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Dear Nursing Majors:

Welcome to the University of Arkansas at Pine Bluff (UAPB) Department of Nursing. Faculty 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 quality of life and 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.

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,

Jujuan English, PhD, RN
Department of Nursing
2014 – 2015
INTRODUCTION

The Nursing RN-to-BSN Student Handbook has been developed as a guide for policies and procedures and thus, a copy is provided to each student enrolled in the RN to BSN program. It presents information regarding University and Department academic regulations and guidelines plus various student services and activities. This document does not diminish the student's responsibility for knowing and complying with the information in the current edition of the University Catalog and the The Roar University Student Handbook.

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.

The Department of Nursing reserves the right to make changes, at any time, in the individual courses and 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.
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 admission to the University, please contact:

Office of Admissions
P. O. Box 4983
Pine Bluff, Arkansas 71601
870-575-8492
1-800-264-6585
This program is approved by the Arkansas Department of Higher Education. For additional information regarding this program’s approval status contact:

Arkansas Department of Higher Education  
423 Main Street  
Suite 400  
Little Rock, AR 72201  
Telephone: 501-371-2000
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.

Mission

The Department of Nursing is committed to preparing competent baccalaureate graduates who can provide quality nursing care for diverse populations at all system levels (i.e. individuals, families, communities, and populations) within diverse health care settings.

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

The curriculum is based on the concepts of person, environment, health, nursing, and nursing education and *The Essentials for Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Additionally, the curriculum is based on the following core concepts: communication, clinical reasoning, clinical judgment, health promotion, human diversity, illness and disease management, professional values/ethics, and role development.

**Nursing** is a practice discipline, profession, and an art that is concerned with the experiences and responses of individuals, families, communities, and populations to health, illness, disease, and death. Nurses promote, restore, and maintain optimal health and when death is imminent nurses provide support that allows the person to die with dignity. Thus, nursing is caring competence.

In a caring environment, the nurse is an advocate for the client, communication is open, and the quality of care is improved. The nurse enacts three practice roles: provider of care, manager of care, and member of the profession. Nurses use a systematic approach based on critical thinking and clinical reasoning to determine appropriate nursing interventions needed, implement those interventions, and evaluate client outcomes. Finally, nurses have to be technologically competent to document the health status of clients, document care given, and to collaborate and communicate efficiently and effectively with other members of the health care team.

The **environment** encompasses those internal and external factors that influence health. The nurse manages the environment to assist the client achieving health.

**Health**, including disease and illness, is an expression of the interaction between the person and the environment. Health is achieved when there is a balance between the dynamic interaction of physiological, psychological, cultural, and spiritual components. Health restoration assists those individuals whose health is compromised in returning to their former health status, and if this is not achievable, to obtain the highest level of health possible. Health maintenance assists clients to prevent the development of illness/disease.

The concept of **person** includes individuals, families, communities, and populations who are the recipients of nursing care. People are holistic beings who have similar cultural, emotional, intellectual, physical, social, and spiritual characteristics. In addition, people are unique, sentient beings who are capable of abstract reasoning, creativity, aesthetic appreciation, and assuming responsibility for self and others.

**Nursing Education/Learning** prepares graduates to practice within professional guidelines and professional standards. The faculty believe that education is achieved best in an environment of trust that is developed between the teacher and the learner. In this environment, students learn to trust the teacher and themselves, thereby, becoming competent in delivering safe and appropriate nursing care. Thus, the teaching-learning environment supports the acquisition of clinical competence through continual improvement in clinical reasoning, clinical judgment, and the implementation of appropriate nursing interventions. This environment supports the development of nursing leaders who are capable of influencing health care delivery and health care policy decisions. Finally, this supportive teaching-learning environment fosters the development of a
love for life-long learning in graduates. This technical learning environment requires that faculty engage in continuous educational and professional development.

**Baccalaureate Nursing Education** prepares graduates for entry into professional practice as generalists. This is achieved by building on a liberal arts and science foundation and preparing students to think critically, thereby, enhancing the continual development of clinical reasoning and clinical judgment abilities. Finally, baccalaureate nursing education prepares graduates with a foundation for master’s study.

**Organizing Framework**

University of Arkansas at Pine Bluff Mission
The Essentials of Baccalaureate Education in Nursing for Professional Nursing Practice (AACN, 2008)

Foundational Knowledge
- Liberal arts and humanities
- Biological Sciences
- Behavioral Sciences
- Nutrition

Core Nursing Knowledge
- Health Promotion
- Illness and Disease Management for Individuals, Groups, and Communities
- Healthcare Policy, Economics, Finance, and Regulatory Environment
- Caring Competency
- Pharmacology
- Client Safety
- Professional Values/Ethics
- Nursing Process

Professional Role Development
- Caring/Advocacy
- Provider of Care
- Manager of Care
- Member of the Profession
- Interprofessional Collaboration
- Collegiality
- Accountability
- Social Responsibility

Program Outcomes
- Evidence-based practice
- Clinical Reasoning
- Clinical Judgment
- Human Diversity
- Communication
- Information technology and application to client care technology
- Leadership
The Completion RN-to-BSN curriculum is divided into four levels of progression. These levels are:

Level I: Professional Development I: Introduction to Professional Nursing, Informatics, and Health Assessment

Level II: Professional Development II: Roles and Ethics Nursing Care of Older Adults Theory and Practicum

Level III: Professional Development III: Leadership and Management Theory and Practicum Evidence-based Practice and Nursing Research

Level IV: Nursing Care of Communities and Populations Theory and Practicum Adults Theory and Practicum Professional Development IV: Role Integration Theory and Practicum

**Terminal or Outcome Program Competencies (Objectives)**

1. Synthesize knowledge from nursing science, the liberal arts, and sciences as a basis for delivering safe and culturally sensitive nursing care to individuals, families, communities, and populations. (Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice)

2. Demonstrate the ability to use leadership skills and knowledge of quality improvement to deliver high quality healthcare. (Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety)

3. Use evidence-based practice findings to collaborate with colleagues in nursing, other healthcare disciplines, and clients to improve client outcomes. (Essential III: Scholarship for Evidence-Based Practice)

4. Integrate knowledge of information technology and client care technology to deliver appropriate and high quality care in one’s own professional practice. (Essential IV: Information Management and Application of Technology)

5. Use knowledge of healthcare policy, healthcare financing, and regulatory agencies to implement change when needed to improve healthcare delivery to clients in diverse settings. (Essential V: Healthcare Policy, Finance, and Regulatory Environments)

6. Integrate therapeutic and collegial communication and collaboration skills to design, manage, and coordinate the implementation of quality healthcare improvement. (Essential VI: Interprofessional Communication and Collaboration for Improving Healthcare Outcomes)
8. Integrate personal beliefs and professional values of altruism, autonomy, human dignity, and social justice into one’s own professional practice. (Essential VIII: Professionalism and Population Health)

9. Use clinical judgment based on critical thinking and clinical reasoning in the development, implementation, and evaluation of nursing interventions and health outcomes. (Essential IX: Baccalaureate Generalist Nursing Practice)

THE RN-to-BSN PROGRAM

Entering students enrolled in the RN-to-BSN Program must contact the Department of Nursing where an advisor from the nursing faculty will be assigned.

Credits earned in courses classified as developmental, remedial or basic will not fulfill degree requirements. Only grades from courses required in the pre-requisite courses will be used to calculate the entering grade point average (GPA).

ADMISSION

RN-to-BSN PROGRAM

The following prerequisite courses are required prior to admission into the RN-to-BSN 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  
b. Statistics – 3 semester hours  
c. Development Psychology – 3 semester hours  
6. Personal & Social Development – 2 semester hours  
7. Effective Thinking and Logic – 3 semester hours  
8. Physical Education – 1 semester hour  

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

For admission to the RN-to-BSN 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 and October 15th for admission in the spring semester for RN students;  
3. Submit official transcripts from all schools attended;  
4. Complete all prerequisite courses with a grade of "C" or better; with a required prerequisite repeated only once. No more than two (2) prerequisite courses can be repeated;  
5. A cumulative grade point average (CGPA) of 2.5 or better is required.

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)

d. Eligible students who are not admitted will be placed on a waiting list according to the rank-order established under procedure “c” listed above.

e. 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 nursing 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 RN-to-BSN Program, 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 certification card
4. Hepatitis B series or a signed waiver
5. Proof of liability 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. Thirty-three (33) credit hours will be obtained in the nursing course.

6. Any 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 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 RN-to-BSN Nursing Program

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Credit Hours</th>
<th>Nursing Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENGL 1311 English Composition I</td>
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<td><strong>FALL I</strong></td>
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<tr>
<td>ENGL 1321 English Composition II</td>
<td>3</td>
<td>NURS 3201 Professional Development I: Introduction to Professional Nursing</td>
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</tr>
<tr>
<td>MCOM 2309 Speech or Oral Communication</td>
<td>3</td>
<td>NURS 3312 Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2300 World Literature I or Higher</td>
<td>3</td>
<td>NURS 3301 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2300 General Psychology</td>
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<td><strong>SPRING I</strong></td>
<td></td>
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<tr>
<td>PSYC 2301 Development Psychology</td>
<td>3</td>
<td>NURS 3204 Professional Development II: Roles and Ethics</td>
<td>2</td>
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<tr>
<td>SOCI 2310 Sociology</td>
<td>3</td>
<td>NURS 4311 Nursing Care of Older Adults Theory</td>
<td>3</td>
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<tr>
<td>HIST 2315 US History I or HIST 2318</td>
<td>3</td>
<td>NURS 4213 Nursing Care of Older Adults Practicum</td>
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<tr>
<td>US History II or PSCI 2312 American Government</td>
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<td><strong>FALL II</strong></td>
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<td>ART 2340 Art History Appreciation or MUSI 2330 Music History Appreciation</td>
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<td>NURS 4301 Professional Development III: Leadership and Management Theory</td>
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<td>BIOL 2451 Anatomy and Physiology I</td>
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<td>NURS 4202 Professional Development III: Leadership and Management Practicum</td>
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<td>BIOL 2452 Anatomy and Physiology II</td>
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<td>NURS 4310 Evidence-based Practice and Nursing Research</td>
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<tr>
<td>BIOL 3470 Microbiology</td>
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<td><strong>SPRING II</strong></td>
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<tr>
<td>CHEM 1430 General Chemistry I</td>
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<td>NURS 4306 Nursing Care of Communities and Population Theory</td>
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<td>MATH 1330 College Algebra</td>
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<td>NURS 4209 Nursing Care of Communities Practicum</td>
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<td>MATH 2370 Statistics</td>
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<td>NURS 4312 Professional Development IV: Role Integration Theory</td>
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<td>2340 Effective Thinking and Logic</td>
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<td>NURS 4212 Professional Development IV: Role Integration Practicum</td>
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<td>2301 Humanities</td>
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<td><strong>Total Nursing Hours</strong></td>
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<tr>
<td>HUSC 1311 Nutrition</td>
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<td><strong>Total Hours in Degree</strong></td>
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<td><strong>University Requirements</strong></td>
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<td><strong>Hours Awarded through Arkansas Articulation Model</strong></td>
<td>30</td>
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<td>PE 1110 – 1125 Physical Education</td>
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<td><strong>Total</strong></td>
<td>61</td>
</tr>
</tbody>
</table>
DESCRIPTION OF NURSING COURSES

NURS 3201 Professional Development I: Introduction to Nursing

This introductory course provides a foundation for other nursing courses. Concepts basic to the nursing profession, concepts necessary for successful completion of a baccalaureate nursing program, and informatics are discussed. Lecture: 2 hours per week. Credit: 2 semester hours. Requisite: Admission to the nursing program. Concurrent: NURS 3301 Health Assessment and NURS 3312 Nursing Informatics.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Explain the conceptual framework and philosophy of the Department of Nursing.
2. Discuss the legal and ethical consequences associated with the practice of nursing.
3. Describe how the ANA Code of Ethics and Standards of Practice impacts the practice of nursing.
4. Discuss the history of nursing.
5. Describe role theory and the function of nurses in current practice roles.
6. Discuss therapeutic and collegial communication techniques.
7. Discuss how nursing knowledge is developed.
8. Discuss the impact of culture and spirituality on the practice of nursing.
9. Discuss evidence-based practice.
10. Describe leadership skills needed to improve the delivery of safe effective care.
11. Discuss the use of informatics and technology in healthcare.

NURS 3204 Professional Development II: Roles and Ethics

This course is designed to emphasize the foundational relevance of ethics to the practice of professional nursing. This course helps students determine when they and others are experiencing moral and ethical angst, and helps them develop pathways of reflective thinking and communicating related to ethical challenges in nursing practice. Thoroughly reading the ANA Code of Ethics and making its provisions determinants for ethical practice is a course expectation. Credit: 2 semester hours. Requisite: Successful completion of NURS 3201 with a grade of ‘C’ or better. Concurrent: NURS 4311 Nursing Care of Older Adults Theory, and NURS 4213 Nursing Care of Older Adults Practicum.

Learning outcomes:

At the end of this course, the student will be able to:

1. Apply the nine provisions of the ANA Code of Ethics to mock clinical case studies.
2. Describe the impact of the Code of Ethics apply to contemporary nursing practice.
3. Identify the mechanisms by which health care agencies may use to resolve ethical dilemmas in practice.
4. Develop the vocabulary of ethical dialogue.
5. Employ compassion in providing care for the client and their family when they are faced with an ethical dilemma.
6. Analyze the corrupted ethics that emerged in the Tuskegee Study and the implications for developing mistrust with minority communities.
7. Apply Purtilo’s six step process for ethical decision appropriately and specifically when it has relevance to the ethical dilemma.
8. Collaborate with other professionals to advocate for the client who is experiencing a moral dilemma.
9. Describe the attributes of moral/ethical development.
10. Describe how the work of Kohlberg and Gilligan informs the understanding of the ethical developmental process.
11. Discuss key publically known cases that influence the public’s awareness of ethical aspects of care.

NURS 3301 Health Assessment

The course is designed to prepare students to complete a physical and health assessment of the infant, pediatric, adult, and geriatric clients. Students will to complete a health history, perform a physical and health assessment, and critically analyze normal and abnormal data. Students will learn to apply the basic skills of observation, inspection, palpation and auscultation in the head-to-toe assessment. The effects of cultural diversity in performing the health assessment procedure are also emphasized. This 3 hour course is made up of 2 credit hours of didactics and 1 credit hour of laboratory skills = 3 hours of laboratory time. Thurs, for a 15 week semester, this course will have 2 hours theory = 30 clock hours and 1 hour credit lab = 45 clock hours. Credit: 3 hours. Requisite: Admission to the nursing program. Concurrent: NURS 3201 Professional Development I: Introduction to Professional Nursing and NURS 3312 Nursing Informatics.

Learning outcomes:

At the end of this course, the student will be able to:

1. Identify age related, cultural, and situational factors affecting health assessment.
2. Describe the components of a complete health history.
3. Identify principles and techniques of skilled interviewing.
4. Describe the components and process of a physical examination.
5. Differentiate normal and abnormal physical examination findings.
6. Describe how findings from a physical assessment can be used to promote health.
7. Demonstrate the use of technology and information systems to facilitate client assessment.
8. Develop a family genogram.
9. Demonstrate knowledge of regulatory requirements related to client assessment.
NURS 3312 Nursing Informatics

This course explores the use of information in nursing practice and its role in enhancing client care. Issues related to privacy protection, confidentiality, security of information in health care environments, and the potential use of social networking tools in communication health care information are discussed. Credit: 3 hours; Requisite: Admission to the nursing program. Concurrent courses NURS 3301 Health Assessment and NURS 3201 Professional Development I: Introduction to Professional Nursing.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Describe the concept of nurse as knowledge worker.
2. Describe how health information systems and electronic health records are used to enhance client care.
3. Discuss privacy, confidentiality, and security of information in electronic environments.
4. Describe the trends in healthcare that have led to the increased use of information technology.
5. Examine the use of e-health and telehealth to deliver healthcare.
7. Discuss ergonomic considerations in health care environments.

NURS 4202 Professional Development III: Leadership and Management Practicum

This course is the practicum component of NURS 4301. Students experientially apply leadership and management concepts learned in NURS 4301 to improve health care outcomes. This course requires the completion of 90 clinical hours and is a pass/fail course. Both the theory component and the practicum component must be successfully completed. If either the theory or the practicum results in a failing grade, a failing grade will be recorded for both theory and practicum and both courses will have to be repeated concurrently. Credit hours: 2; Practicum 6 hours per week (90 clinical contact hours). Concurrent courses: NURS 4301 Professional Development III: Leadership and Management Theory and NURS 4310 Evidence-based Practice and Nursing Research.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Incorporate current research in the development of leadership and management actions.
2. Demonstrate competence in leading and managing culturally, ethnically, and educationally diverse nurses.
3. Analyze the effect of client care technologies and information systems on nursing care management.
4. Participate in evaluation of staff in a health care delivery system.
5. Demonstrate professional values based on moral, ethical, and legal aspects of nursing practice.
6.Collaborate with other members of the interdisciplinary healthcare team to plan for optimal client care outcomes.
7. Demonstrate accountability for management of client care.
8. Describe the impact of social/political forces, economic resources, and health care regulations in the development and management of a nursing unit.

NURS 4209 Nursing Care of Communities and Populations Practicum

This course is the practicum component of NURS 4306 Nursing Care of Communities and Populations Theory. This course allows students to experientially apply concepts learned in NURS 4306 Nursing Care of Communities and Populations. Students are expected to complete a community assessment project and a family assessment project. These projects will be presented during class at the end of the semester. This course requires the completion of 90 clinical hours and is a pass/fail course. Both the theory component and the practicum component must be successfully completed. If either the theory or practicum results in failing grade, a failing grade will be recorded for both theory and practicum and both courses will have to be repeated concurrently. Practicum: 6 hours per week (90 clinical contact hours), Semester Credit Hours: 2; Concurrent: NURS 4306 Nursing Care of Communities and Populations Theory, NURS 4212 Professional Development IV Practicum, NURS 4312 Professional Development IV: Role Integration Theory.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Demonstrate ability to accurately assess clients in various community settings.
2. Develop a community/population diagnosis and construct a nursing care plan.
3. Plan and implement evidence-based interventions that are appropriate for the community as client.
4. Communicate with other members of the health care team to insure continuity of care for individuals, families, and communities.
5. Demonstrate accurate and appropriate documentation.
6. Use available technology in the care of the community client to improve health care outcomes.
7. Demonstrate appropriate communication skills with the client, families and health care providers in the community setting.
8. Demonstrate ethical standards, professional behavior and patient confidentiality when focusing care on communities and populations.

NURS 4312 Professional Development IV: Role Integration Theory
This course assists the RN-to-BSN student in integrating baccalaureate nursing with present practice role. Issues affecting the practice of nursing in the 21st century are discussed. The RN-to-BSN student explores new practice roles in the practicum component of this class NURS 4208 Professional Development IV: Role Integration Practicum. Lecture: 3 hours per week. Semester Credit Hours: 3. Concurrent: NURS 4212 Professional Development IV: Role Integration Practicum, NURS 4209 Nursing Care of Communities and Populations Practicum, and NURS 4306 Nursing Care of Communities and Populations Theory.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Evaluate the impact of the nursing shortage on the delivery of quality healthcare and the practice of nursing.
2. Evaluate mandatory staffing ratios on quality improvement in healthcare delivery systems.
3. Explore the impact of the Affordable Care Act on the practice of nursing and the nursing profession.
4. Discuss the Clinical Nurse Leader role.
5. Evaluate the impact and problems associated with generational diversity in healthcare delivery systems.
6. Discuss the implications for nursing related Magnet Status for hospitals.
7. Evaluate the effect of nursing organizations on health policy development.
8. Develop a relationship with your state or federal legislator regarding a healthcare issue in which you are interested.
9. Discuss the impact of having a baccalaureate education on client outcomes.

NURS 4212 Professional Development IV: Role Integration Practicum

This course is the practicum component to NURS 4312 Professional Development IV: Role Integration. This course assists the RN-to-BSN student to get hands-on experience in different settings that effect health care delivery such as the legislature and professional nursing organizations. This course allows the student to develop new ways of solving healthcare problems. This course must be completed successfully to pass NURS 4312. If either the theory component or the practicum component results in a failing grade, the student will fail both components of Professional Role Development IV: Role Integration. Practicum: 6 Hours per week. Semester Credit Hours: 2. Concurrent: NURS 4312 Professional Development IV: Role Integration Theory, NURS 4306 Nursing Care of Communities and Populations Theory, and NURS 4209 Nursing Care of Communities and Populations Practicum.

Learning Outcomes:

At the end of this course, the student will be able to:

1. Participate in interprofessional collaboration such as community coalition meetings or
meetings of local or state professional nursing associations.

2. Explore the costs of care options within the Delta for clients who are insured compared to clients who are self-pay.

3. Participate in interprofessional service projects such as health promotion and disease prevention projects, disaster drills, flu clinics.

4. Participate in the development of a quality improvement/client safety project.

5. Select a clinical topic and use the PICO format to complete a review of the literature for evidence.

6. Use client information systems and technology to communicate effectively with other members of the healthcare team.

7. Describe how the state board and the nurse practice act protects the welfare and safety of Arkansas citizens.

8. Assess group dynamics of an interprofessional or intraprofessional group.

9. Discuss changes that have occurred in the nursing profession in the past fifty years.

**NURS 4213 Nursing of Older Adults Practicum**

This course is the practicum course for NURS 4311 Nursing Care of Older Adults Theory. Students apply concepts learned in NURS 4311 Nursing Care of Older Adults Theory in the care of aging and older adults. This course must be successfully completed to pass NURS 4311. If either the theory component or the practicum component results in a failing grade, both components will have to be repeated. *Semester credit Hours: 2 hours. Practicum: 6 hours per week. Concurrent: NURS 4311 Nursing Care of Older Adults Theory and NURS 3204 Professional Development II: Roles and Ethics.*

Learning Outcomes:

At the end of this course, the student will be able to:

1. Formulate a health care plan for older adults from diverse backgrounds with complex health care problems.

2. Develop appropriate nursing diagnoses based on analysis and interpretation of client history, presenting symptoms, physical findings, and diagnostic information for older adults.

3. Critique research related to complex health care problems in older adults.

4. Analyze diversity issues related to older adults with selected complex acute and critical health care problems.

5. Assist clients and families in solving issues related to end of life care.

**NURS 4301 Professional Development III: Leadership and Management Theory**

This course is designed to emphasize the relevance of quality leadership, management knowledge, and skills necessary for the practice of professional nursing. This course helps the student determine strategies and rationales for effective leadership and management strategies in professional nursing practice. This course uses landmark documents that are summaries of
research and evidence-based recommendations to insure the implementation of best practices for healthcare improvement. *Lecture: 3 hours per week. Semester Credit hours: 3. Concurrent: NURS 4202 Professional Development III: Leadership and Management Practicum and NURS 4310 Evidence-based Practice and Nursing Research.*

Learning Outcomes:

At the end of this course, the student will be able to:

1. Develop a broad understanding of the challenges for the contemporary health care delivery system and the roles that nurses and other health care professionals can take to improve care.
2. Identify the mechanisms by which in health care delivery systems resolve leadership and management ineffectiveness in practice.
3. Recommend appropriate interventions to address Performance Appraisal, Peer Review Disciplinary Action, and Conflict Management.
4. Identify appropriate opportunities for consultation, referrals, transfers and discharge planning as mechanisms to insure best care.
5. Use safe and effective assignment, delegation and supervision practices when working in health care systems.
6. Recognize the interplay of health care economics and staffing to determine the factors that must be legitimated to increase staffing and/or change staffing knowledge and skill mix.
7. Demonstrate basic knowledge and foundational principles necessary to intervene productively in disaster planning, emergency response, security incidents, and reporting sentinel events.
8. Develop strategies to prevent violence in the workplace and contribute to an atmosphere of civility.

**NURS 4306 Nursing Care of Communities and Populations Theory**

This course focuses on public health promotion by applying prevention, detection, and rehabilitative concepts to individuals, families, and communities. This course emphasizes the continued changes within the public health system that are needed for future decline in death, illness, and disability. The course uses the goals and objectives of *Healthy People 2020* targeting social, economic, and environmental factors that impact healthy communities, individuals, families, communities, and populations across the life span. *Lecture: 3 hours per week. Semester Credit Hours: 3. Concurrent: NURS 4209 Nursing Care of Communities and Populations Practicum, NURS 4212 Professional Development IV: Role Integration Practicum and NURS 4312 Professional Development IV: Role Integration Theory.*

Learning Outcomes:
1. Synthesize nursing knowledge from nursing theory and nursing sciences, humanities for safe and effective delivery of culturally competent care to individuals, families, populations, and communities.

2. Apply leadership skills and nursing knowledge of quality improvement to ensure high quality health care to individuals, families, groups, and populations.

3. Incorporate evidence based practice into public health teaching, screening, and health investigation for diverse communities and populations.

4. Integrate the use of information technology in providing effective care to individuals, families, communities, and populations in diverse public health settings.

5. Differentiate the various health care policies and regulating agency systems that impact the development and delivery of health care in public health settings.

6. Demonstrate collaboration with various health care professionals to improve the quality of care delivered to the individuals, families, communities, and populations.

7. Implement health promotion and disease prevention strategies to maximize client health outcomes.

8. Integrate legal and ethical guidelines with personal/professional values in all nursing care decisions affecting communities and populations.

9. Demonstrate competent clinical judgment and critical thinking skills in providing appropriate care to individuals, families, communities, and populations.

**NURS 4310 Evidence-based Practice and Nursing Research**

Evidence-based Practice and Nursing Research advances the mission and philosophy of the UAPB Department of Nursing by preparing students for scholarly excellence in future nursing roles. Students acquire skills in reading and critiquing qualitative and quantitative research which includes quality improvement, communication techniques, clinical judgment, and nursing interventions with diverse populations. Students learn to apply ethical principles when critiquing research involving human subjects. Students develop evidence-based research utilization posters, through which they derive nursing implications based on best practices. Leadership, clinical judgment, and communication skills are enhanced through dissemination of their posters in class and if possible during the university Annual Research Forum. *Lecture: 3 hours per week. Credit: 3 semester hours. Prerequisite: Successful completion of MATH 2370 Statistics with a grade of ‘C’ or better. Concurrent: NURS 4301 Professional Development III: Leadership and Management Theory and NURS 4202 Professional Development III: Leadership and Management Practicum.*

Learning Outcomes:

At the end of this course, the student will be able to:

1. Describe the elements of the research process.
2. Discuss the importance of research to the discipline of nursing.
3. Compare the nursing process to the research process.
4. Distinguish quantitative and qualitative nursing research.
5. Critique nursing research for its application in the improvement of nursing practice based on evidence.
6. Conduct a literature review on a selected clinical nursing problem.
7. Select the best nursing practices for a selected clinical problem based on an analysis of the evidence found in the literature.
8. Examine the impact of human diversity on the design of a research study.
9. Examine adherence to ethical conduct in research studies.

NURS 4311 Nursing Care of Older Adults Theory

This course prepares the nursing student for the careful considerations and accommodations required for the safe comprehensive care for culturally diverse seniors. Nursing Care of Older Adults, is designed in congruence with the mission and philosophy of the UAPB Department of Nursing, informed by American Nurses Association, (ANA) Code of Ethics (2001), Nursing’s Social Policy (2012), ANA Scope and Standards of Practice (2010) and Quality and Safety Education for Nursing (QSEN’s) research on client/patient safety and risk reduction for clients/patients. *Lecture: 3 hours per week. Semester Credit Hours: 3. Concurrent: NURS 3204 Professional Development II: Roles and Ethic, and NURS 4213 Nursing Care of Older Adults Practicum.*

Learning Outcomes:

1. Develop a plan of care appropriate for senior clients based on knowledge of the vulnerabilities and strengths of the older adults.
2. Prioritize client care needs based on clinical reasoning and clinical judgment.
3. Use best practices in planning, delivering care and evaluating care for the senior client.
4. Develop strategies to support and value the role of the family in the care of older adults.
5. Assess what community level experiences or interventions might help minimize the contemporary culture’s potential for failure to value seniors.
6. Describe the array of community resources that may be helpful in providing the best nursing care for seniors.
7. Develop a plan for assisting the family and the client through transitional care at the end-of-life.
8. Compare and contrast maturing adults’ health outcomes, when their nursing care is based in best care practices with maturing adults whose nursing care reflects traditional/historical care practices.

Calculation of Clinical Contact Hours

Clinical contact hours are calculated by the number of theory credit hours in those courses with an accompanying clinical course multiplied by the number of clinical credit hours for the practicum course. This number is then multiplied by the number of weeks in a semester.

Example:

\[
3 \text{ theory semester hours} \times 2 \text{ clinical credit hours} \times 15 \text{ week semester} = 90 \text{ clinical contact hours}
\]
Admission Policies

1. Students admitted to the Completion RN-to-BSN program must have a cumulative GPA of 2.5 or better on a 4.0 scale and a grade of ‘C’ or better in all Department of Nursing prerequisite general education and previous nursing courses. Admission GPA is calculated using only general education prerequisite courses excluding elective hours.

2. Students must successfully complete prerequisite courses with a grade of ‘C’ or better.

3. A. For an applicant was not born in the U.S. or in a country where English is the official language, then an official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT, is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month after the application deadline date. Only TOEFL test scores received directly from ETS will be accepted. Testing information is available at http://etsis4.ets.org/tcenter/tcenter.jsp.

B. For applicants not born in the U.S. or in a country where English is the official language, but the applicant’s entire educational experience has been in the United States, the TOEFL is not needed. The applicant needs to submit records/transcripts from the time he or she was in the seventh grade through high school and college. If the applicant cannot provide this documentation, he or she may appeal to the Department of Nursing Admission Committee, then to the Chairperson of the Department of Nursing, and finally to the Dean of the School of Arts and Sciences.

4. If the applicant is an International student and is basing admission eligibility on credits from an international accredited college or university, he/she must follow the admission procedures for the university which are found in the UAPB Catalog and on the UAPB home page.

5. All students must have evidence of TB skin test, completed Hepatitis B series, and current CPR certification on file with the Department of Nursing before registering for any nursing course.

6. At the beginning of the initial semester of enrollment and at the beginning of each fall semester in which the student is enrolled, all students are required to have criminal background checks, driving history record checks, and urine drug screens in order to remain enrolled in any nursing course. The costs of these screenings are at the expense of the individual student. The screenings will be completed by www.CertifiedBackground.com which is a part of Castle Branch, Inc. The results are posted on the CertifiedBackground.com web site in a secure tamper-proof location. This allows the student and UAPB Department of Nursing administrators to view the results.
The urine drug screen is coordinated by this company, but is conducted at Lab Corp. Each student will receive instructions from CertifiedBackground.com regarding the closest Lab Corp facility to them.

7. Applicants must attach official transcripts (in sealed envelopes) of all coursework from all institutions attended to the completed application and forward the entire packet to the Department of Nursing Admissions Committee for review. Upon request, an accompanying catalog for the years covered by the transcript may be requested before evaluation can take place.

8. Applicants must have a current unencumbered Arkansas registered nurse license or a license from a compact state with privilege to practice through a compact agreement with the state of Arkansas. **If the Completion RN-to-BSN Program is offered online:** Applicants must have a current unencumbered RN license in the state where they are practicing.

**Course Examination Procedures**

The Department of Nursing requires a cumulative average of “C+” (77%) or above on all major exams to pass nursing courses. It is only after this cumulative 77% or above is achieved that other course grades (i.e. quizzes, papers, presentations) will be calculated into the grade. Students who do not have a cumulative test average of 77% will fail the course. The grade for the course is determined by the total percentage earned as presented in each course syllabus.

Mid-term and final examination dates are scheduled in the course calendar in the syllabus. Students are expected to take the exams on the assigned dates. If circumstances arise that prevent the student from taking the exam, the student must explain the need for the absence prior to the scheduled exam time. Students are required to arrange conferences with the instructor during the semester as needed and prior to mid-term and the end of the semester for evaluation of progress/status in the course.

**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.
ADMISSION REQUIREMENTS FOR RN

EFFECTIVE JANUARY, 2015

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 (NURS 3302), Pathophysiology (NURS 2302), Physical and Health Assessment (NURS 2300), Evidenced Based Practice in Nursing Research (NURS 3304), and Pharmacology in Nursing Practice (NURS 2303) 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-to-BSN student will receive credit for adult Medical Surgical Nursing, Maternal Nursing, Pediatric Nursing, and Psych-Mental Health Nursing through the Arkansas Articulation Model and/or testing. Completion of the General Education courses needed must be completed prior to graduation.

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 content:

- NLN ACE II #015313 for NURS 2506 and NURS 3500
- NLN ACE II #035333 for NURS 3503
- NLN ACE II #025323 (A and B) for NURS 3502 and NURS 3505

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 a 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

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

* 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

<table>
<thead>
<tr>
<th>The RN articulating to:</th>
<th>Baccalaureate Degree in Nursing*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be awarded at least the following number of semester credit hours:</td>
<td>33 semester hours in nursing</td>
</tr>
<tr>
<td>Will be required to complete no more than the following number of semester credit hours:</td>
<td>38 semester hours in nursing</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>&lt; 12 Months After Graduation</th>
<th>&gt; 12 Months After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No testing for articulation required – some programs may require math competency exam for articulation.</td>
<td>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.</td>
</tr>
<tr>
<td>No work experience required – except it may be required for accelerated tracks within programs.</td>
<td>The individual school may require testing if work experience requirement not met.</td>
</tr>
</tbody>
</table>

Abbreviations:
LPN – Licensed Practical Nurse
LPTN – Licensed Psychiatric Technical Nurse
RN – Registered Nurse

Approved by NANEP: September 1992
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. Students must achieve a “C” or better in each nursing course prior to progression to nursing courses in the subsequent semester of the curriculum. Enrollment in a professional level nursing course is limited to two (2) times. Students are unable to progress in the Program if they have failed two (2) nursing courses in the upper division of the Program.

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.
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 ATI 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 nursing course failures (courses with a prefix of “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. If the break in enrollment was due to a suspension, 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 complete 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. Submit all forms, transcript(s) and examination scores to the Admission Committee in the Department of Nursing before October 15\(^{th}\) or March 15\(^{th}\), depending on the semester for which readmission is sought. An evaluation and decision will be made and the student will be notified of his/her admission status in writing.

**Readmission will be denied if:**
1. Cumulative grade point average (CGPA) is below 3.0 in required pre-requisite courses.
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. The student has unsuccessfully completed the readmission process two times.
6. The student has been permanently dismissed from any nursing program.

**WITHDRAWAL**

See University Catalog for withdrawal policies.

**CLASS ATTENDANCE**

The student is required to attend all classes, lab and clinical sessions and 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 (see UAPB Student Handbook). The following guidelines govern absences/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 excited 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 equal one (1) absence.

6. Faculty have the authority to deny admission 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* (current issue) 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.

6. 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.

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. Students must have a 77% test average before any other components of the grade are added to the final grade.

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

Students must satisfactorily meet the objectives in clinical and theory in order to pass the course. Theory components and clinical components within 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 92%</td>
</tr>
<tr>
<td>B</td>
<td>91% - 83%</td>
</tr>
<tr>
<td>C</td>
<td>82% - 75%</td>
</tr>
<tr>
<td>D</td>
<td>74% - 65%</td>
</tr>
<tr>
<td>F</td>
<td>64% AND BELOW</td>
</tr>
</tbody>
</table>

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 if unbound.
3. Assignments will be graded for form and grammar, as well as content.
4. All written work must follow the appropriate edition of 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 will 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 the 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.
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 the need to insure 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 stating time for class or clinical. A total of 4 tardies will be treated as an absence.
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 (HIPPA) of 2003. Violations of HIPPA 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.
4. Ability to learn, think critically, analyze, assess, solve problems, and 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:

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. Michael Bumpers  
Office of Disability Services and Veteran Affairs  
Caldwell Hall, Room 206  
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.


**STUDENT RECORD 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.
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 to 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 devise 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, 2014-2015 and the Department of Nursing Student Handbook 2014-2015).

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.**
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.
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 Standing

Upon request, the Department of Nursing will supply a letter of reference 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 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.
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, 2012-2013 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 Nurse’s 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, 2012-2013 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 personal equipment and supplies, clinical skills supplies, books, transportation, standardized examinations, liability insurance, and graduation fees. The following approximate annual expenses should be anticipated:

<table>
<thead>
<tr>
<th>On Campus</th>
<th>In-State</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$148/credit hour</td>
<td>$337/credit hour</td>
</tr>
<tr>
<td>OnLine</td>
<td>$172/credit hour</td>
<td>$400/credit hour</td>
</tr>
</tbody>
</table>

**Fees**

- Webcourse (Technology fee only) $10.00
- Facility Fee $14.75 per credit hour
- Athletic Fee $16.00 per credit hour
- Transit Fee $1.50 per credit hour
- Technology fee $10 per credit hour
- Activity Fee $48.00 flat rate
- Health Fee $50.00 flat rate
- Lab Fee $35.00 flat rate

**Junior Year**

- 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
- Books .................................................................................................................. Cost Varies
- Liability Insurance (Mandatory) ......................................................................... Cost Varies
- CPR (Mandatory) .................................................................................................. Cost Varies
- SNA (Nursing Organization) ................................................................................ cost varies
- Health Insurance (Mandatory) .............................................................................. cost varies

**Senior Year**

- Pinning Ceremony and Class Pin ........................................................................... $250
- Senior graduation expenses .................................................................................. $100 (price varies)
  (University expenses, class pictures, etc.)
- Books .................................................................................................................. Cost Varies
Comprehensive ..........................................................$69.95
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 1 1/2” 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 students seeking advance placement (See the Articulation Model in reference to nursing employment and testing requirements).

h. A Comprehensive Exit Examination is required of all candidates for graduation and is completed during the senior year at the student’s expense.
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, 2014-2015* 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 124 for RN students.

6. The student must obtain a passing grade of "C" in English 1311, and 1321 or their equivalent. (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 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.
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 though 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:

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.

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:
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.