirements and Department of Nursing requirements for documenting the current status of the student. If the student has any deficiencies of required courses or credits, progression to subsequent courses will be deferred until evidence is provided by transcript that the deficiencies have been removed.
6. The advisor and the student will review the student's progression to sequential courses and GPA.

LIABILITY INSURANCE

Liability insurance affords protection for the student, their family, the Department of Nursing, UAPB, and the clients served. Insurance is required by the Department of Nursing throughout the nursing program. Each student will be held responsible for purchasing liability insurance. Applications for insurance may be obtained from a company of their choice. Each student will be required to show proof of current coverage prior to participating in each clinical nursing course.

STUDENT HEALTH AND WELFARE

The Department of Nursing complies with policies set forth by the University in providing health care (see *UAPB Catalog*). All students must comply with University policies relating to health. These policies are devoted to promotion and maintenance of high standards for students.

Prior to being admitted to the professional segment and each year thereafter, nursing students are required to submit to the Department of Nursing results of TB skin test. If the TB test is positive, chest x-ray reports must be submitted to the nursing department. Proof of MMR, DT (for students born after 1956), and Hepatitis B Series or waiver form must be on file in nursing office.

Poor health may be reflected in performance. It is recommended that students maintain optimum sleeping and eating habits. Maintenance of standard weight for height is desirable. Frequent absenteeism due to illness in clinical courses can result in course failure. When frequent illness occurs, a doctor's statement should be filed with the Department of Nursing office.

All pregnant students **MUST** notify the Chairperson of the Department of Nursing and her course coordinator that she is pregnant and expected date of delivery. If a student elects to remain in school, she must submit a written statement from her physician indicating her due date and that she is physically able to continue her course of study.

Any student requiring physician-mandated weight limitations or other restrictions related to pregnancy or other medical conditions must submit evidence in writing to the nursing department. The student may be referred to the Disability Office and/or Student Health Services for assistance and follow up.

NOTE: Students employed by agencies which also require the Hepatitis B Vaccine may submit evidence of having had the vaccine and/or a waiver. The expense of the vaccine is the student's responsibility.

INFECTIOUS EXPOSURE/NEEDLE STICK POLICY

Although the risk for infectious exposure is reduced when following guidelines for prevention of HIV transmission and universal precautions, accidents may occur. In the event that an exposure should occur, the student shall follow the steps below.

1. If a needle stick occurs, bleed the area and flood the puncture site with water for 5 to 10 seconds then wash area with bactericidal soap and cover with bandage.

If your skin is contaminated with blood or body fluid, wash the area with soap and water immediately.

If your eyes or mucous membranes are contaminated by blood or body fluids, flood the area with copious amounts of water.

2. Notify your clinical instructor and the charge nurse immediately. A variance report will be filled out by the student and instructor.
3. The student will be instructed to return to campus and go to the UAPB Infirmary, where blood will be drawn and/or prophylactic treatment given, if needed, by the infirmary staff. This will be done at no charge to the student.
4. The blood will be sent to Jefferson County Health Department and forwarded to the Arkansas Department of Health for analysis. The student will contact the infirmary with appropriate identification at the specified time, as instructed by infirmary staff, to obtain results and for any subsequent testing and/or counseling. Testing and retesting will be consistent with the guidelines of the Arkansas Department of Health.
5. No information relating to the HIV status of the student will be released by the infirmary to the nursing department without the expressed written consent of the student involved.
6. No information relating to the HIV status of the student will be released by the nursing department to any other person, agency, insurer, employer, or institution, including physicians, health clinics, or hospital, without the prior written consent of the student involved.
7. The student may return to clinical/class after blood has been drawn and/or prophylactic treatment has been given. A written statement should be presented on return to the clinical area stating that the student's blood has been drawn.

GUIDELINES FOR PREVENTION OF HIV TRANSMISSION IN THE CLINICAL AREA

Transmission of any disease is an important concern for all health care providers in clinical situations. Nursing students must always be knowledgeable of infection control practices which help prevent infection and the spread of disease. The following safety guidelines, as recommended by the Centers for Disease Control (MMWR 2005, Sept. 30, 54:1-17; MMWR 2001, Jun 29, 50:1-42) should be utilized with the handling of blood and body fluids containing visible blood or to which universal precautions apply:

1. Use of precautions for blood, for body fluids containing visible blood, and for certain other body fluids** for all patients, since medical history and examination cannot reliably identify all patients infected by HIV and other fluid or blood-borne pathogens.
2. Use of appropriate barrier precautions for handling items or surfaces soiled with blood or body fluids containing visible blood, and certain body fluids to which universal precautions apply** or performing venipuncture and other vascular access procedures.
3. Gloves should be worn when in contact with blood, body fluids containing visible blood, body fluids to which universal precautions apply, tissues, and mucous membranes and for handling items or surfaces soiled with the above, or for performing venipuncture or other vascular access.
4. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate airborne droplets of blood or body fluids to which universal precautions apply too prevent exposure of the mucous membranes of the mouth, nose, and eyes.
5. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or the body fluids to which universal precautions apply.
6. Resuscitation bags, mouth pieces, and ventilation devices should be available in areas where the need is predictable.
7. Used equipment should be disposed of in a manner to prevent transmission of disease and to prevent injury to personnel with potential contact with the equipment, i.e., health care workers, housekeeping, and laundry personnel.
8. Particular attention should be given to prevent injuries caused by needles, scalpel and other sharp instruments. To prevent needle sticks, needles should not be recapped or purposely bent or broken by hand. When recapping is necessary due to the lack of a readily accessible disposal container or due to the nature of the task (e.g., some situations for drawing arterial blood gases), the use of work practice modifications such as one-handed scoop method or a passive recapping device is recommended.

RECAPPING OF NEEDLES USING TWO HANDS IS PROHIBITED by Occupational Safety and Health Administration (OSHA) and WILL NOT BE PERMITTED WHERE STUDENTS ARE ASSIGNED FOR CLINICAL ROTATIONS.

- ** Universal precautions apply to blood, semen, vaginal secretions, as well as tissues, cerebral spinal fluid, synovial fluid, pleural fluid, and amniotic fluid. These body fluids have been epidemiologically associated with transmission of HIV and/or HBV.

(Taken from: NLN AIDS Guidelines)

DRUG FREE LEARNING ENVIRONMENT AND WORKPLACE POLICY

Students within the Department of Nursing are governed by the Drug Free Workplace policy statement of the University of Arkansas at Pine Bluff (Refer to the *ROAR Student Handbook, 2008-2009* and the *Department of Nursing Student Handbook 2008-2009*).

Nursing students may also be subject to random drug screening in accordance with policies of agencies where clinical learning experiences are provided. Students who are unable to participate in clinical learning experiences, due to the results of their drug screenings, will not be allowed to maintain enrollment in the nursing program (see Dismissal Policy, p. 29).

TRANSPORTATION

Students are responsible for their own transportation to clinical experiences. For students who do not have their own transportation, car pooling is encouraged.

UNDER NO CIRCUMSTANCES ARE STUDENTS TO TRANSPORT CLIENTS/PATIENTS IN THEIR PERSONAL VEHICLES.

PERSONAL REFERENCE LIBRARY

The student is expected to purchase textbooks and clinical materials/supplies for all nursing courses. These should be retained after completing the courses. They serve as excellent resource books throughout the nursing career. It is a much easier job to study for the NCLEX-RN from books that are familiar and to review nursing theory once engaged in nursing practice. Nursing journals make an excellent addition to a student's personal reference library.

UNIFORM REGULATION AND PERSONAL CARE

Professional Dress Code

The dress code for the Department of Nursing is based on the theory that learning to use socially acceptable manners and selecting attire appropriate to specific occasions and activities are critical factors in the total educational process and the maturation of the professional nurse. Understanding and employing these behaviors not only improves the quality of one's life, but also contributes to optimum morale and enhances the overall campus image. These behaviors also play a major role in instilling a sense of personal and integrity and an appreciation for professional values and ethics.

The continuous demonstration of appropriate manners and dress insures the University of Arkansas at Pine Bluff and the Department of Nursing's students meet the very minimum standards of excellence and quality achievement in the social, physical, moral and educational aspects of their lives – essential areas of development necessary for propelling students toward successful careers.

The student who is well groomed projects a sense of personal, social and professional pride. The student's uniform is appropriately worn in the clinical setting and should not be used as street apparel. While wearing the student uniform, the individual is identified as a representative of UAPB. At all times the student is responsible for appearing well groomed, and suitably dressed. The uniform has become a symbol of nursing to the client and to the general public.

The student uniform should be worn loosely enough to permit easy movement in giving nursing care to clients. The clinical dress should be modest in length, preferably knee length. The uniform is to be clean and neatly pressed; shoes clean and shined; and shoe strings neat and clean. The lab coat may be worn over the uniform while in clinical agencies. Uniform pantsuit or dress is acceptable. Blue jeans, sandals or slippers are unacceptable as professional dress.

Shoes are to be all white leather. If athletic shoes are worn, they should be all white.

Students are responsible for ordering school uniforms and lab coat from the bookstore. Other items that the student is required to purchase prior to the first clinical are clinical kit, stethoscope, scissors, penlight and name pin.

The complete uniform includes:

- a. student uniform and lab coat.
- b. name tag will read on 2" x 3" black on gold plate: Ms. J. Doe, NS (UAPB)
- c. department's insignia on left sleeve of the uniform and lab coat
- d. bandage scissors, stethoscope with bell and diaphragm, pen light
- e. clean white shoes
- f. white stockings/socks
- g. writing pen (black ink) and a small pad
- h. watch with rotary or digital second display

- i. clinical kit

Appearance while in uniform

1. **Hair:** The hair should not touch the collar. It should be clean, neat and well-controlled. If necessary, restrain hair so that it does not interfere with client care. Any devices, such as barrettes and rubber bands, should match hair color and not be decorative.
2. **Nails:** Nails must be clean and short, as to not interfere with patient care. Nail polish should be un-chipped and clear or a color that compliments the uniform.
3. **Hose/Socks:** White
4. **White leather shoes** must be worn. They are to be kept cleaned and polished at all times and shoestrings must be clean and white. All leather, white athletic shoes are allowed. (No open toe or open heel shoes allowed).
5. **Gum chewing and heavy fragrances** are not permitted.
6. **Special rotations** such as day care, mental health, etc. may require special exceptions to the uniform code. Students will be notified of the exceptions prior to the planned experience.
7. **Jewelry:** A wedding band, post or stud earrings, and medical alert identification are the only jewelry that may be worn with the uniform. Jewelry may not be worn in the unit where surgical asepsis or isolation technique is required. If a student wishes to wear a ring other than the wedding band while in uniform, it is suggested it be secured with a safety pin under the uniform. Jewelry for body piercing should not be visible during clinical hours.
8. **Cleanliness:** Each part of the uniform must be clean and in good repair at all times. Body cleanliness without offensive odors is required. Good personal hygiene is required at all times.
9. **Facial:** Make-up should be neatly applied and in good taste. In order to present a professional appearance, students are required to apply facial make-up within moderation.

Students representing the Department of Nursing and the University are expected to dress neatly and modestly at all times. The following are examples of appropriate dress for various occasions:

1. *Classroom, Cafeteria, Student Union and University offices* – neat, modest, casual or dressy attire.
2. *Formal programs including Pinning Ceremony & Nurses' Week* – business or dressy attire.
3. *Interviews* – business attire.
4. *Social/Recreational activities* – modest, casual or dressy attire.
5. *Balls, Galas, and Artistic Productions* – formal, semi-formal and dressy, respectively.

Examples of inappropriate dress and/or appearance include but are not limited to:

1. Caps, do-rags or hoods for men and women in classrooms, hallways, cafeteria, Student Union or other indoor activities. This policy does not apply to headgear considered as a part of religious or cultural dress.
2. Midriffs or halters, mesh or netted shirts, tube tops or cutoff t-shirts in classrooms, cafeteria, Student Union, and University and departmental offices.
3. Bare feet.
4. Short shorts or baggy/sagging pants.
5. Shorts, blue or other type of jeans at major programs such as Musical Arts, Convocation, Commencement, or other programs dictating professional, dressy, or formal attire.
6. Clothing with derogatory, offensive and/or lewd messages either in words or pictures.
7. Undershirts for men, of any color outside of the private living quarters of residence halls (excluding t-shirts with sleeves and/or pockets).
8. Exposed tattoos or body/tongue piercings (excludes pierced ears) should be covered at above functions.

STUDENT EMPLOYMENT

Nursing is a demanding profession which requires that a nursing student devote many hours of study and practice to gain proficiency in the art and science of nursing.

Students who are employed are expected to insure that their employment does not interfere with their successful achievement in the nursing program. The Department of Nursing uses a formula of two (2) hours of preparation for every enrolled credit hour in estimating the minimum study hours per week which should be allotted for each course. An employment schedule which does not permit adequate time for class preparation will necessitate reduction in either the work schedule or academic schedule, whichever the student prefers.

Students should be aware that:

1. The department of Nursing assumes no responsibility for their activities as employees of an agency;
2. the student is personally responsible and liable for an activity in which they participate while employed;
3. Professional liability insurance purchased by students is valid only in their student role, not their employment role; and
4. Individuals who practice illegally may jeopardize their future nursing role since persons who are convicted of violations of the Nurse Practice Act may not be eligible to take NCLEX-RN or receive licensure.

Students employed in an agency have responsibility, personally and professionally, to engage in only those activities which fall within their job description as nonprofessional workers (i.e.,

nursing aides). They have a responsibility to refuse to participate in activities which they have not been legally licensed to perform (i.e., giving medications, assuming total responsibility for a division, etc.).

Reference/Letters of Good Standing

Upon request, the Department of Nursing will supply a letter of reference/good standing to an agency employing a student or other requesting agency providing the student has signed a waiver for the information to be released. The waiver may be obtained from the department's Secretary. If a waiver has not been signed, a letter is sent to the requesting party stating that the school does not have written permission to release information.

The student must submit the request for the letter of reference/good standing seven (7) working days prior to the date it is needed. The student should be aware that information contained in the student's file may be included in the letter or verbal reference.

STUDENT ACADEMIC GRIEVANCE PROCEDURES

Student academic complaints or grievances within the Department of Nursing will be in accordance with the grievance policies found in *The ROAR Student Handbook*, *UAPB Catalog* and the *Department of Nursing Faculty/Staff Handbook*.

Grade Disputes

This grievance committee shall review student grievances regarding academic matters within the Department of Nursing at the University of Arkansas at Pine Bluff. If a student disagrees with a grade he/she has received, the following procedures should be followed until the problem is resolved. Appropriate documentation (notation of the date, time, location, length, content and final outcome) must be provided in order to proceed to the next step.

1. The student must complete the Grievance, Problems, and Concerns Appeal Form including statements of their best solutions to the problem as required on the form.
2. It is important that the student and faculty member involved have met and have been unable to come to an agreement or resolve their differences prior to the initiation of a grievance.
3. The student may schedule a private meeting with the Chairperson, if desired. However, a follow-up meeting with the instructor present will be scheduled.
4. If the dispute is not resolved in step three, the student must submit a written request to the department Chairperson to initiate a review by the Grievance Committee.

Decisions of the Grievance Committee will be considered final within the Department of

Nursing. However, a student who is not satisfied with the ruling will have recourse to the campus-wide student appeals committee through procedures described in the University of Arkansas at Pine Bluff Catalog and the University of Arkansas at Pine Bluff Student Handbook.

5. If the dispute is not resolved, the student should request a meeting with the Dean of the School of Arts and Sciences. The instructor of the course and the Chairperson of the Department of Nursing may be requested to be present.
6. If the dispute is not resolved in step five, the student should request a meeting with the Vice Chancellor for Academic Affairs. The instructor of the course, the Chairperson of the Department of Nursing and the Dean of the School of Arts and Sciences may also be present. The decision of the Vice Chancellor for Academic Affairs is final and no further appeal is possible.

Other Academic Grievances

A student may have a grievance against an instructor which goes beyond a dispute over the grades received in a course. Such grievances might involve allegations that the instructor is harassing the student, practicing extortion, not meeting his/her classes as scheduled, or is generally incompetent. For such non-grade grievances, the following procedures should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation (notation of the date, time, location, length, content and final outcome) must be provided in order to proceed to the next step.

1. The student should make the complaint or grievance known to his/her instructor.
2. If the grievance is not resolved in step one, the student should request a meeting with the Chairperson of the Department of Nursing. The instructor will not be present at this meeting, but a follow-up meeting will be scheduled with the instructor and the Chairperson.
3. If the grievance is not resolved in step two, the student should request a meeting with the Dean of the School of Arts and Sciences. The instructor of the course may also be present at this meeting.
4. If the grievance is not resolved in step three, the student should request a meeting with the Vice Chancellor for Academic Affairs. The Dean will schedule a follow-up meeting with the instructor, the Chairperson of the Department of Nursing and the Dean.
5. If the grievance is not resolved in step four, the student should request a meeting with the Chancellor. The Vice Chancellor for Academic Affairs will also attend this meeting. The Chancellor will schedule a follow-up meeting with the instructor, the Chairperson of the Department of Nursing, the Dean of the School of Arts and Sciences, and the Vice

Chancellor of Academic Affairs. The Chancellor also has the option of empowering a panel of professors to review the allegations made by the student, render a judgment, and recommend an action for the Chancellor to implement. The decision of the Chancellor will be final.

Rev July 2008sg

STUDENT ACTIVITIES, ORGANIZATIONS, AND SERVICES

There are many culturally enriching activities on the University campus. Attendance at these activities for personal enrichment and social growth is strongly recommended. (See the *University Catalog, The ROAR, 2009-2010* for listings)

UAPB STUDENT NURSE'S ASSOCIATION

The Student Nurse's Association (SNA) was adopted as an official organization in September, 1977. The organization was designed to contribute to the student's nursing education by promoting their interest in fundamental and current professional concerns and to prepare them to participate effectively in professional organizations. Membership in the Student Nurses' Association affords students the following:

1. an opportunity to develop leadership skills;
2. access to printed resources which are free or at a nominal cost;
3. discounts from various medical supply and publishing companies;
4. financial assistance from the National Student Nurse's Association Foundation.

All nursing majors are eligible for SNA membership and are encouraged to participate actively.

NATIONAL STUDENT NURSE'S ASSOCIATION

The National Student Nurses' Association (NSNA), established in 1953, is the national organization for nursing students in the United States and its territories, possessions, and dependencies. Its chief purpose is to "aid in the development of the individual student and to urge students of nursing, as future health professionals, to be aware of and to contribute to improving the health care of all people." The functions of the organization, as listed in the bylaws are:

1. To promote and encourage participation in community affairs and activities toward improved health care and the resolution of related social issues.
2. To speak for nursing students to the public institutions, organizations, and government bodies.
3. To promote and encourage students' participation in interdisciplinary activities.
4. To influence the development of relevant approaches to nursing education.
5. To intensify recruitment efforts and to promote educational opportunities regardless of a person's race, color, creed, sex, national origin, or economic status.

6. To promote collaborative relationships with the American Nurses' Association, the National League for Nursing, the International Council of Nursing, as well as other nursing associations.
7. To promote collaborative relationships with related health organizations.

The NSNA is autonomous, student-financed and student operated. It is the vote of all nursing students speaking out on issues of concern to nursing students and nursing. The NSNA is a federation of state (or constituent) associations. There are now fifty-four (54) of these, one in each state, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands. Some of these states are further divided into districts, or local units of the state associations.

Any student enrolled in a state-approved program leading to licensure as a registered nurse in eligible for NSNA membership.

HONOR SOCIETY

The Department of Nursing's Honor Society was officially organized in September, 1979. The purpose of the Honor Society is to encourage scholarship among nursing students and to recognize their scholastic achievement in nursing. The criterion for membership is a 3.00 or above current cumulative grade point average. A faculty member in the Department of Nursing serves as the advisor to the Honor Society and attends scheduled meeting. (See the *ROAR*, 2009-2010 for further listings.)

LEARNING LABORATORY

The departmental Learning Laboratory is available to provide the student with an opportunity to learn technical skills and to reinforce his/her cognitive learning. The practicum laboratory is designed to provide a non-stressful setting in which the student can practice skills independently or with faculty guidance. The following information will facilitate students' use of the laboratory:

1. All Learning Laboratory books and publications are on a two (2) hour reserve for use in the laboratory reading room;
2. Audio-visual or other equipment may be set up for class or individual use, when it is requested, twenty-four (24) hours prior to need. Anyone damaging the Department's equipment or materials will be responsible for the cost of such damage. Return all equipment in the same condition as received;
3. Persons using laboratories are to return all the items that they requested and are to leave the laboratories clean and orderly.

CHANGE OF ADDRESS

It is student's/graduate's responsibility to keep the Department of Nursing informed of current address, telephone number and email address. Important information is frequently mailed to students/graduates. A permanent address, school address, a local telephone number, and email address should be on file in the Nursing Office and updated as necessary.

BULLETIN BOARDS

Many items of interest to students are posted on bulletin boards. Students are notified by course faculty of bulletin board locations. Articles such as employment opportunities, application, and information on financial aid, notices from faculty, policy changes, course assignments, etc., are posted.

ESTIMATED EXPENSES

In addition to the general fees and expenses administered by the University, upper-division nursing students incur personal incidental expenses that are each student's personal responsibility. Those expenses include the pre-admission physical examination fee, uniforms, personal equipment and supplies, clinical skills supplies, books, transportation, standardized examinations, liability insurance, and graduation fees. Students are also responsible for expenses associated with the NCLEX-RN application, criminal background checks and drug screenings required by clinical and/or licensing agencies. The Arkansas State Board of Nursing (ASBN) requires criminal background checks as a pre-requisite for licensure. The following *approximate* annual expenses should be anticipated:

Sophomore Year

Tuition, Fees, Room & Board (Instate / Out-of-state)	\$6412 / \$11,716
Uniforms (2), insignia, lab coat, shoes	\$350/500
Name badge (2)	\$10
Stethoscope and blood pressure cuff	\$60 & up
Bandage scissors & pen light (required)	\$20
Watch with a second hand	Variable
Clinical Skills Kit (Mandatory)	available in bookstore
IV Training Kit (Mandatory)	\$24.95
Diagnostic Examination (HESI Preadmission)	\$25
Standardized examinations Remediation and end of course exams	\$35/semester
MEDS Publishing Online / NCLEX Review	\$95/semester
Books	\$475
Liability Insurance (Mandatory)	\$35-40
CPR (Mandatory)	cost varies
SNA (Nursing Organization)	cost varies
Health Insurance (Mandatory)	cost varies

Junior Year

Tuition, Fees, Room & Board (Instate/Out-of-state)	\$5940 / \$10,620
Standardized Exams (Remediation and end of course exam)	\$35/semester
MEDS Publishing Online / NCLEX Review	\$95/semester
Books	\$375
Clinical Skills Kit (Mandatory)	
Comprehensive	\$69.95
IV Training Kit	\$24.95
Liability Insurance (Yearly)	\$29
SNA (Nursing Organization)	cost varies
Health Insurance (Mandatory)	cost varies

Senior Year

Tuition, Fees, Room & Board (Instate/Out-of-state)	\$5114 / \$8,702
Standardized examinations, Remediation and end of course exams	\$35/semester
Comprehensive Examination (HESI)	\$25
MEDS Publishing Online NCLEX Review	\$95/semester
Pinning Ceremony and Class Pin	\$250
Senior graduation expenses	\$100 (price varies)
(University expenses, class pictures, etc.)	
NCLEX-RN licensure application fees	\$300
National application - \$200; State application - \$75; Background Check - \$15;	
Fingerprinting - \$24; 2x3 photo - \$10 (all prices may vary)	
Books	\$500
Clinical Skills Kit (Mandatory)	
Comprehensive	\$69.95
IV Training Kit	\$24.95
Liability Insurance	\$29
CPR	cost varies
SNA	cost varies
Health Insurance (Mandatory)	cost varies

The above **estimated costs** are **subject** to **change**. Students are responsible for their own transportation to agencies where learning experiences are scheduled. Individual transportation throughout the nursing program is required to complete clinical experience.

When considering the estimated expenses of the program, students should be aware that:

- a. They must purchase all textbooks needed for each course at every level;
- b. Name pins are to be ordered through the Department's designated representative. The cost of the pin is approximately \$5.00 each and must be ordered prior to clinical experience in the sophomore year.
- c. Dress requirements include:
 1. Uniforms with the Department of Nursing patch centered on left sleeve, 1" below the shoulder seam;
 2. Lab coat with a patch centered on left sleeve 1¹/₂" below the shoulder seam. Cost varies.
 Uniforms are ordered from the bookstore at the beginning of the fall semester.
- d. White nursing shoes, white socks and/or hose are required. Cost may vary.
- e. A watch with a second hand is necessary before beginning clinical experience in the sophomore year.
- f. Stethoscopes with a dual head are recommended. Cost may vary.

- g. A fee for validation by examination should be anticipated by RN and LPN students seeking advance placement (See the Articulation Model in reference to nursing employment and testing requirements).
- h. Achievement/End of Course examinations are administered near the end of each clinical course at the student's expense.
- i. A Comprehensive Exit Examination is required of all candidates for graduation and is completed during the senior year at the student's expense.
- j. Testing fees per semester should be anticipated. The fees are due at the beginning of each semester and should be paid by the last day to "add or drop" courses. Students that submit fees late may be assessed a late penalty fee by the testing agency; students are responsible for any late fees that may be incurred.
- k. Lab supplies are required for each course (Clinical Skills Kits are mandatory). Students attending clinical without kits and/or appropriate equipment are not prepared and will be dismissed from the scheduled clinical experience.

GRADUATION REQUIREMENTS

Prior to graduation, candidates must file in the Registrar's Office an application for graduation on the form provided. Graduation fees must be paid at the cashier's office during registration.

See the University Catalog and *The ROAR, 2008-2009* for additional graduation requirements. Attendance and participation in the Pinning ceremony and graduation are mandatory. Any exception must be approved by the Dean of Arts and Sciences.

1. The student must follow an approved degree plan.
2. The student must have a minimum grade of "C" or above in each major course.
3. The student must have a minimum cumulative grade point average of 2.50.
4. The student must complete all general education and departmental course requirements.
5. Minimal degree requirement is 128 hours for generic, LPN and LPTN students and 124 for RN students.
6. The student must obtain a passing grade of "C" in English 1311, and 1321. (A passing grade of "C" in English 1310 is required for students scoring less than a 19 in English on the ACT)
7. The student must remove all incomplete grades in accordance with University Policy.
8. The student must satisfy departmental requirements as specified.
9. The student must pass the English Proficiency Test within 3 years prior to graduation. Some transfer students and students seeking a second degree may be exempt from the test. If the test was passed more than three years ago, the student must take/retake the English Proficiency Test prior to receiving the degree.
10. The student must complete a minimum of 30 semester hours above the 1000 level in residence beyond the first degree if seeking a bachelor's degree from University of Arkansas at Pine Bluff.
11. The student must complete the requirements of University College and exit within the first two (2) years of study.
12. All students must take and pass the Comprehensive Exit Examination in their final semester.
13. Nursing students must complete the above requirements (#1-11) in addition to successful completion of the Department of Nursing's Comprehensive Exit Examination (HESI) in their final semester.

NATIONAL COUNCIL LICENSURE EXAMINATION - RN

In order to become a registered nurse, graduates from the UAPB Department of Nursing are required to pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Application to take this examination, accompanied by payment of examination fee, must be made by required dates.

CRIMINAL BACKGROUND CHECKS

Effective January 1, 2000, the Arkansas State Board of Nursing (ASBN) required state and federal criminal background checks as a prerequisite for licensure. No applications for an initial Registered Nurse (RN) license will be considered by the ASBN without state and federal criminal background checks by the Arkansas State police and the Federal Bureau of Investigation. The ASBN shall refuse to issue the RN license to any person who is found guilty, pleads guilty or pleads nolo contendere to any crime listed in Act 1208 of 1999 (<http://www.arkleg.state.ar.us>).

Students who have been convicted of a crime may not be eligible to write the national licensing exam upon completion of the program. These students must appear before the Arkansas State Board of Nursing to determine eligibility to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Persons requesting initial licensure may request a waiver from the ASBN by submitting a written request directly to the Board.

Copies of the ASBN Guidelines, relative to criminal background checks, are available in the Nursing Department. The guidelines are also available through:

- a. The ASBN web site at: <http://www.state.arus/nurse/abn1.html>
- b. Written request through the Board office using the following address:

Arkansas State Board of Nursing
1123 South University
University Tower Building, Suite 800
Little Rock, Arkansas 72204

Criminal background checks for graduating nursing students are completed during the final semester of the nursing curriculum. The background check is required prior to submitting an application for the NCLEX-RN licensure examination. Students will be responsible for all licensure related expenses. All policies of the ASBN are recognized by the Department of Nursing and govern licensure applications and related program requirements.

AMERICAN NURSES' ASSOCIATION ETHICAL CODE FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. the nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Reference:

American Nurses' Association (2008). *Code of Ethics for Nurses with Interpretive Statements*. Retrieved May 27, 2008, from <http://nursingworld.org/ethics/code>.

AMERICAN NURSES' ASSOCIATION STANDARDS OF NURSING PRACTICE

The registered nurse integrates The registered nurse collects comprehensive data pertinent to the patient's health or the situation.

The registered nurse analyzes the assessment data to determine the diagnoses or issues.

The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.

The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

The registered nurse implements the identified plan.

. . . coordinates care delivery

. . . employs strategies to promote health and a safe environment

The registered nurse evaluates progress towards attainment of outcomes.

STANDARDS OF PROFESSIONAL PERFORMANCE

The registered nurse systematically enhances the quality and effectiveness of nursing practice.

The registered nurse attains knowledge and competency that reflects current nursing practice

The registered nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

The registered nurse interacts with and contributes to the professional development of peers and colleagues.

The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.

ethical provisions in all areas of practice.

The registered nurse integrates research findings into practice.

The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services.

The registered nurse provides leadership in the professional practice setting and the profession.

Source:

American Nurses' Association (2004). *Nursing: Scope and Standards of Practice*. Washington, D.C.:Nursebooks.org.

Revised 7/06, 7/08

SCHOLARSHIPS FOR NURSING MAJORS

All recipients must be enrolled in 12 or more credit hours during the Fall and Spring semesters to be eligible to receive a scholarship.

Alumni Scholarship Endowment Funds

1. Fred Thomas Jones, Sr. Scholarship

This award, given by Marie Jones Griffin in honor of her father, is to be given annually to a Junior or Senior in the Nursing Department who maintains a GPA of 3.0 or better. The student must demonstrate dedication to the field of nursing.

2. Marine Jarrell Nursing Scholarship

This scholarship is awarded to a sophomore student majoring in Nursing from the Delta area with a cumulative GPA of 2.5 or above. Single parents are preferred.

3. Class of 1951 Award

This award will be given annually to a Junior or Senior in the Nursing Department who maintains a GPA of 3.0 or better, must be an Arkansas resident, must have completed each nursing course without failure, and is adjudged as having exemplified service on the campus and in the community. Applicant must not hold a current license to practice as a registered nurse.

4. William & Willie Daniels Scholarship

This scholarship will be given annually to a sophomore student who maintains a GPA of 2.75 or better.

5. Alberta & Roosevelt Robinson Scholarship

This award was endowed with \$15,000 for the School of Science & Technology at the University of Arkansas at Pine Bluff. Scholarship monies are divided between the sciences and nursing.

6. Richard-Eley Scholarship

The individual must demonstrate a need for financial assistance and shall present evidence of having completed a high school education or its equivalent. The recipient must be accepted for enrollment into the University with a 2.5 GPA on a 4.0 grading scale. A minimum 2.5 GPA must be maintained for renewal.

7. Integrity Alumni Scholarship

The Nursing Alumni Scholarship will be given yearly to one Sophomore, Junior, and Senior nursing student. The applicant must be a generic student, majoring in Nursing, with at least a 2.5 – 3.0 GPA and demonstrate an eagerness to learn. At least one student must be a male, whose character exhibits integrity, honesty, initiative, and motivation. Students receiving this scholarship will exhibit the highest degree of accountability and responsibility toward the profession of Nursing.

Who's Who Scholarship

Selection Criteria

Scholarship

The applicant must have an academic average of 2.50 or above; be classified as a Senior (having completed 90 semester hours) and must have been a student at the University of Arkansas at Pine Bluff for a period of not less than a year.

Participation and leadership in academic and extracurricular activities with community involvement

1. The applicant must submit a letter from his/her Department Head, Community Leader, and Advisor from one of his/her student organizations, commenting on his/her participation.
2. The applicant must provide a listing of all organizations in which he/she is actively involved (school and community)

Citizenship and Service to the University

The applicant's record must not reflect undesirable behavior which resulted in punitive action.

The Student's Promise of Future Usefulness

The applicant's potential will be determined through interviews by designated individuals or group.

Pinning Ceremony Scholarship Awards

1. Academic Achievement Award

The Academic Achievement Award is given to the student which has exhibited academic excellence over the four years of college work and has the highest GPA of generic students. This student has not only been an academic leader, but a leader for the class.

2. Most Well-Rounded Student Award

The Most Well-Rounded Student Award is for the individual who exhibits overall enthusiasm, respect, and caring for the profession of Nursing. The recipient of this award possesses academic ability but also has a keen sense of reality and tends to make learning fun as well as serious.

3. "Spirit" Award

The "Spirit" Award is presented to the student who best exemplifies the ideal attitude about learning and education. This individual is a self-motivator and seeks ways to expand his or her own knowledge base as well as helping and encouraging others to keep trying and to follow their dreams.

4. **“Keeper of the Spirit” Award**

The “Keeper of the Spirit” Award is given to an upcoming Junior or Senior student who has exhibited the most growth and spirit of determination over the last year of his or her education, academically and professionally. This person will keep the dream of the UAPB Nursing Program flowing into the future. This individual will reach back and tell a sophomore student who is struggling, “You can make it. I did!” and will lend a helping hand.

Selection Criteria for the Junior student:

1. The recipient must be an African American, generic student enrolled in the upper division courses in the Nursing Department at the University of Arkansas at Pine Bluff;
2. The recipient must be preparing to enter the junior level of Nursing;
3. The recipient must have at least a 2.00 grade point average;
4. The recipient will be selected by nursing faculty;
5. The scholarship award is provided for books and tuition purposes.

The senior student chosen as the “Keeper of the Spirit” will receive the Nursing Department Spirit of Caring Award.