



THE UNIVERSITY OF
MEMPHIS[®]
Loewenberg College of Nursing

ACADEMIC BULLETIN

Spring 2024

The University of Memphis

nursing.memphis.edu

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Table of Contents

A. GENERAL UNIVERSITY AND COLLEGE INFORMATION.....	1
The University of Memphis.....	1
University Mission, Vision, and Values	1
Accreditation	1
Our President.....	1
University Policies.....	2
Equal Opportunity and Affirmative Action	2
The Loewenberg College of Nursing (LCON)	2
College Mission and Vision.....	3
Accreditation	3
Membership	3
Our Dean	3
Philosophy of Nursing.....	4
Leadership Team.....	5
Program Directors and Coordinators	6
Family, Community, and Health System Science Division Faculty	7
Acute, Chronic, and Continuity Care Division Faculty.....	7
Staff	8
B. GENERAL UNIVERSITY AND COLLEGE POLICIES, PROCEDURES, AND SERVICES	10
UNIVERSITY SERVICES	10
Accounts and Access	10
Health and Wellness.....	10
General Services	11
Other LCON Services	13
Letters of Academic Standing.....	13
Letters of Recommendation.....	13
Requesting Test Scores	14
Composite Photos	14
LCON Communication	14
LCON Website/LMS/Email	14
Communication Roadmap	14
Inclement Weather and Emergencies.....	16

Academic Success.....	16
Children on Campus	17
Nursing Student Activities	18
Undergraduate Students.....	18
Graduate Students.....	18
Sigma Theta Tau International, Beta Theta-at Large Chapter	19
University of Memphis Honors Assembly	20
LCON Scholarship Luncheon	20
LCON Nursing Alumni Association	20
Nursing Fees.....	20
All Students	20
BSN Program Students	21
FNP Concentration Students	21
Executive Leadership MSN (EMSN) Concentration Student Fees	22
LCON Student Ethics and Conduct.....	22
Academic Integrity at the University of Memphis	22
Academic Misconduct.....	22
LCON Code of Ethics	23
Principles of Conduct.....	24
Professional Conduct and Demeanor	25
Client Care and Ethics	26
Client Safety and Confidentiality	27
Undergraduate Nursing Students' Rights and Responsibilities.....	27
Graduate Nursing Students' Rights and Responsibilities.....	27
C. THE BACHELOR OF SCIENCE IN NURSING PROGRAM	28
BSN Program Outcomes	28
BSN Student Learning Outcomes	28
Professional Standards of Nursing Practice and Education	29
General Education Curriculum	33
General Education Policy for Second Baccalaureate Degree Students.....	33
External Requirements for the Baccalaureate Degree.....	34
General Education Requirements and Nursing	34
BSN Curriculum	36
Traditional BSN Curriculum Model.....	36

Accelerated BSN Curriculum Model	38
Online RN-BSN Curriculum Model.....	39
Matrix of BSN Program Outcomes by Level.....	40
AACN Essentials Matrix by Course Number	42
Critical Concepts and Clinical Evaluation.....	43
Critical Concepts.....	43
Student Clinical Evaluations	44
Simulation and Laboratories	45
Academic Success in the BSN Program.....	46
Academic Advising	46
Faculty Advising.....	46
Peer Tutoring.....	47
Peer Mentoring	47
LCON Honors Program Guidelines.....	48
BSN Academic Policies	48
General Education Coursework.....	48
Nursing Course or Program Transfer.....	48
Progression in the Nursing Major.....	49
Withdrawal from Nursing Courses	49
Late/Retroactive Withdrawal	49
Classroom and Didactic Course Expectations.....	50
Student Conduct and Disruptive Behaviors	51
Grading Policy	52
Testing Policy	53
Undergraduate Grade Appeals.....	54
Grade Appeal Procedures	55
Disqualification from the Nursing Major	58
Notification of Dismissal.....	58
Dismissal Appeal Process	58
LCON Intercampus Transfer Guidelines.....	58
Summer Courses.....	59
Incomplete Grades	59
Nursing Standardized Testing	59
National Council Licensure Examination (NCLEX-RN).....	60

Substance Use	60
BSN Clinical Policies.....	60
BSN Health Clearance Requirements	60
Clinical Placements	62
Tennessee Clinical Placement System.....	63
Transportation.....	63
Clinical Practice in Employment Setting	63
Nursing Student Employment	63
Clinical Attendance Policy	63
Clinical Evaluation Policy.....	65
Additional Skills/Health Lab Evaluation Policies	65
Unsatisfactory Clinical Course Grade Prevents Clinical Course Withdrawal	66
Clinical Safety	66
Clinical Professional Dress	67
Clinical Uniform Policy	68
Clinical Supplies Required.....	70
Verbal and Phone Orders	70
Dosage Calculation Policy	70
Dosage Calculation Outcomes – Fall 2023 and Spring 2024 – N2 through N5	70
Dosage Calculation Outcomes – Fall 2023 and Spring 2024 – New Students	71
Dosage Calculation Resources.....	71
Dosage Calculation Assessment	72
RN-BSN Program Policies	73
Prior Learning Experience	73
Prior Learning Assessment Portfolio.....	76
RN-BSN Precepted Clinical Experiences	77
D. THE MASTER OF SCIENCE IN NURSING PROGRAM	79
MSN Program Outcomes.....	79
Professional Standards of Nursing Practice and Education	79
Matrix of MSN Program Outcomes by Level.....	82
MSN Curriculum.....	83
Executive Leadership MSN Curriculum	83
Nursing Education MSN Curriculum	84
Family Nurse Practitioner MSN Curriculum	85

Post Graduate Certificates.....	86
Post Graduate Certificate – Executive Leadership Curriculum	86
Post Graduate Certificate – Nursing Education Curriculum	87
Post Graduate Certificate – Family Nurse Practitioner Curriculum	87
MSN Academic Policies	89
Admissions	89
General MSN Program Requirements	89
General MSN Program Policies	90
Graduation Requirements - Admission to Candidacy	95
Classroom and Didactic Course Expectations.....	96
Grading Policies.....	98
Testing Policy	99
Grading Policies for Competency Performance Evaluations	99
Graduate Grade Appeals.....	100
Academic Performance Retention Appeals	103
MSN Clinical Policies	105
Core Performance Standards for Clinical Courses	105
Clinical Practicum Health Clearance Requirements	106
Health Insurance.....	107
General Clinical Policies	107
Clinical/Residency Attendance	108
Clinical/Residency Dress Code.....	108
Advanced Practice Residency	109
Grading Policy for Clinical Nursing Courses	109
Transportation.....	109
Substance Use	109
Clinical Safety	109
E. The Doctor of Philosophy (PhD) in Nursing Program.....	112
Overview of the PhD Program	112
PhD Program Outcomes.....	112
Health Equity Research	112
The PhD Program.....	113
Admission Policies	114
Admission Requirements.....	114

Admission Process	115
Transfer Credit Evaluation	115
PhD Program Curriculum	116
Research Requirements	121
Credit Load	121
Progression and Retention.....	121
Timetables for Completion of Degree Requirements	122
Qualifying (Comprehensive) Examination	122
Overview.....	122
Eligibility Requirements	123
Timeline for PhD Qualifying Examination	123
Preparation for the Qualifying/Comprehensive Examination	124
Written Examination Component	124
Oral Examination Component.....	124
Evaluation.....	124
Academic Integrity	124
Dissertation	125
Getting Started.....	125
Composition of Dissertation Committee.....	125
Dissertation Committee and Chair	126
Process and Responsibilities	126
Dissertation Proposal.....	127
Dissertation Guidelines.....	127
Oral Defense of Dissertation.....	128
Graduation Requirements.....	129
Assistantships and Financial Support	129
Academic Conduct.....	130
Training in the Responsible Conduct of Research	130
Withdrawing from the Program and Leave of Absence	131
LCON Annual Progress Report for PhD Students.....	132
Appendix A. LCON Substance Use/Misuse Policy	133
A. Substance Use/Misuse Education	133
B. Testing for Cause	133
C. Drug Testing Procedure	134

D. Controlled Medications and Alcohol	134
E. Identification	134
F. Documentation.....	136
G. Inspection of Students and Their Property	137
H. Off-Campus Arrests or Convictions	137
I. Intervention	137
J. Treatment.....	138
K. Reentry to the College of Nursing.....	138
L. Dismissal from the College of Nursing	139
M. Due Process	139
Appendix B. LCON Substance Use/Misuse Procedure Form.....	140
Appendix C. LCON Substance Use/Misuse Faculty Procedure	141
Appendix D. Faculty Report of Substance Use or Misuse Form	142
Appendix E. Student Wellness Contract.....	143

A. GENERAL UNIVERSITY AND COLLEGE INFORMATION

The University of Memphis

The University of Memphis began as West Tennessee State Normal School founded in 1912. In 1925, the college's name changed to West Tennessee State Teachers College. In 1941, the college became Memphis State College and in 1957 the Tennessee State Legislature designated Memphis State a full university. To reflect the relationship of the University to the City of Memphis, the name was changed from Memphis State University to The University of Memphis in 1994.

The University provides high quality and accessible higher education to over 21,000 students annually. The university has 13 schools and colleges, 25 endowed Chairs of Excellence, 26 doctoral programs, and awards more than 4,500 degrees annually. The University is a major research institution (Carnegie R1) and draws on the strengths and challenges of its urban setting to address relevant issues and needs of local, state, national, and global communities.

University Mission, Vision, and Values

The University's mission states: "We provide the highest quality education by focusing on research and service benefiting local and global communities." The University's vision is that "The University of Memphis is an internationally recognized, urban public research university preparing students for success in a diverse, innovative, global environment." The University's values include accountability, collaboration, diversity and inclusion, innovation, service, and student success.

Accreditation

The University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, first professional, master's, educational specialist, doctoral degrees, and graduate certificates. Questions about the accreditation of the University of Memphis may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Our President

Dr. Bill Hardgrave was named the 13th President of the University of Memphis on November 9, 2021, and began his tenure on April 1, 2022. Dr. Hardgrave is committed to ensuring the University is among the top-tier institutions academically, in research, and athletics, while also remaining a national leader in providing opportunities and a welcoming environment for all.

University Policies

University policies apply to all University stakeholders, including students, faculty, employees, volunteers, fellows, administrators, and the Board of Trustees. University policies apply to all activities of the University regardless of campus or location. All policies of the Loewenberg College of Nursing are in harmony with the policies of the University while enhancing the structure and function of a professional, clinical program. If issues of congruence arise between University policies and college policies, the policies of the University will always take precedence.

Equal Opportunity and Affirmative Action

The University of Memphis does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs, and activities sponsored by the University of Memphis. The Office for Institutional Equity has been designated to handle inquiries regarding non-discrimination policies. For more information, visit The University of Memphis [Equal Opportunity and Affirmative Action](#).

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." (20 U.S.C. § 1681). To learn more, visit [Title IX and Sexual Misconduct](#).

The Loewenberg College of Nursing (LCON)

Nursing at the University began in 1967 as an independent department offering an associate degree in nursing. In 1978 the department admitted the first students into its RN to BSN program. In 1984, the Department of Nursing was granted school status under the direction of its first dean, Dr. Norma Long. Dr. Long served until her retirement in 1990. She was instrumental in establishing a relationship with the Loewenberg family of Memphis, leading them to establish the William A. and Ruth F. Loewenberg Chair of Excellence in Nursing in 1988, which led to the establishment of the Loewenberg School of Nursing (LSON). In 1989, the LSON admitted its first generic baccalaureate students, with the first class graduating in 1992. Dr. Lillian "Toni" Bargagliotti served as the second dean, from 1992 to 2005. Under her direction, the LSON initiated its MSN program with three concentrations, family nurse practitioner, nursing administration, and nursing education. She also participated in a statewide consortium regarding the Regents Online Degree Program in the State of Tennessee.

Dr. Marjorie Luttrell served as the third dean of the LSON, from 2005 until her retirement in 2010. She led the school through a tremendous period of growth, including the addition of the Executive Leadership MSN in 2008. Dr. Luttrell was the first to integrate technology into the nursing curriculum and realized the importance of making computers accessible to faculty, staff, and students. Technology integration remains a strategic effort for the College today. Under the direction of our immediate past dean, Dr. Lin Zhan, the fourth dean of the college who served from 2010-2022, the college saw its Lambuth campus admit its first nursing students in 2012, with the first cohort graduating in December 2014; the school moved into its new home on the university's south campus, the Community Health Building in 2015; the school became the Loewenberg College of Nursing (LCON) during the academic year 2015-2016; and the college launched a Doctor of Philosophy (Ph.D.) in Nursing program in 2019, with the first graduates completing in Spring 2023.

Currently, the LCON offers the following programs: Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Graduate Certificates, and a Ph.D. in Nursing program. The BSN prelicensure programs (traditional and accelerated) are offered on-ground and post-licensure (RN-BSN) curricula are offered fully online on both the Memphis and Lambuth campuses. The MSN curricula are offered fully online with clinical requirements for the Family Nurse Practitioner, Executive Leadership, and Education concentrations. Graduate certificates are also offered in all three concentrations. The Ph.D. program curriculum is also offered fully online.

College Mission and Vision

LCON's mission is to produce nurse leaders, scholars, and innovative research to promote health in our global society. LCON's vision is to be transformative leaders in nursing education, practice, and science through the advancement of health equity.

Accreditation

The baccalaureate degree program, master's degree program, and post-graduate certificates in nursing at The University of Memphis, Loewenberg College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. The Ph.D. program was approved by the Tennessee Higher Education Commission in May 2018.

Membership

The Loewenberg College of Nursing holds agency membership in the American Association of Colleges of Nursing and the National League for Nursing.

Our Dean

Dr. Linda Haddad became the fifth dean of LCON on August 1, 2022. Dr. Haddad was previously an Irwin Belk distinguished professor and director of the School of Nursing at

the University of North Carolina Wilmington (UNCW). Before joining UNCW, Dr. Haddad served as the associate dean for academic affairs at the University of Florida College of Nursing, the dean of the Faculty of Nursing at the Jordan University of Science and Technology (JUST), the director of the World Health Organization Collaborating Center for Health and Development, and the deputy director of the JUST-affiliated King Abdullah University Hospital.

A native of Jordan, she has extensive experience with international health initiatives through consulting and working on projects to help train medical professionals and improve community health in the Middle East. She is a productive scholar with an extensive portfolio of publications and grant awards. Her research focuses on tobacco cessation among minority groups, and her background is in community and public health nursing.

Dr. Haddad is a fellow of the American Academy of Nursing and a member of the Society on Research for Nicotine and Tobacco, Sigma Theta Tau International, and the Board of Commissioners for the National League for Nursing Commission for Nursing Education Accreditation. Dr. Haddad earned a Doctor of Philosophy in nursing from the University of Maryland, a Master of Nursing Science from the University of Pennsylvania, and a Bachelor of Science in Nursing from Jordan University.

Philosophy of Nursing

The faculty of the Loewenberg College of Nursing support the goals and purposes of The University of Memphis by providing a professional educational program that is based upon a strong foundation in the liberal arts and sciences.

The faculty believe that learning is a lifelong process that involves change as a result of experiences. Faculty are responsible for planning, implementing, and evaluating a curriculum that is responsive to the needs of the learner, the profession and a diverse community of interest.

The nursing curriculum is developed within the shared beliefs of the faculty regarding Person, Environment, Health, and Nursing.

The faculty holds the following beliefs concerning the nursing metaparadigm:

Person

The person is a diverse and complex being. Any form of change that affects an aspect of the person can also affect other aspects which can potentially influence well-being. The person constantly strives to adapt to change to maintain equilibrium or wellness. Through positive resolution, improved problem-solving, and coping skills, the person can function independently with others. From birth to death, the person is socialized to roles in groups including families, communities, and society.

Environment

The environment consists of all elements external to the person. The person and environment continuously interact which results in change. The person's health is influenced by elements in the environment such as language and culture. Professional nurses practice in diverse settings in provider and designer, manager of care roles. Advanced practice nurses provide direct primary care and administer the tools of critical thinking and communication to identify and understand the factors within the environment that influence the goals of nursing. The environment influences the practice of professional and advanced practice nursing. Using critical thinking the professional nurse can identify factors within diverse settings and facilitate the development of more therapeutic environments of care for restoration, rehabilitation, and health promotion of clients.

Health

Health is a balanced state of well-being, maintained through adaptation to the environment. The healthy person functions as an integrated being, maximizing personal potential within the environment. The person's health is threatened when the ability to adapt fails. This ability is influenced by physical, physiological, psychosocial, cultural, and spiritual factors.

Nursing

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations.

Adopted from:

American Nurses Association (2010). *Nursing's social policy statement. The essence of the profession.* Washington, DC: Author.

Leadership Team

Linda Haddad
Dean and Professor

Brad Harrell
Interim Associate Dean for Academic Programs
Assistant Dean of Nursing – Lambuth
Clinical Professor

Leanne Lefler
Associate Dean for Research

Chair of Excellence
Professor

Jeremy Whittaker
Associate Dean for Student Success

Gloria Carr
Division Director – Acute, Chronic, and Continuity Care
Associate Professor

Jill Dapremont
Division Director – Family, Community, and Health System Science
Professor

M. Danielle Gunter
Director of Clinical Affairs
Clinical Associate Professor

Christie Cavallo
Director of Simulation
Clinical Assistant Professor

Enrika Roberts
Director of Administration

Joe Brandenburg
Director of Development

Program Directors and Coordinators

Linda Billings
Director of Undergraduate Licensure and Achievement
Clinical Associate Professor

Tracy Collins
FNP Concentration Director
Clinical Professor

Joy Hoffman
Director of BSN Program
Clinical Professor

Kerri Kitchen
Lambuth Campus Coordinator
Clinical Assistant Professor

Tracey Power

RN-BSN Program Coordinator
Clinical Associate Professor

Jason Sasser

Director of MSN Program
Nursing Education Director
Interim Executive Leadership Director
Clinical Professor

Genae Strong

PhD Program Director
Professor

Family, Community, and Health System Science Division Faculty

Dapremont, Jill	Professor, Division Director
Adkins, Rebecca	Clinical Associate Professor
Alzyoud, Fatima	Assistant Professor
Billings, Linda	Clinical Associate Professor
Bolden, Tamika	Clinical Assistant Professor
Coleman, Ashanti	Clinical Assistant Professor
Collins, Tracy	Clinical Professor
Cooley, Dama	Clinical Assistant Professor
Didier, Cherie	Clinical Assistant Professor
El Hajj, Dana	Assistant Professor
Geater, Kristin	Clinical Assistant Professor
Gunter, M. Danielle	Clinical Associate Professor
Gray, Marissa	Assistant Professor
Haddad, Linda	Professor
LaBarre-Powell, Stacey	Clinical Assistant Professor
McGowen, Candace	Clinical Associate Professor
Mitchell, Helen	Clinical Assistant Professor
Moore, Betsy	Clinical Assistant Professor
Oigbokie, Angela	Clinical Associate Professor
Papraniku, Shkendie	Clinical Associate Professor
Perry, Felesha	Clinical Associate Professor
Pleshkan, Viktoriya	Assistant Professor
Robertson, Tasma	Clinical Assistant Professor
Strong, Genae	Professor
Taylor, Meghan	Clinical Assistant Professor
Wake, Amy	Clinical Assistant Professor
Wilson, Janye	Clinical Assistant Professor

Acute, Chronic, and Continuity Care Division Faculty

Carr, Gloria	Associate Professor, Division Director
Alexander, Erin	Clinical Assistant Professor
Augusta, Tracie	Assistant Professor
Buford, Jacqueline	Clinical Associate Professor
Byars, Culeta	Clinical Assistant Professor
Calhoun, Samantha	Clinical Assistant Professor
Cavallo, Christie	Clinical Assistant Professor
Flemmons, Yolanda	Clinical Assistant Professor
Harrell, Brad	Clinical Professor
Harris, Lacey	Clinical Assistant Professor
Hoffman, Joy	Clinical Professor
Howard, Sheri	Assistant Professor
Jacobs, Melanie	Clinical Associate Professor
Kitchen, Kerri	Clinical Assistant Professor
Knappier, Nathan	Clinical Associate Professor
Lee, Sohye	Associate Professor
Lefler, Leanne	Professor
Litano, R. Kaye	Clinical Associate Professor
Luckey, Amy	Clinical Associate Professor
Mary, Annapoorna	Associate Professor
Morris, Renee	Clinical Associate Professor
Palmer, Paulette	Clinical Associate Professor
Patrick-Lewis, Kristy	Clinical Assistant Professor
Power, Tracey	Clinical Associate Professor
Reifsnider, Machell	Clinical Assistant Professor
Sasser, Jason	Clinical Professor
Shoaff, Melissa	Clinical Assistant Professor
Umberger, Reba	Associate Professor

Staff

Brisco, Ashley	Administrative Associate II/Assistant to the Dean
Burton, Jeri	Administrative Assistant I
Craven, Kate	Administrative Associate I
Crews, Lindsay	Business Officer II
DeJarnett, Alex	Academic Advisor II
Fortney, Brenda	Undergraduate Clinical Placement Coordinator
Gordon, Riley	Graduate Clinical Placement Coordinator
Jacques, Angelica	Academic Success Advisor
Johnson, Kendra	Administrative Associate II/Assistant to the Associate Dean for Academic Programs and the Associate Dean for Student Success
Judson, Mary	Assistant Director, Marketing and Communications
Kallaher, Dawn	Laboratory Manager, Memphis
Lindsey, Cynthia	Administrative Associate I/Assistant to the Assistant Dean at Lambuth

Neal, Norma
Reeves, Brian
Riels, Scott

Robertson, Enrika
Schroeder, Leila

Yang, Ying

Academic Services Coordinator II
Laboratory Manager, Lambuth
Administrative Associate I/Assistant to the Associate
Dean for Research
Director of Administration
Academic Services Coordinator II – Graduate
Programs
Research and Data Analyst I

B. GENERAL UNIVERSITY AND COLLEGE POLICIES, PROCEDURES, AND SERVICES

UNIVERSITY SERVICES

Accounts and Access

University ID Card

The University issues each student an identification card that bears the student's name and image referred to as the campus card. [Identification cards](#) can be obtained at 115 Wilder Tower for the Memphis campus and 109 Varnell-Jones for the Lambuth campus.

Parking Permits

Parking permits can be obtained from the [Parking Office](#) located at 120 Zach Curlin Parking Garage. All students, staff, faculty, and visitors must display a parking permit while parking in any campus lot at either campus. One-day parking permits can be purchased online and visitor passes may be arranged through the LCON administrative assistant.

Management of Personal Account Information

Students may manage their University of Memphis account information through the University's iAM Account Identity Management system by going to Current Students on the U of M main menu. Directions and information are available through the [myMemphis](#) portal.

Email

New students receive an account activation code with their U of M acceptance letter which can be used to create and manage all accounts using the [ID Management system](#). All formal communication from LCON to students will be through the U of M email account.

Health and Wellness

Counseling Services

Confidential psychological and personal counseling services are available without fee to all registered students through the [Counseling Center](#). The main office is located on the Memphis Campus in Wilder Tower, Room 214, (901) 678-2068. Both individual and group counseling are available. Virtual appointments are available for all students, including students at the Lambuth campus. Lambuth students may also contact the Lambuth Office of Student Services at (731) 425-1951 for support needs.

Health Center

[The Health Center](#), located at the corner of DeSoto and University, is open from 8:00 a.m. to 4:30 p.m. Monday through Friday and is available to all students of the University. The major emphasis is on the diagnosis and treatment of short-term acute, episodic medical illness on an outpatient basis. All students must present a valid University Identification card except in cases of extreme emergency. The Health Center may provide some health services for pre-admission health requirements when an LCON health form is presented. The Lambuth campus partners with the Health Center on the Memphis campus to offer student health services such as basic screening, testing, and vaccines regularly. Opportunities will be announced through university communication channels when offered.

General Services

Tiger-Lan Laboratory

There are numerous TigerLAN Computer Labs located across the Memphis and Lambuth campuses. Click [here](#) for a list of the labs and the computers.

Educational Support Program

Academic assistance with coursework is available through the [Educational Support Programs](#), which is housed in Mitchell Hall, Room 217, (901) 678-2704. The Educational Support Program offers assistance with study skills, test-taking skills, test anxiety, writing assistance, and individual and group tutoring.

At the Lambuth campus, educational support is provided through the Lambuth Learning Center (LLC). Sessions are available for classroom presentations or as a workshop with faculty support. The LLC is located at Wilder Student Union Lower Level 4A, Appointments can be made by contacting the office at (731) 425-7398.

Disability Services

[Disability Resources for Students \(DRS\)](#), located in Wilder Tower, Room 110, (901) 678-2880 on the Memphis campus and Wilder Student Union, Room 4H, (731) 425-1906 on the Lambuth Campus, provides information and support services that enable students with disabilities to take full advantage of the educational opportunities at The University of Memphis. Specific services are determined individually and are based on functional limitations caused by disability. Reasonable and appropriate accommodations will be provided to students with disabilities that present a memo from DRS. Students who request disability accommodations without a memo will be referred to DRS. Students will receive accommodations after faculty receive notification from DRS with the specified accommodations. Accommodations will not be instituted retroactively.

University Libraries

The University of Memphis University Libraries serve the faculty and students of the Loewenberg College of Nursing. All students should attend a library orientation before beginning nursing coursework. The library houses several indices frequently used by nursing students, including electronic access to the Cumulative Index for Nursing and Allied Health Literature (CINAHL), Medline, OVID, and the Health Reference Center Academic. These databases are available to all students via the library [website](#). To access these databases from off-campus, students must have a university computer account. Off-campus access requires students to authenticate using their username and password. The library is a designated government repository and houses a complete set of government documents. In addition to the books, journals, and documents, other library resources are available through inter-library loans.

The Health Science Library is located on the second floor of the Community Health Building. In this library, individual study rooms and small group study rooms are also available. The state-of-the-art design makes library learning and studying conducive.

The Lambuth Campus Library is located on the main level and second and third floors of the L. L. Gobbel building.

Center for Writing and Communication

The [Center for Writing and Communication \(CWC\)](#), located on the first floor of Ned R. McWherter Library, is a combined writing and speaking center that offers free, one-on-one consultation with a trained staff comprised of graduate students from the departments of English and Communication Studies. They are available to offer students feedback on their writing and speaking assignments at any stage in the process. Students can schedule an appointment online or drop by the CWC. Lambuth students can access online writing assistance through the [Center for Writing and Communication](#).

Veterans and Military Student Services

The University of Memphis [Veterans & Military Student Services](#) assists veterans, service members, and their families with the transition from a military environment into a positive academic community in pursuit of professional and personal development by connecting students to expert support services and tools to enhance academic and professional success.

Army, Navy, and Air Force ROTC

Army, Navy, and Air Force ROTCs are available for students in the Loewenberg College of Nursing through the Department of Military Science at the U of M (Army), Department of Naval Science (Navy), and the Department of Aerospace (Air Force) Studies. Completion of these programs leads to a commission as an officer in the respective

Nurse Corps. Students wishing to take advantage of this opportunity should contact one of these university departments.

Student Employment

College work-study is available to financially qualified students through the Office of Financial Aid in Wilder Tower. Additionally, after the first semester of nursing study, students may obtain employment as a patient care assistant in any one of the wide varieties of clinical settings in the Memphis and Jackson areas. Students may be employed as nurse externs when they are in senior-level nursing courses.

Graduate students may serve as graduate assistants (GAs). GAs may serve as clinical instructors, work within the LCON Simulation Center, or support academic programs, research, or student success initiatives within the College.

Career Support Services

The university offers career support services for students and alumni, including pre-graduation internships. [Career Services](#) office hours are Monday through Friday, 8:00 am to 4:30 pm, and their phone number is 901-678-2239. Student career services are currently provided virtually for students at both campuses, with appointments with a career specialist made through [TigerLink powered by Handshake](#).

Multi-Cultural Opportunities

In addition to the many cultural opportunities in the Memphis and Jackson regions, the University provides concerts, lectures, plays, art exhibits, sports, and other activities. The Office of Multicultural Affairs [website](#) lists many available opportunities.

Other LCON Services

Letters of Academic Standing

In most cases, the official transcript copy will indicate the academic standing of current and former students. Specific letters of academic standing or academic nursing program standing may be requested by submitting an [online request](#).

Letters of Recommendation

Employment recommendations are provided to those students who are in good academic standing at LCON. Should the student's academic standing change, it is the responsibility of the student to notify the employing clinical agency. All employment recommendations from LCON require the student to permit the LCON and the employing agency to release to each other any student information that is relevant to safe patient care and the safe nursing practice of the student.

Because a letter of recommendation may include information from the student's academic record and because the letter itself is considered part of the student's academic record, LCON follows the University Registrar Policy for [Letters of Recommendation](#).

Requesting Test Scores

All test results, assignment results, and final examination grades will be posted within the course in the LMS and Banner. Scores or grades may not be released via telephone or email.

Composite Photos

Each graduating class of students at LCON is recognized by a composite portrait of each student in academic regalia, which permanently hangs at LCON in the Community Health Building on the Memphis campus and Sprague Hall on the Lambuth campus. All graduating students are encouraged to complete their composite pictures. Information concerning dates and locations of composite pictures is widely disseminated.

LCON Communication

LCON Website/LMS/Email

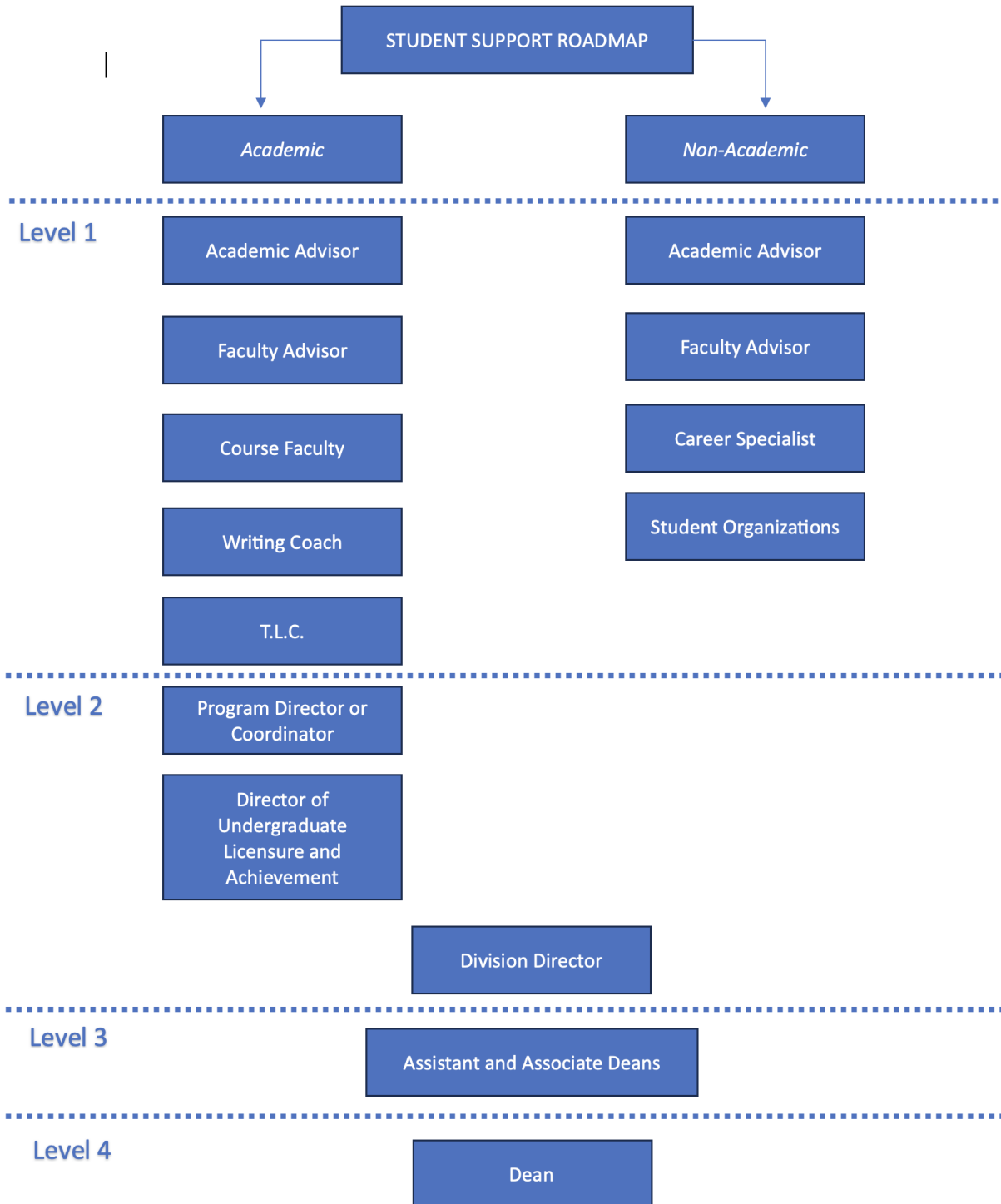
The LCON website (<https://www.memphis.edu/nursing/index.php>) serves as a means of communication between the LCON administration, staff, faculty, students, alumni, and the community. Syllabi, textbooks, orientation, and other important class or program information will be posted in the LMS. There are bulletin boards and audiovisual screens located throughout the nursing buildings (Community Health Building at Memphis and Sprague Hall at Lambuth). Students are encouraged to check these boards regularly.

Keeping up with changes or news from the University of Memphis and LCON is the responsibility of the student. To help us communicate more effectively, the University provides electronic mail resources. Email is the official means of communication for the University of Memphis.

Communication Roadmap

The LCON Communication Roadmap is the expected process (Figure B-1) for student communication and seeking support at the LCON. For specific course or clinical issues, the student should always first go to the course faculty or clinical instructor. For problems that are not resolved at the course level, the student should then go to the program director or coordinator, followed by the assistant and associate deans for issues that the program director or coordinator is not able to address. The last level of communication to resolve matters within the college is with the dean.

Figure B-1
LCON Student Support Roadmap



Incident Weather and Emergencies

Emergency Notifications

The University of Memphis Office of Crisis Management is responsible for developing and implementing programs and projects in emergency planning, training, response, and recovery. The University of Memphis will use **UofM Alert** powered by Everbridge to make sure you know about issues that may affect your safety. This system allows the UofM to contact thousands of campus community members in seconds so you can find out about an emergency right away. More information on downloading the Everbridge app is found on this [website](#).

Incident Weather and Emergency Closings

The University's official number to call for closing is 901-678-0888. The university reports closings via multiple media and social media outlets, apps, and websites. The university's various locations may be affected individually. Outlets about emergency closings are listed on this [website](#).

Disaster Planning

While it is not feasible to have a disaster plan that applies to every disaster that can occur, some general guidelines are instructive. Memphis and Jackson are in geographic locations that experience tornadoes, floods, and a major earthquake fault. Any natural disaster that disrupts communication or travel creating a serious state of emergency is one that we do not want to worsen by using the telephone or traveling. Clinical courses will not meet in those circumstances. Please do not make phone calls that further disrupt communication to inquire about a clinical course, a scheduled test, or any nursing class. During the event of a natural disaster while in the clinical setting, the student should follow the facility guidelines and instructions from their clinical faculty. Additional information concerning the university's disaster planning is found on the Office of Crisis Management's [website](#).

Academic Success

The LCON dean, faculty, and staff support your academic success. We share a few tips for the successful completion of your degree.

- *Review your course syllabus/outline/calendar.* The syllabus is your guide for each course. At the beginning of each semester, carefully read your syllabus taking note of course/class outcomes, assignments, exams, and important dates. Check the syllabus before each class for required readings and an overview of each day's assignments. If you have questions about the syllabus, be sure to ask your professor.

- *Be prepared for class.* One of the most important things you can do to prepare for class is read. You should read the required content before class and familiarize yourself with key terms. Take notes from your reading assignments. Once you finish reading, write down a list of questions to ask in class, highlighting things that are unclear or difficult to understand.
- *Be prepared for clinical.* A key factor in clinical preparation is clinical orientation. Therefore, be sure to attend orientation because this is your opportunity to familiarize yourself with the clinical site and ask questions. Arrive at clinical with all your necessary supplies and assignments and most importantly a positive attitude. Introduce yourselves to the members of the healthcare team and take advantage of learning opportunities that present themselves throughout your day.
- *Study effectively.* You should also review course material following class. Carefully compare class notes to your reading materials and other classmates' notes. As a rule of thumb, most professors suggest students spend a minimum of two hours per week studying for each credit hour. The most common reason for course failure is not being able to balance outside employment and study time. Therefore, students with less than a 3.0 cumulative grade point average in nursing courses are strongly discouraged from work or activities that take away from studying.
- *Utilize your resources.* The university and LCON provide many resources to assist students. These can include things such as writing coaches, tutors, disability support services, test-taking strategies, counseling, and much more. It is important that you seek assistance when needed and access and utilize the resources available to you.
- *Establish meaningful relationships.* Academic success in nursing is further enhanced through participation in university and college activities with faculty and peers. You are strongly encouraged to actively participate in university and LCON groups and organizations. This provides an opportunity to socialize with peers, relieve stress, improve time management skills, explore diverse interests, and create a well-rounded educational experience.

Children on Campus

The University of Memphis campus grounds and infrastructure are designed to provide an environment conducive to academic and occupational activities performed by students and employees. For reasons that include safety as well as disruption of academic pursuits, operations, and services, the University cannot routinely accommodate minor children in campus workplaces, classrooms, or unsupervised circumstances on campus. At the same time, the University desires to encourage safe, supervised campus visitations by young people to make decisions about their academic future; attending music classes, educational, cultural, or sporting events, and camps; and authorized use of certain facilities such as the Campus Recreation Center.

Due to safety and health hazards, some areas are totally off limits to children, regardless of supervision by a responsible adult. These areas include, but are not limited to student computer labs, teaching laboratories where chemicals are present, and the fountain on the Student Activities Plaza (see the University's Policy HR5063 for a complete list of locations).

Nursing Student Activities

Students at LCON are encouraged to participate in all campus activities and to become actively involved in campus life.

Undergraduate Students

Student Nurses' Association

All students are encouraged to be members of the LCON Student Nurses' Association (SNA). SNA is the pre-professional organization in nursing. The chapters at both the Memphis and Lambuth campuses for the University of Memphis are constituent members of the [Tennessee Student Nurses' Association \(TSNA\)](#) and [National Student Nurses' Association \(NSNA\)](#), and LCON students may join TSNA/NSNA for an additional membership fee. In addition to campus activities conducted by the SNA, students also select representatives from the LCON SNA chapter as delegates to state, regional, and national conventions each year. SNA participation prepares students for teamwork, leadership, building professional relationships, reaching out to help and serve, and advocating for professional nursing.

Participation in TSNA/NSNA

All members of LCON's SNA are encouraged to become members of TSNA/NSNA. These members receive copies of Imprint, the journal of the NSNA, and may be eligible for additional scholarships through NSNA. Members of TSNA/NSNA are also eligible to participate in TSNA and NSNA events, including annual conventions, and run for office or participate on committees of TSNA and NSNA. Students meeting the following criteria may be eligible to attend TSNA and NSNA conventions.

1. Cumulative grade point average of 3.0 or above.
2. Permission from faculty of nursing courses, granted to students making satisfactory progress in the course (85% or higher on all tests and assignments and satisfactory/developing on clinical evaluations). Students should complete the Practicum Leave of Absence Request form and submit it to their faculty for approval, and then to their program director or coordinator.

Graduate Students

Graduate Student Nurses' Association

All master's and doctoral students are encouraged to be members of the LCON Graduate Student Nurses' Association (GSNA). GSNA prepares advanced nursing students for teamwork, leadership, building professional relationships, reaching out to help and serve, and advocating for professional nursing.

University of Memphis Graduate Student Association

The [Graduate Student Association \(GSA\)](#) is an official student organization of the University of Memphis. The GSA exists to serve the needs of, advocate for the interests of, and foster collaboration among graduate and professional students. The GSA creates new programs and initiatives to provide growth and interaction opportunities for all graduate students as well as communicate with UofM administration and faculty on behalf of graduate students. Some of its activities include providing research and travel funding, organizing professional development seminars, co-facilitating the Student Research Forum, and collaborating with the SGA.

All enrolled graduate students are automatically members of the GSA. All graduate students are encouraged to participate in GSA discussions and activities and may serve on GSA committees and working groups.

Sigma Theta Tau International, Beta Theta-at Large Chapter

Sigma Theta Tau International (STTI) is the international honor society for nursing. Membership is by invitation only and is an honor. Junior and senior baccalaureate and graduate students in nursing who have demonstrated excellence in their nursing education and who meet STTI eligibility criteria are invited into the honor society. All students are encouraged to attend events sponsored by [Sigma Theta Tau, Beta Theta-at Large Chapter](#) as well as regional, national, and international Research Symposia of STTI.

Undergraduate Students must:

- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of the graduating class; and
- display academic integrity.

Registered Nurse Students must:

- have completed 12 credit hours at current school;
- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of graduating class; and
- display academic integrity.

Graduate Students must:

- have completed ¼ of the nursing curriculum;
- achieve academic excellence (at schools where a 4.0-grade point average system is used, this equates to a 3.5 or higher); and
- meet the expectation of academic integrity.

Inductions occur twice a year at the end of the fall and spring semesters. Qualification criteria must be met at the beginning of the fall or spring semester to be considered for the invitation to join.

University of Memphis Honors Assembly

Each spring semester, select nursing students are honored at the University of Memphis Honors Assembly. Students receiving awards are encouraged to invite their families to this prestigious University ceremony.

LCON Scholarship Luncheon

Each spring semester, LCON hosts a scholarship luncheon to recognize recipients of nursing scholarships. The program also recognizes and shows appreciation to the donors who generously help relieve the financial burden of nursing students. All scholarship recipients are encouraged to attend.

LCON Nursing Alumni Association

All graduates of the LCON are eligible members of the [LCON Alumni Association](#). Alumni meet periodically to plan events for students and alumni.

Nursing Fees

Nursing students are assessed the following fees.

All Students

Academic Course Fee

All students pay an academic course fee of \$35 per credit hour for all courses. These funds help cover general academic instruction operations, including classroom and online technologies and the support for such.

Malpractice and Liability Insurance

All students are required to have malpractice insurance in effect. Because the College can obtain malpractice insurance using group rates at a less expensive price than can individual students, all nursing students (undergraduate and graduate) pay a fee of \$7 per semester for insurance and are not required to purchase a separate policy.

Health Data and Background Check Database

All students are required to complete a health screening review, including a review of immunizations, background checks, and drug screening as applicable for clinical placements. Fees are based on the program and the type of service required. The current fees for the academic year are available through the Director of Clinical Affairs.

BSN Program Students

Testing Fees

Students enrolled in nursing theory courses are assessed a \$140 fee for the cost of the platform used to administer tests during the program.

Clinical Practicum Fees

Because of the low student-faculty ratio in all clinical nursing courses, students are assessed a clinical course fee of \$60 for each practicum course.

Materials Fees

Due to the high volume and cost of materials used in simulation laboratory courses, students are charged a \$122 materials fee for Health Assessment Lab and a \$244 materials fee for Foundational Nursing Skills.

FNP Concentration Students

Nursing Health Assessment Fee

To pay for supplies used in the LCON simulation center. Courses such as advanced health assessment and special procedures have a laboratory fee of \$275 assessed for each student.

Clinical Practicum Fees

Because of the low student-faculty ratio in all clinical nursing courses, students are assessed a clinical course fee of \$30 for each practicum course.

Nursing Exam Fees

Students enrolled in their final clinical residency which uses a standardized achievement test are assessed a \$94 fee for the cost of the test.

Typhon

All incoming students are required to purchase Typhon for health data and case management. Information for access is provided in the admission packet.

Executive Leadership MSN (EMSN) Concentration Student Fees

All students in the EMSN concentration pay a flat fee per course of \$835. The fees cover textbooks, intensives, and two leadership conferences throughout the program.

LCON Student Ethics and Conduct

Academic Integrity at the University of Memphis

Students enrolled in LCON are expected to abide by the [Code of Student Rights and Responsibilities](#) of the University of Memphis. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the [University of Memphis Office of Student Accountability \(OSA\)](#).

Academic Misconduct

Academic Misconduct consists of plagiarism, cheating, and fabrication and is defined by the University (University of Memphis, [Code of Student Rights and Responsibilities](#)):

1. Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution.
2. Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.
3. Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise

All written assignments submitted to any class should be the student's original work. When using ideas and/or words from other persons, the student must reference them in the appropriate format. Anything less constitutes plagiarism.

LCON will not tolerate any form of plagiarism, cheating, fabrication, or other types of academic dishonesty and is obligated to take serious actions through university channels in these circumstances. Academic misconduct is harmful to the community of nursing and is a serious allegation.

Other examples/types of academic misconduct include but are not limited to:

1. Falsification of any record (including patient care) and/or the documentation of nursing care that was not provided will result in an immediate failure of the nursing course.

2. Any issue of academic misconduct or dishonesty relating to the nursing program, in the preparation of papers or projects, in any coursework, and/or in any clinical practicum or lab may fail the course and dismissal from the program.
3. Any deliberate action that is designed to harm another student's progress or course of study.
4. Any student who tampers with the academic records, clinical evaluations, tests, projects, or papers/property of another student.
5. Any deliberate action (either of omission or commission) concerning the misrepresentation of licensure or certification or of courses completed.

As described in The University of Memphis [Code of Student Rights and Responsibilities](#), faculty members who have good cause to believe that a student has engaged in academic misconduct follow the [OSA process](#). In collaboration with the OSA, the college may determine collaborative resolutions. The college, offering multiple professional programs aligning with professional and regulatory standards, may determine solitary or additional resolutions including assignment and/or course failure and program disqualification.

The term "cheating" includes, but is not limited to the following and applies to all learning environments:

- using any unauthorized assistance (verbal, non-verbal, written, or otherwise),
- using sources beyond those authorized by the instructor in writing papers preparing reports, solving problems, or completing other assignments,
- acquiring tests or other academic material before such material is revealed or distributed by the instructor
- misrepresenting papers, reports, assignments, or other materials as the product of a student's sole independent effort,
- failing to abide by the instructions of a proctor,
- influencing, or attempting to influence, a university employee in order to affect a student's grade or evaluation, and
- misusing forging or altering University documents or possessing unauthorized documents.

Student work should be the individual work of the student unless explicitly stated otherwise in course documents or as instructed by faculty.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Click [here](#) for specific information about plagiarism and other forms of academic misconduct.

LCON Code of Ethics

We, the students of the Loewenberg College of Nursing are, with the faculty, members of a community of clinician scholars. As citizens of this community, we are committed to the universal principles of ethics: Beneficence, Nonmaleficence, Autonomy, and Justice. These principles guide our relationships with clients, and with peer and faculty colleagues. With the faculty, we embrace and celebrate our multidimensional diversity for the richness it brings to our nursing culture. In this hospitable environment, we anticipate fairness and equity.

Beneficence means to do good and to prevent harm. By providing nursing care to culturally diverse people, we shall make a conscious and continuous effort to promote good in our communities, thus improving the quality of life for recipients of these efforts and care. Members of the Loewenberg College of Nursing community of scholars shall uphold nursing's honored tradition of sensitive response to societal healthcare needs. These needs will be sensitively addressed through an expanding knowledge base.

Nonmaleficence means to do no harm. The individual practices and collective practice of the Loewenberg College of Nursing members shall be guided by accepted Standards of Practice, the Code for Nurses, and the Nursing Process to assure the non-maleficent delivery of nursing care to clients. Each member shall be accountable for his or her level of skill and practice.

Autonomy implies implicit and mutual respect among members of this community and the consumers of our care. Together, we coexist within defined boundaries to bring about common good. We believe that autonomy is a valid principle for all individuals. Providers of nursing care have the right to independent judgment based on knowledge, while the consumers of our care have the right to choice and self-determination. As persons, we are bound together by our humanity, a characteristic which commands a measure of respect and regard.

Justice requires equity and fairness. We are members of a Just community of scholars. We anticipate fair and responsible interactions among members. We allocate our academic and clinical efforts with justice, maintaining responsibility and accountability for our own behaviors, and distributing the benefits and burdens of our care appropriately.

Principles of Conduct

Members of the Loewenberg College of Nursing Community will:

1. Demonstrate respect and regard for each other and clients by strict adherence to principles governing confidentiality. This principle restricts members to the ethical use of client and colleague data.
2. Refrain from chemical use which impairs professional judgment and performance and violates the public trust.
3. Conduct one's personal life such that there is a positive reflection upon the community and profession.

4. Conduct one's academic life and clinical life with honesty. Community members will refrain from all forms of academic dishonesty, which includes cheating and theft. Likewise, members will refrain from misrepresentation of clinical activities. Honesty and integrity are the cornerstones of nursing practice. Breaches of honesty will be considered grievous matters.
5. Be responsible and accountable for the individual level of practice. Members will refrain from substandard practice and will deliver nursing care within the scope of practice.

Authors: Bousson, J., Brown, J., Foster, B., Holliday, Y., Janecek, A., Joyner, P., Malone, T., McGuire, M., Munal, M., Reeves, D., Smith, J., and Stujenske, M. This document was developed by the Spring 1994 Ethical Dialogues Class (Nursing 4303, facilitated by Margaret M. Aiken, PhD, Associate Professor of Nursing, April 1994. Reviewed 2016.

Professional Conduct and Demeanor

The nursing student is a representative of the University of Memphis and should realize that their conduct and demeanor affect the judgments of others about the university and LCON.

LCON students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, physicians, nursing preceptors, affiliated institutional staff, other students, the public, and other members of the health care team. This professional behavior is maintained in all situations where the student is identified as an LCON student, including situations off-campus, as well as in "virtual" sites, such as online social networking sites.

Professional conduct and demeanor are required of students in cyberspace in the same manner it is required in all other settings. Students must keep in mind that behaviors that are illegal or in violation of university policy on campus will be illegal or violate university policy if it occurs and/or appears online. If a student identifies as an LCON student in an online forum, LCON will hold them to the highest standards of professional conduct. While it is not the policy of LCON faculty to routinely monitor students' websites, if inappropriate postings are brought to their attention, faculty and administrators will investigate the report.

Inappropriate behaviors include but are not limited to, the use of offensive language, gestures, or remarks. Illegal conduct that violates HIPAA (Health Insurance Portability and Accountability Act) includes but is not limited to, disclosure of patient information, including discussions with other persons and/or posting online photographs of patients. Attempting, directly or indirectly, to obtain or retain a patient or discourage the use of a second opinion or consultation by way of intimidation, coercion or deception is also inappropriate and unprofessional conduct. Violations of professional conduct and demeanor will be addressed following processes established by the University of

Memphis OSA and by the college in accordance with professional and regulatory standards.

LCON upholds the *American Nurses Association's Principles for Social Networking*.

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient—nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

To avoid problems:

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

American Nurses Association. (2011, September). *Principles for social networking and the nurse*. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August). *White Paper: A nurse's guide to the use of social media*. Chicago, IL: Author.

Client Care and Ethics

LCON adheres to the [ANA Code of Ethics for Nurses](#) regarding the care of all persons. The Code of Ethics for Nurses is a dynamic document that is an integral part of the foundation of nursing. It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession, a nonnegotiable ethical standard,

and an expression of nursing's own understanding of its commitment to society. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

Client Safety and Confidentiality

Clients have the right to expect competent and safe professional nursing care. Any student who, in the professional judgment of faculty, places a patient in either physical or emotional jeopardy in any clinical nursing course may be immediately removed from the course by clinical faculty and a grade of unsatisfactory be assigned. Any issue of integrity or honesty in clinical practice will receive an automatic failing grade. Issues of grave concern may result in disqualification from the nursing major.

The Tennessee Nurse Practice Act allows students to provide only care that has been safely delegated to the student by faculty. Students who practice beyond the level of care that has been delegated are in violation of the Nurse Practice Act. As unlicensed persons, this does place patients in physical jeopardy.

Students are required to abide by all [HIPAA regulations](#) for privacy and confidentiality. The confidentiality of all clients must be maintained in accordance with legal and professional regulations. Breaches in confidentiality may result in failure of the clinical course and may result in dismissal from the program. Clients must never be discussed by name or by identifying information or in places where professional discussions may be overheard by others (elevator, dining room, other). Students and faculty may not share any photograph, video, or other digital media of patients (even if not including their face or recognizable features) with or without their consent. Students should refrain from friending or sharing social media information with any patients. This is a violation of professional practice and privacy standards.

Any student who is removed or barred from clinical practice for cause by a clinical agency will earn an immediate final clinical course grade of unsatisfactory and may be disqualified from the nursing program.

Undergraduate Nursing Students' Rights and Responsibilities

LCON supports the [NSNA Bill of Rights and Responsibilities for Students of Nursing](#).

Graduate Nursing Students' Rights and Responsibilities

LCON supports the [University of Memphis' Graduate Student Rights and Responsibilities](#).

C. THE BACHELOR OF SCIENCE IN NURSING PROGRAM

The curriculum leading to the Bachelor of Science in Nursing (BSN) includes 4 years of academic study in a professional program. Approximately half of the coursework is in the liberal arts and sciences and the remainder in nursing. All nursing students must complete the General Education Curriculum required for all students, whether at the University of Memphis or another accredited institution of higher education.

BSN Program Outcomes

The baccalaureate program prepares the graduate to:

1. Provide safe, compassionate, inclusive, high-quality nursing care across the lifespan and continuum of healthcare settings.
2. Use evidence-based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
3. Explore the impact of social determinants of health, legal factors, and political factors that shape healthcare delivery and professional nursing practice.
4. Communicate and collaborate effectively as a leader and member of interprofessional teams to impact healthcare delivery.
5. Implement clinical prevention and health promotion strategies to improve patient and population health outcomes.
6. Integrate personal and professional values and ethical principles into the design and delivery of person-centered care.
7. Demonstrate practices that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise and leadership.

BSN Student Learning Outcomes

1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, while demonstrating clinical judgment aligned with the nursing process and founded on a broad knowledge base across different practice care settings.
2. Communicate effectively and compassionately in the planning, delivery, and evaluation of high quality, person-centered care using evidence-based nursing practice across the lifespan and the four spheres of care.
3. Integrate public health principles related to population management in collaboration with a broad range of individuals, populations, and stakeholders to develop and evaluate community-based activities across a continuum of practice care services using a socioecological framework.
4. Demonstrate the ability to access and critically appraise evidence-based studies for application to practice with diverse populations within different healthcare practice settings.
5. Apply quality improvement principles that incorporate best practices in care delivery, contribute to a culture of patient safety, and support the development of

strategies/interventions designed to mitigate unsafe environments in diverse settings and within the four spheres of care

6. Collaborate with interprofessional team members, patients, families, communities, and other stakeholders across the four spheres of care in a professional, accurate, and timely manner using established tools and techniques to improve health outcomes.
7. Describe organizational principles as they relate to equitable healthcare delivery across the life span of diverse populations and different practice care settings and the relationship between the organization, external systems, and payers.
8. Use information and communication technologies to gather data to deliver, document, and review safe, ethical, and professional care within the four spheres of care to diverse populations in a variety of settings.
9. Demonstrate in varied practice care settings professional and ethical behaviors across one’s professional lifespan that are well-grounded and supportive of the ANA Code of Ethics for Nurses.
10. Display actions aligned with a capacity to engage in self-reflection and leadership, continued lifelong learning through a spirit of inquiry across the four spheres of care, and an ongoing commitment to personal well-being.

Professional Standards of Nursing Practice and Education

The LCON faculty adopted the American Association of Colleges of Nursing (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education* as the professional standard for the BSN program at LCON. *The Essentials* define ten domains that provide a descriptive framework for the practice of nursing. The relationship between the LCON BSN program outcomes and *The Essentials* domains is displayed in Table C-1.

Table C-1

Relationship between The Essentials and the LCON BSN Program Outcomes

AACN Essentials Domain	BSN Program Outcome
<p><i>Domain 1: Knowledge for Nursing Practice</i></p> <p>“Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.”</p>	<p>1, 2, 6</p>

AACN Essentials Domain	BSN Program Outcome
<p><i>Domain 2: Person-Centered Care</i></p> <p>“Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.”</p>	1, 2, 3, 4, 5, 6
<p><i>Domain 3: Population Health</i></p> <p>“Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.”</p>	1, 2, 3, 4, 6
<p><i>Domain 4: Scholarship for the Discipline of Nursing</i></p> <p>“The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.”</p>	2, 3
<p><i>Domain 5: Quality and Safety</i></p> <p>“Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.”</p>	1, 2, 3, 4, 5, 6
<p><i>Domain 6: Interprofessional Partnerships</i></p> <p>“Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.”</p>	3, 4, 5, 6

AACN Essentials Domain	BSN Program Outcome
<p><i>Domain 7: Systems-Based Practice</i></p> <p>“Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.”</p>	1, 2, 3, 4, 5
<p><i>Domain 8: Informatics and Healthcare Technologies</i></p> <p>“Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.”</p>	2, 6
<p><i>Domain 9: Professionalism</i></p> <p>“Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics and values.”</p>	1, 3, 4, 6, 7
<p><i>Domain 10: Personal, Professional, and Leadership Development</i></p> <p>“Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.”</p>	3, 6, 7

Featured Concepts of Nursing Practice

The Essentials define eight nursing concepts that are associated with professional nursing practice and are integrated within the ten domains. Table C-2 provides the relationship of each featured concept with the BSN Program outcomes.

Table C-2

Relationship between the AACN Essentials Concepts of Nursing Practice and the LCON BSN Program Outcomes

AACN Essentials Concepts for Nursing Practice	BSN Program Outcome
<p><i>Clinical Judgment</i></p> <p>Clinical judgment is the process of acquiring and analyzing information and data related to the changing patient condition culminating in evidence-based care decisions and improved patient outcomes.</p>	2, 5
<p><i>Communication</i></p> <p>Communication is an exchange of information, thoughts, and feelings through a variety of mechanisms. Effective communication between nurses and patients/families and between nurses and other health professionals is central to the delivery of high quality, individualized nursing care.</p>	4
<p><i>Compassionate Care</i></p> <p>Compassionate care is a meaningful way in which the nurse delivers care to the individual through recognition of their specific needs and vulnerability. Because it is person-centered and respectful of the diversity and experience of all humans, compassionate care provides empowerment to every individual under the nurse's charge.</p>	1, 3, 6, 7
<p><i>Diversity, Equity, and Inclusion</i></p> <p>Diversity, Equity, and Inclusion (DEI) identifies inequities in healthcare and creates an environment that improves access and quality of care for diverse and underserved populations. The implementation of DEI leads to improved patient and population outcomes.</p>	2, 3, 5, 6, 7
<p><i>Ethics</i></p> <p>Nursing practice is guided by ethical principles such as beneficence, non-maleficence, autonomy, and justice. Ethics and moral agency are integral to every domain of nursing practice and are central to the delivery of high-quality, safe patient care.</p>	6

AACN Essentials Concepts for Nursing Practice	BSN Program Outcome
<p><i>Evidence-Based Practice</i></p> <p>Questioning clinical practice, formulating clinical questions, collecting external evidence, integrating evidence for change, evaluating change, and disseminating research findings can promote improved quality of care and patient outcomes.</p>	<p>2, 3, 5</p>
<p><i>Health Policy</i></p> <p>Health policy is the outcome of purposeful determination about health, health care, and healthcare access that results from public choice, legislative, or organizational processes. Nurses play a pivotal role in these decisions and outcomes by becoming involved in the policy process, development, and change on the local and national levels.</p>	<p>3</p>
<p><i>Social Determinants of Health</i></p> <p>Social determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.”</p>	<p>1, 2, 3, 5, 6</p>

General Education Curriculum

The University General Education Program promotes a shared core learning experience for all undergraduate students at the University of Memphis and provides a framework upon which the college major can build. The major purpose of the Program is to provide students the opportunity to acquire tools and develop skills and awareness necessary for completing a college career and assuming the roles of a lifelong learner today.

The University of Memphis’ General Education Program consists of 41 hours of coursework from a variety of disciplines. Students should consult their advisors on specific General Education Program courses that may be required for the major. [Click here](#) for the General Education Program categories and their approved courses.

General Education Policy for Second Baccalaureate Degree Students

All students who hold a baccalaureate degree from a regionally accredited institution of higher education, including The University of Memphis, may earn another bachelor's degree with a different title.

To earn the second bachelor's degree, a BSN, the student must:

- Complete any additional college requirements as determined by the office of the dean of the college granting the second baccalaureate degree.
- Complete all requirements for the major as determined by the department in which the second baccalaureate degree is sought.
- Complete a minimum of 30 semester hours in residence.
- Complete the American history as required by Tennessee State Law.
- Earn a minimum cumulative grade point average of 2.0 and a minimum GPA of 2.0 in all coursework taken at The University of Memphis.

External Requirements for the Baccalaureate Degree

External requirements are those degree requirements set by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) and the [Tennessee Higher Education Commission \(THEC\)](#).

1. Twenty-five percent (25%) of the credit hours toward the degree must be earned at The University of Memphis, as required by SACS.
2. Students who have not completed one year of American History in high school must complete 6 credit hours of American History or 3 credit hours of American History plus 3 credit hours of Tennessee History to satisfy the History General Education requirement.
3. Each institution in the State University and Community College System of Tennessee will share a common lower-division general education core curriculum of forty-one (41) semester hours for baccalaureate degrees. The courses comprising the general education curriculum are contained within the following subject categories:
 - Communication 9 hours
 - Humanities / Fine Arts 9 hours (At least one course must be in literature.)
 - Social / Behavioral Sciences 6 hours
 - History 6 hours
 - Natural Sciences 8 hours
 - Mathematics 3 hours

See the [Undergraduate Catalog](#) for complete information.

General Education Requirements and Nursing

Table C-2 details the relationships among the general education foundation courses in the arts, sciences, and humanities, and the essential knowledge and skills needed in nursing.

Table C-2*Foundation Courses and Essential Knowledge for Nursing*

Foundation Courses in Arts/Sciences/Humanities	Essential Knowledge Needed in Nursing
English Composition ENGL 1010: English Composition ENGL 1020: English Composition and Analysis	Introduces, develops, and enhances the student's ability to communicate effectively using expressive, expository, and persuasive writing.
English Literature ENGL 2201: Literary Heritage <u>or</u> ENGL 2202: Literary Heritage: African-American Emphasis	Fosters an understanding of past and present human values, social structures and cultures enabling students to better understand human conditions.
Social/Behavioral Sciences PSYC 1030: General Psychology EDPR 2111: Dvlpmt Across Lifespan + one from the list of general education requirements	Promotes understanding of behavioral, social and cultural differences in the implementation of the nursing process with various and diverse populations.
Nutrition NUTR 2202: Nutrition	Provides foundational knowledge of nutritional principles that promote a holistic approach to the nursing process.
Math/Statistics MATH 1530: Prob/Statistics/Noncalculus	Serves as a basic math course to assist students with math in the health sciences and provides a basic understanding of statistical analysis which is the foundation for evidence-based reasoning.
Biology BIOL 1230/31 Microbiology/Lab BIOL 2010/11 Anatomy & Physiology I/Lab BIOL 2020/21 Anatomy & Physiology II/Lab	Provides a foundation for understanding the structure and function of the human body and how it is impacted by the environment.
Chemistry CHEM 1010/11 Chemistry of Materials/Lab	Provides a foundation for understanding the chemical function of the human body, fluids, electrolytes and the effects of pharmacologic changes.
History Students who have not completed one year of American History in high school must complete 6 credit hours of American History or 3 credit hours of American History plus 3 credit hours of Tennessee History to satisfy the History General Education requirement.	Enhances understanding of historical, social, cultural, economic, and political issues impacting past and present healthcare issues when implementing the nursing process.
Communication COMM 2381: Oral Communication	Communication is an essential and integral part of the nursing process.

Foundation Courses in Arts/Sciences/Humanities	Essential Knowledge Needed in Nursing
Humanities Humanities Courses (6 hours)	Broadens nursing perspective and worldview by providing a liberal arts foundation.
Electives Upper Division Electives (5 hours)	Allows for course selection to reflect individual interests.

BSN Curriculum

Traditional BSN Curriculum Model

The traditional BSN curriculum is a four-semester curriculum for students who have yet to receive a bachelor's degree. Table C-3 provides the curriculum, which includes a total of 120 credits.

Table C-3
Four-Semester Traditional BSN Curriculum Plan

BACHELOR OF SCIENCE IN NURSING - Four-Year Plan							
FRESHMAN YEAR							
FALL				SPRING			
SUBJ	COURSE	TITLE	CREDITS	SUBJ	COURSE	TITLE	CREDITS
ENGL	1010	English Composition ¹	3	ENGL	1020	English Comp/Analysis ¹	3
CHEM	1010	Chemistry of Materials ^{1,2}	3	BIOL	2010	Anatomy/Physiology I ^{1,2}	3
CHEM	1011	Chemistry of Materials Lab ^{1,2}	1	BIOL	2011	Anat/Physiology I Lab ^{1,2}	1
PSYC	1030	General Psychology ^{1,2}	3	MATH	1530	Prob/Statistics/Non Calculus ^{1,2}	3
		Humanities ¹	3			Humanities ¹	3
		History ¹	3			History ¹	3
Total Credit Hours			16	Total Credit Hours			16
SOPHOMORE YEAR							
FALL				SPRING			
SUBJ	COURSE	TITLE	CREDITS	SUBJ	COURSE	TITLE	CREDITS
COMM	2381	Oral Communication ¹	3	BIOL	1230	Microbiology ²	3
BIOL	2020	Anatomy/Physiology II ²	3	BIOL	1231	Microbiology Lab ²	1
BIOL	2021	Anat/Physiology II Lab ²	1	NUTR	2202	Nutrition ²	3
EDPR	2111	Development Across Lifespan ²	3			Electives	5
ENGL	2201	Literary Heritage ¹	3				
		Social/Behavioral Sciences ¹	3				
Total Credit Hours			16	Total Credit Hours			12
JUNIOR YEAR							
FALL				SPRING			
SUBJ	COURSE	TITLE	CREDITS	SUBJ	COURSE	TITLE	CREDITS
NURS	3004	Intro to Pharm and Med Admin	1	NURS	3000	Pharmacology in Nursing	3
NURS	3005	Intro Professional Nursing	2	NURS	3127	Mental Health Nursing	2
NURS	3101	Health Assessment	2	NURS	3129	Mental Health Nurs Practicum	1
NURS	3103	Health Assessment Lab	1	NURS	3205	Nurs Adult I/Common Hlth Alt	3
NURS	3105	Foundations PT-Centered Care	3	NURS	3206	Nursing Adult I/Practicum	3
NURS	3106	Foundational Nursing Skills	2	NURS	3217	Nursing/Childbearing Family	2
NURS	3400	Clinical Pathophysiology	3	NURS	3219	Nurs Childbearing Family Pract	1
Total Credit Hours			14	Total Credit Hours			15
SENIOR YEAR							
FALL				SPRING			
SUBJ	COURSE	TITLE	CREDITS	SUBJ	COURSE	TITLE	CREDITS
NURS	3227	Pediatric Nursing	2	NURS	4001	Senior Seminar	2
NURS	3229	Pediatric Nursing Practicum	1	NURS	4205	Transition Professional Nurs	3
NURS	3305	Nurs Adult II/Complex Hlt Alt	3	NURS	4206	Transition Prof Nurs Practicum	4
NURS	3306	Nurs Adult II/Complex Pract	3	NURS	xxxx	Nursing Elective	3
NURS	4110	Evidence Based Practice Nurs	3	NURS	xxxx	Nursing Elective	3
NURS	4127	Community Health Nursing	3				
NURS	4129	Community Hlth Nurs Practicum	1				
Total Credit Hours			16	Total Credit Hours			15
¹ Refer to the Bulletin of The U of M, Undergraduate Issue General Education Program at http://www.memphis.edu/ugcatalog/graduation/gened.php							
² Required Nursing Prerequisite							

Accelerated BSN Curriculum Model

Students who have previously completed a bachelor's degree may apply to and complete the accelerated BSN curriculum, assuming all required prerequisite courses have been completed. The accelerated curriculum is four consecutive semesters, including the summer. Table C-4 includes the four-semester accelerated BSN curriculum plan, with a total of 60 credit hours.

Table C-4
Four-Semester Accelerated BSN Curriculum Plan

BACHELOR OF SCIENCE IN NURSING - Accelerated Plan							
Fall Semester				Spring Semester			
SUBJ	COURSE	TITLE	CREDITS	SUBJ	COURSE	TITLE	CREDITS
NURS	3004	Intro to Pharm and Med Admin	1	NURS	3000	Pharmacology in Nursing	3
NURS	3005	Intro Professional Nursing	2	NURS	3127	Mental Health Nursing	2
NURS	3101	Health Assessment	2	NURS	3129	Mental Health Nurs Practicum	1
NURS	3103	Health Assessment Lab	1	NURS	3205	Nurs Adult I/Common Hlth Alt	3
NURS	3105	Foundations PT-Centered Care	3	NURS	3206	Nursing Adult I/Practicum	3
NURS	3106	Foundational Nursing Skills	2	NURS	3217	Nursing/Childbearing Family	2
NURS	3400	Clinical Pathophysiology	3	NURS	3219	Nurs Childbearing Family Pract	1
Total Credit Hours			14	Total Credit Hours			15
Summer Semester				Fall Semester			
SUBJ	COURSE	TITLE	CREDITS	SUBJ	COURSE	TITLE	CREDITS
NURS	3227	Pediatric Nursing	2	NURS	4001	Senior Seminar	2
NURS	3229	Pediatric Nursing Practicum	1	NURS	4205	Transition Professional Nurs	3
NURS	3305	Nurs Adult II/Complex Hlt Alt	3	NURS	4206	Transition Prof Nurs Practicum	4
NURS	3306	Nurs Adult II/Complex Pract	3	NURS	xxxx	Nursing Elective	3
NURS	4110	Evidence Based Practice Nurs	3	NURS	xxxx	Nursing Elective	3
NURS	4127	Community Health Nursing	3				
NURS	4129	Community Hlth Nurs Practicum	1				
Total Credit Hours			16	Total Credit Hours			15

Online RN-BSN Curriculum Model

For RN-BSN prerequisite and general education requirements, click [here](#). Table C-5 provides a three-semester RN-BSN curriculum plan for 30 credits.

Table C-5

Three-Semester RN-BSN Curriculum Plan

Semester 1		
Course	Name	Credits
NURS 3007	Introduction to Professional Nursing	3
² NURS 3109	Health Assessment	2
² NURS 3110	Health Assessment Lab	1
NURS 3401	Clinical Pathophysiology	3
Semester 1 Total		9

Semester 2		
Course	Name	Credits
NURS 3009	Pharmacology in Nursing	3
NURS 4126	Community Health Nursing	4
NURS 4111	Evidence-Based Practice and Research in Nursing	3
Semester 2 Total		10

Semester 3		
Course	Name	Credits
NURS 4207	Nursing Leadership	4
NURS 4209	Professional Portfolio in Nursing	4
NURS 4108	Transcultural Nursing in Diverse Populations	3
Semester 3 Total		11
Program Total 30 credits		

^{1,2}Co-requisite courses must be taken in the same semester.

** May be taken during any semester. Must be approved by an academic advisor.

Matrix of BSN Program Outcomes by Level

The overall program outcomes for the BSN program are leveled throughout the three levels of the program. Table C-6 provides a matrix of BSN program outcomes and descriptors by level.

Table C-6

Matrix of LCON BSN Student Outcomes by Level

#	Level 1	Level 2	Level 3	Level 4 (Program)
1	Identify and understand how to apply the basic concepts and interventions of safe, compassionate, high-quality nursing care.	Analyze the needs of the patient, propose quality care outcomes, and apply previously learned interventions to achieve proposed outcomes.	Synthesize and evaluate the patient's condition to determine whether outcomes are met and adjust interventions as needed.	Provide safe, compassionate, inclusive, high-quality nursing care across the lifespan and continuum of healthcare settings.
2	Identify resources used for evidence-based practice, informatics, and technologies to provide patient care to diverse populations.	Understand the use of evidence-based research, informatics, and technologies to support best practices in providing care to diverse populations.	Apply principles of evidence-based practice using research, informatics, and technologies to solve clinical care issues.	Use evidence-based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
3	Recognize the importance of healthcare policies to assist with the implementation of healthcare delivery and professional nursing practice.	Describe the relationships between social determinants of health and their impact on professional nursing practice and healthcare delivery.	Model healthcare policy advocacy to provide positive changes in healthcare delivery and the healthcare profession.	Explore the impact of social determinants of health, legal factors, and political factors that shape healthcare delivery and professional nursing practice.
4	Identify and understand methods of therapeutic communication with the healthcare team, including the patient and interprofessional disciplines.	Describe and demonstrate effective collaboration with the healthcare team to improve care delivery and patient outcomes.	Facilitate, reflect, and revise communication and collaboration techniques to promote meaningful interactions within the context of variable patient care situations to foster safe and desirable care delivery.	Communicate and collaborate effectively as a leader and member of interprofessional teams to impact healthcare delivery.

#	Level 1	Level 2	Level 3	Level 4 (Program)
5	Identify evidence-based recommendations for prevention practices and health promotion strategies.	Understand the influence of social determinants of health on clinical interventions and health promotion and assess the health risks of patients and populations.	Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management.	Implement clinical prevention and health promotion strategies to improve patient and population health outcomes.
6	Identify personal values, professional values, and ethics and understand how they impact the delivery of person-centered care.	Demonstrate personal and professional integrity and ethical behaviors in the delivery of person-centered care.	Advocate for ethical policies and practices that promote health and prevent harm while demonstrating cultural sensitivity and humility.	Integrate personal and professional values and ethical principles into the design and delivery of person-centered care.
7	Identify self-care behaviors that promote wellness and resiliency and assist in managing personal and professional responsibilities.	Commit to lifelong personal and professional development and identify role models and mentors to support professional growth.	Incorporate a personal philosophy of leadership into practice that demonstrates nursing expertise and leadership in healthcare delivery.	Demonstrate practices that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise and leadership.

AACN Essentials Matrix by Course Number

Table C-7 provides a matrix of the AACN Essentials ten domains across courses in the BSN curriculum.

Table C-7

AACN Essentials: BSN Curriculum Content Mapping by Course Number to Competency Domains

Expected Competency Domain	NURS 3004	NURS 3005/7	NURS 3101/9	NURS 3103/10	NURS 3105	NURS 3106	NURS 3400/01	NURS 3000/9	NURS 3127	NURS 3129	NURS 3205	NURS 3206	NURS 3217	NURS 3219	NURS 3305	NURS 3306	NURS 4110/11	NURS 4127/6	NURS 4129/8	NURS 3227	NURS 3229	NURS 4001	NURS 4205/7	NURS 4206/8
Knowledge for Nursing Practice	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Person-Centered Care	X	X			X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Population Health		X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Scholarship for Nursing Discipline	X	X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Quality and Safety	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Interprofessional Partnerships	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Systems-Based Practice	X	X							X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Informatics and Healthcare Technologies	X		X	X	X	X		X			X	X			X	X	X			X	X	X	X	X
Professionalism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Personal, Professional, and Leadership Development		X			X	X					X	X			X	X						X	X	X

Critical Concepts and Clinical Evaluation

Critical Concepts

At the end of the clinical rotation, the student will be able to perform the following competencies and related critical elements:

- 1. Patient-Centered Care.** Care that is compassionate and based on respect for the patient's preferences, values, age, culture and needs. The patient is recognized as a full partner in the provision of this care. (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).
- 2. Evidence-Based Practice.** Identification, evaluation, and integration of the best current evidence with clinical expertise and consideration of patient/family preferences and values for the delivery of optimal health care (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).
- 3. Interprofessional Collaboration.** Cooperation across interdisciplinary healthcare professions which fosters open communication, mutual respect, shared decision-making, and team learning to ensure care that is reliable and continuous (Institute of Medicine, 2003; Massachusetts Department of Higher Education, 2010).
- 4. Communication.** Effective interaction with patients, families, and colleagues, which fosters mutual respect and shared decision-making, promotes patient understanding, satisfaction, and positive health outcomes (Massachusetts Department of Higher Education, 2010).
- 5. Human Diversity and Cultural Sensitivity.** Actions which convey sensitivity and appreciation for the diversity of another, leading to the ability to work effectively with diverse groups and communities with a detailed awareness, specific knowledge, refined skills, and personal and professional respect for cultural attributes, to include differences and similarities (Giger et al., 2007; Suh, 2004).
- 6. Health Promotion.** The process of advocacy and mediation, enabling individuals to have increased control over health determinants. Activities and interventions which facilitate behavioral, social, and environmental changes conducive to the achievement of health-related goals in individuals, families, communities, and populations (U.S. Department of Health and Human Services, 2000; World Health Organization, 2016).
- 7. Information Management and Patient Care Technology.** Use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making throughout the processes associated with delivering care (Quality and Safety Education for Nursing, 2007).
- 8. Professionalism.** Pervasive dedication to and demonstration of accountability for the fundamental and inherent values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of care that is consistent with legal, ethical, and regulatory standards (American Association of Colleges of Nursing, 2008; Massachusetts Department of Higher Education, 2010).
- 9. Safety and Quality.** Actions and interventions which minimize risk of harm to patients and providers through system effectiveness and individual performance.

The use of data to monitor the outcomes of care processes, and the implementation of improvement methods to continuously enhance the quality and safety of health care (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).

10. Clinical Reasoning and Judgment. The process of assimilating information and analyzing data regarding clinical situations and changes in patient condition, leading to decision-making based on the evidence, meaning, and outcomes achieved (Benner, Sutphen, Leonard-Kahn & Day, 2008; Pesut, 2001).

Student Clinical Evaluations

Undergraduate students are evaluated on the program outcomes based on each semester in the nursing program. These are leveled specifically to student performance expectations for each progressive semester and are aligned with the AACN Essentials for Baccalaureate Education. Concepts included in the clinical evaluation include:

- Provide safe, compassionate, inclusive, high-quality nursing care across the lifespan and continuum of healthcare settings
- Use evidence-based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
- Explore the impact of social determinants of health, legal factors, and political factors that shape healthcare delivery and professional nursing practice.
- Communicate and collaborate effectively as a leader and member of interprofessional teams to impact healthcare delivery.
- Implement clinical prevention and health promotion strategies to improve patient and population health outcomes.
- Integrate personal and professional values and ethical principles into the design and delivery of person-centered care.
- Demonstrate practices that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise and leadership.

In each clinical course, students will complete a self-evaluation of their performance on these outcomes at midterm and again at the end of the term. Their course faculty will provide both formative feedback at least once during the course, and summative feedback at course completion. This may include performance in the clinical setting, simulation lab, or skills/assessment lab areas.

Students are expected to demonstrate a Satisfactory (S) performance in all competencies by the conclusion to successfully pass the clinical/lab course. Formative feedback throughout the course is critical in helping students succeed in their continued growth in clinical judgement and management of patient care and achieve satisfactory performance. Students are expected to use this feedback to improve throughout the term and meet with faculty regularly if there are any questions about their performance.

Students and faculty are expected to review this evaluation together, sign it, and submit a final copy into the course learning management system as the final record of performance for the course.

Simulation and Laboratories

The nursing skills and simulation labs at the University of Memphis are located in the Community Health Building located on its Park Avenue campus in Memphis, TN, and in Sprague Hall at the Lambuth campus in Jackson, TN. From the acquisition of skills to the application of clinical reasoning, students explore nursing in a simulated setting that is safe to grow and develop throughout their course of training. These spaces expose students to various challenges in current healthcare settings through various fidelity of simulation experiences. For graduate and undergraduate students alike, our simulation centers allow for robust and meaningful experiences. Opened in August 2015, the Community Health Building houses four skills labs, two health assessment labs, six simulation suites, a simulated home environment, and six debriefing rooms. Sprague Hall opened in 2022 and has seven simulation rooms, four debriefing rooms, two skills labs, a simulated home environment, and a virtual reality lab with headsets and controllers. All simulation spaces are equipped with the latest technology in simulation capture, advanced manikin simulators, and a variety of skill task trainers. Scenarios are brought to life using high-fidelity manikins, virtual reality, or standardized live patients with expert faculty working behind the scenes to create real-world patient problems and facilitate learning. Simulation experiences are recorded and broadcast to other students in debriefing rooms for observation. The current simulation team consists of a director, lab manager, lab assistants, and dedicated simulation faculty. The team is guided by International Nursing Association for Clinical Simulation and Learning and the Society for Simulation in Healthcare standards while supporting the mission and values of Loewenberg College of Nursing and the University of Memphis.

Academic Success in the BSN Program

Academic Advising

All students are required to be advised by the LCON Academic Advisor according to the University advising calendar.

The BSN Advising and RN-BSN Advising sites located in the LMS contain important information and announcements. The advising sites serve as a means of communication between the Academic Advisor, Academic Services Coordinator, faculty, and students. Students are held responsible for all posted materials (*adopted 3/09*).

Faculty Advising

All students are required to be advised by LCON faculty throughout the duration of their program of study. Faculty advising meeting attendance is mandatory and is offered in both group and individual meetings. Faculty advising will occur at least twice per semester and meeting times and locations will be published at the beginning of each semester.

Roles of the Faculty Advisor

- Faculty Advisors act as the “process guide” through policy and procedure and early decision-making. They help guide the student toward appropriate resources and future professional mentors. The Faculty Advisor gets the student set up and ready to make decisions as a student in a professional program of study.
- Processes that the Faculty Advisor may assist students with include progressions, grade changes, elective choices, clinical performance, professionalism, etc.
- The Faculty Advisor will act as a mediator with sensitive student issues and guide students as needed.
- The Faculty Advisor must meet with each of their advisees at least twice a semester (via group and/or individual advising).
- Faculty Advisors complete the Group or Individual Faculty Academic Advising Forms found in Navigate.
- Faculty Advisors do not duplicate the efforts of the Academic Advisors in admissions, registration, permitting, or withdrawing.
- Faculty Advisors communicate regularly with the Academic Advisers.
- Faculty Advisors document all advising interactions in the appropriate student records system (Navigate, UMDegree, etc.)

Roles of the Student

Students are expected to take the initiative in planning their program of study, but students must maintain close contact with their Faculty Advisor while making the following important program-related decisions:

- Approving any forms requiring the signature of a Faculty Advisor
- Determining course and clinical sequences
- Changing plans of study or timelines
- Following any failing or unsatisfactory clinical grade at any time
- Following any grade less than C in an undergraduate didactic course
- Following any grade less than a B in a graduate didactic or clinical course

All students must meet with their Faculty Advisor at least twice per semester. Faculty Advisers will meet with advisees in small groups. Students may request extra meetings on their own as needed. They do not receive reminders from LCON faculty/staff.

Changing Faculty Advisors

Students may choose to change Faculty Advisor at any point. The student must take the lead to contact the Faculty Advisor and Program Director to request the change. The Student Success team will be notified when students change Faculty Advisors.

Undergraduate Student Group and Individual Advising

- Faculty Advisors are assigned a group of students depending on admission cohort size and faculty availability.
- Faculty Advisors will meet with their advisees as a group, twice per semester.
- As needed, Faculty Advisors can also meet individually with at-risk students and students with specific needs.

Peer Tutoring

LCON may also provide, depending on availability, peer tutoring. Students are provided a peer tutoring schedule and must sign up for each session in which they would like to participate. Students signing up and failing to show up for a session may lose the privilege of signing up for tutoring sessions for the remainder of the semester.

Peer Mentoring

Engage with a pioneering non-academic peer mentoring program within the Loewenberg College of Nursing. This innovative approach places a strong emphasis on fostering a sense of belonging through both group and individual interactions, creating a closely-knit student community. Recognizing that academic achievements can often be influenced by non-academic factors and lacking student success strategies; we collaborate with campus resources to provide comprehensive support that addresses these multifaceted needs. Beyond academics, our workshops and experiential learning

opportunities bolster professional growth, while promoting lifelong learning to make a substantial impact on the healthcare landscape.

LCON Honors Program Guidelines

Students must contract with professors for an Honors Course designation. Students must select a topic of nursing importance that can be explored, developed, and synthesized across the nursing curriculum. A designated LCON faculty coordinator will guide the student in this process.

Student responsibilities for an honors contract include:

- Complete the University of Memphis Honors Course Contract. The contract must be legible (typewritten preferred).
- Meet with the course professor as soon as possible during the first week of the semester to discuss assignments. The deadline for the completed contract is the 2nd Friday of the semester. (The contract to the University is due the 3rd Friday of the semester.)
- Develop an Honors Program Portfolio to include previous contracts, examples of projects, and documentation of work.
- Maintain a portfolio and present it to the course professor during contract discussions and project evaluation.
- Present a synthesis of coursework during the final semester before graduation.

BSN Academic Policies

General Education Coursework

Any general education courses not completed before beginning nursing coursework must be taken and/or satisfied before entering the final nursing semester of graduation.

Nursing Course or Program Transfer

For students desiring to transfer to LCON from another professional nursing program, the following is required at the time of program application:

1. Apply to UofM and be accepted.
2. Apply to LCON and be accepted.
3. Meet all stated admission, general education, and pre-requisite requirements for LCON.
4. A maximum of 6 credit hours of nursing courses with grades of C or higher may be transferred after review and approval by the program director and faculty. Copies of the course syllabi may be requested.
5. Nursing course credit hours from the transfer institution must be less than one year old at the time of beginning the program of study at LCON.
6. Clinical and lab courses are not accepted for transfer credit.

7. A letter of program standing from the prior program director.
8. Proof of good academic standing from the transfer institution.
9. The program director may request additional proof of competency in relevant course content (i.e. - skills evaluation, health assessment evaluation, dosage examination, content examination).
10. Transfer applicants are accepted into the traditional BSN pathway and will not transfer or move into the accelerated BSN pathway.

Progression in the Nursing Major

1. All students must complete the nursing major within four years. If a student withdraws from a course(s) or is not enrolled for a semester, they must adhere to the same timeline for nursing program completion.
2. A nursing course can only be entered twice.
3. A minimum grade of “C” must be earned in each nursing course to progress. Failure to earn a minimum grade of “C” will require repeating the course before taking other nursing courses.
4. When the theory or clinical course must be repeated, the companion theory or clinical course must also be repeated even if a satisfactory grade was earned.
5. Students not enrolled in nursing courses for two consecutive semesters for any reason (fall/spring; spring/fall) must reapply for LCON admission. There are no automatic readmissions. Re-admission occurs on a space-available basis.
6. A student who withdraws from all nursing courses in their first semester will be required to reapply for LCON admission. There are no automatic readmissions.

Withdrawal from Nursing Courses

LCON follows the University of Memphis withdrawal policy from courses. Withdrawal from courses should be discussed with the Academic Advisor, Faculty Advisor, and Program Director/Coordinator for a clear understanding of program progression implications including the 4-year requirement for program completion and that nursing courses may only be entered twice. Students who withdraw from all nursing courses in their first semester must reapply for admission into the program.

Operationally, the withdrawal period for LCON nursing courses is at the midterm point (50%) of the class, lab, and /or clinical schedule. LCON may employ a registration and withdrawal hold on all NURS courses for this purpose. Refer to the specific course syllabus, course schedule, and email communication for the mid-term date each semester.

Late/Retroactive Withdrawal

A late or retroactive withdrawal after the published university “drop date” will only be granted in cases where there are documented significant emergency or extreme circumstances that are beyond the student’s control, unforeseeable, and severe. Refer to the University Office of the Registrar's policy on [Late and Retroactive Withdrawals](#).

Students must meet with the Program Director/Coordinator as soon as possible following the significant emergency or extreme circumstance to discuss the possibility of a late/retroactive withdrawal. It is the responsibility of the student to document the nature and effect of the extreme circumstance, including actions to avoid withdrawal, such as meetings with university support services. Students are advised that the late/retroactive withdrawal policy is not intended for students to avoid poor grades.

Classroom and Didactic Course Expectations

Presence in Classrooms

Presence in classrooms is restricted to properly enrolled students or visitors with legitimate purpose. Instructors are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited to make special announcements, guest lectures, or another authorized reason. The instructor is responsible for addressing any situation when unauthorized individuals (including children) attend their classes.

Attendance

Class participation within the BSN Program is integral to student learning. Class attendance within the BSN program is mandatory for all class and exam days unless otherwise indicated within the course syllabus.

Class attendance in all BSN courses will account for five percent of the course grade. If a student misses no more than 20% of course days and has not been tardy (see below), the student will receive the full five percent.

The actual number of hours/days that may be missed varies by course and depends on the number of days/hours the students are supposed to be in class.

Planned excused absences for university-sponsored activities or legally recognized reasons for absences (e.g., sporting events for students on athletic scholarships; military service requirements for ROTC and the Reserves; jury duty/court appearances; Student Nurses' Association Leadership conferences) do not count into the 20%. Such planned absences, however, require prior notification.

Attendance process and late/leave policy:

1. Students must swipe in and out at the kiosk in each classroom using their university-issued student ID.
2. Students who arrive late will only receive partial attendance for the day as follows:
 - a. Students who arrive 1-29 minutes late are tardy and will receive credit of 1/2 attendance for the day.

- b. Students who arrive 30 minutes or more late will be considered absent for the day. *Students should still plan on arriving and attending the remainder of the class, even if being marked absent for lateness, to maximize class and learning time.*
3. Students who leave class early (15 minutes or more before the end of class) or fail to swipe out of class will be marked absent for the day.

Each course syllabus may have additional policies and procedures that must be followed. According to university policy, students who do not attend classes in the first weeks of class will be administratively dropped from the class. For online courses, attendance is determined by the last date the student signed into the online course. Accordingly, any subsequent changes to financial aid due to class attendance are valid.

Class and Clinical Specific Policies and Procedures

Each course syllabus contains policies and procedures that must be followed.

Recording of Class or Lecture

Students must request permission from the instructor to audio or video-record classroom lectures.

Student Conduct and Disruptive Behaviors

Nursing students shall conduct themselves responsibly and professionally. In accordance with The University of Memphis Office of Student Conduct, the following behaviors have been defined as disruptive to an optimal learning environment and will not be tolerated in the LCON. Consequences for classroom misconduct are found in the University of Memphis Code of Student Rights and Responsibilities. Some examples include:

- Usage of Electronic Devices o Using cellular phones, text messaging, iPods, MP3 players, etc. while class is in session. *Note: Students may use electronic devices in class when permitted by the instructor.*
- Unexcused Exits
 - o Leaving to retrieve food or beverage items
 - o Leaving to engage in a conversation (i.e., person-to-person or by phone)
 - o Leaving before learning experience is finished for any reason without prior permission from the instructor
- Non-Permitted Communication during Course Instruction
 - o Talking while the instructor is talking
 - o Talking before being recognized by the instructor (i.e., blurting out information)
 - o Talking without permission during instruction (i.e., side conversations with an individual or in a group)
 - o Mimicking and/or consistently repeating an instructor's words

- Personal Attacks
 - Engaging in abusive or mean-spirited criticism of another student or an instructor
 - Questioning an instructor’s authority in front of the class
 - Continuing to insist on speaking with an instructor during instruction
 - Telling an instructor to “shut-up”
- Threatening Behaviors
 - Verbally abusing an instructor or student (i.e., cursing or extremely loud talking directed at a particular person)
 - Threatening to physically harm an instructor or student through verbal or body gestures
 - Intimidating through body gestures and/or posture or persistent staring at an instructor or student
- Overt Inattentiveness
 - Sleeping in class
 - Preventing others from concentrating on learning experience
 - Reading a newspaper, doing homework from another class, etc.
- Other Distracting Behaviors
 - Arriving late to class, especially on test dates
 - Persistent tardiness
 - Creating excessive noise from packing up before class/clinical has ended
 - Dressing inappropriately as to cause other students or instructors to be distracted (i.e., wearing pajamas, indecent exposure, or offensive words on clothing)

Grading Policy

Courses are assigned a numeric/letter grade or S/U grade in accordance with the grading policy for the undergraduate program of the LCON, with grades assigned based on LCON policy as follows:

A = 92 – 100	S = Satisfactory
B = 84 – 91	U = Unsatisfactory
C = 75 – 83	
D = 65 – 74	
F = 64 and below	

In accordance with the LCON course grading policy, **students must earn a C average (75%) or above to pass the course.**

The student must have an average of 75% on all tests (unit exams and final exams) to successfully complete the course. Other course assignments will not be added to the course grade until after the student has achieved a 75% test average. If a student’s test average is below 75%, the final grade will be calculated only using test scores.

Final grades will be rounded according to the tenths place. For example, 74.5% will round to a 75%; however, 74.49% will not. **No rounding occurs until the final grade.**

Testing Policy

1. Examinations must be taken as scheduled. Students requiring an exception due to *extraordinary circumstances or serious illness* must petition in writing before the date of the exam. A student who is seriously ill on the day of the exam must contact the course coordinator before the test by e-mail and leave a message on voice mail. Valid documentation of the illness or circumstance is required, and confirmation of serious illness must be by a certified health care provider with prescriptive authority. The faculty will determine if the reason for the absence is valid and communicate a deadline for the exam if allowing it to be made up on another day. **Any student who fails to attend a scheduled exam without prior permission from the course faculty may receive an automatic grade of zero (0) for the exam.** The Course Coordinator reserves the right to change the format of any make-up exams.
2. Any student who arrives more than 5 minutes after the start time of the exam will not be admitted to the testing center. After the exam is over, the student and faculty will determine if the reason for being late is a valid reason for a make-up exam (see #1).
3. All students must bring official identification which includes a picture ID. All other personal belongings **may not** be brought inside of the testing area. This specifically includes any personal electronic communication devices. No personal belongings should be left unattended outside of the testing area.
4. All student items, except keys, should be locked in lockers provided on floors 3 and 4 of CHB or in a locked vehicle. At Lambuth, students should place items where instructed. No coats, hoodies, caps, or hats are allowed on the person during testing.
5. All students will be seated by random assignment upon entering the testing center. Students should proceed to the assigned seat and remain quiet throughout the testing period.
6. The proctor will supply the exam password when all students are seated and quiet.
7. Once an exam has begun, students will not leave the testing room until dismissed except in extreme circumstances and only in the company of a proctor.
8. During tests, no questions should be asked aloud by students. If a question must be asked, students are expected to raise a hand for assistance and the faculty proctor will come to you. Students may not leave the room during the exam.
9. When a student has submitted the exam attempt, the student should wait quietly for the exam review to begin. Talking, nonverbal communication, further use of the computer, or leaving the testing center is not permitted during this time.
10. Students who have completed the exam must remain quiet and demonstrate professional behavior toward those who are still taking the exam.
11. Test review of questions will be offered immediately following the allotted exam time after all students in the exam group have submitted the exam. The proctor will open the review and display the exam items. Students should continue to refrain from talking during the exam review. There is no exam review for final exams.

12. Students who are not successful on the exam are encouraged to schedule an appointment with the instructor to clarify understanding of concepts and/or to identify test-taking strategies for improvement. Specific exam items from the course exam will not be reviewed during this time; rather, similar questions may be reviewed using other resources.
13. Students who are not compliant with exam procedures will be given verbal and/or written counseling and the Program Director will be informed of the incident. Example behaviors include having personal items at the exam seat without permission, creating noise or talking during the exam, and exhibiting disrespect toward fellow students who are still undertaking the exam. Repeated behaviors will be referred to the program director for formal counseling.
14. The LCON faculty will not tolerate any form of plagiarism, cheating, fabrication, or other types of academic dishonesty and are obligated to take serious actions through university channels in these circumstances. Students are expected to abide by the Code of Student Rights and Responsibilities of the University. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the University of Memphis' Office of Student Conduct.
15. LCON courses are taught during non-standard university times and final exams may be administered on any day/time during the final exam period. If a final examination is missed due to an extreme unplanned circumstance, only with proper documentation will a make-up exam be administered.

Undergraduate Grade Appeals

The Loewenberg College of Nursing follows the University of Memphis Undergraduate Grade Appeals policies and procedures as found in the [current undergraduate student catalog](#) and as outlined below.

The responsibility for evaluating student work and assigning grades lies with the instructor of the course. The purpose of the grade appeal procedure is to provide a review process:

- 1) for a student to understand the reasons why the grade was assigned,
- 2) for the instructor to become aware of and correct possible errors,
- 3) for appropriate supervisors at the department and college level to review the basis on which a grade has been awarded and to correct cases in which a grade is determined to have been assigned based on arbitrary or capricious action, or other reasons not related to academic performance.

If, after departmental and college review, the grade is still in dispute, an appeal may be submitted to the Office of the Vice President for Student Academic Success who will notify the Undergraduate Grade Appeals Committee, which consists of faculty and student representatives, for final resolution.

In all cases of a disputed grade, the student has burden of proof that the grade assigned was not appropriate. If the case has not been resolved at the

student/instructor level, then the student should submit a written petition that would include a copy of the syllabus along with copies of any tests, quizzes, assignments or other written work completed and graded as part of the class requirements to the appropriate step of review. At each step of further review, copies of any previously submitted materials and any written responses to those petitions should be included. It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals should be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade. For a successful grade appeal, the student should be able to show, for example, not that the student could have earned a grade of "B" under different circumstances, but rather that the student actually did earn a grade of "B" according to the standards set out on the syllabus for that course, but was assigned a lower grade. If, in the opinion of the department or the college, deficiencies in instruction are so grave as to warrant an alternative accommodation, then the proper remedy will normally involve alternative assignments or examinations to allow the student the opportunity to demonstrate the appropriate level of competency in that area to earn a different grade than the grade originally assigned. The decision about these cases should be made at the departmental or college level. In disputed cases where the appeal is based primarily upon perceived quality of instruction, the Undergraduate Grade Appeals Committee has the option of referring the case directly to the Office of the Vice President for Student Academic Success.

Grade Appeal Procedures

A student wishing to appeal a grade must follow Steps 1-4 listed below. (The deadlines listed below apply to the dates when classes are in session during the fall or spring semesters.) If a student fails to observe the deadlines, the decision made in the previous step will be final. If a program or college fails to respond to the student's complaint within the deadline, the student should contact the Office of the Vice President for Student Academic Success. The deadline for filing the appeal should be extended appropriately to ensure that the student retains the opportunity to pursue the appeal at the next step. All correspondence and records will be retained in the office in which the complaint is resolved.

Step 1: Course Faculty

The student should first consult with the instructor, at the latest within two weeks of the beginning of the subsequent fall or spring semester, to provide a satisfactory resolution of the complaint. If the student cannot schedule a meeting with the instructor, the student may contact the BSN Program Director, who will schedule the meeting between the student and the instructor. The only exception to this step is the case in which the instructor is unresponsive or unavailable. In this case, the student may proceed directly to Step 2.

Step 2: Associate Dean for Academic Programs

If the complaint is not resolved in Step 1, the student may present the complaint in writing by the end of the third week in the semester to the Associate Dean for Academic Programs. Included in the petition the student should attach the appropriate materials described above, and if available, the instructor's written explanation for the assigned grade. The Associate Dean for Academic Programs will attempt to resolve the complaint in consultation with the program director, instructor, and the student. The Associate Dean for Academic Programs will provide a written response to the student within two weeks from the time the written complaint has been received. If the Associate Dean for Academic Programs or BSN Program Director was the instructor of the course, the student may proceed directly to Step 3.

Step 3: Dean

If the complaint has not been resolved at the departmental level, the student may appeal further by presenting a written petition to the dean of the college in which the course was offered, along with a copy of the materials presented at the previous stage and any written responses received from the department. At the latest, this petition should be presented within one week after the departmental response. Within two weeks of the time the complaint was received, the dean may use any resources available to resolve the conflict.

If the dean finds that the request does not have merit, the dean shall notify the student in writing, with copies sent to the instructor, program director, and associate dean. If the dean and the associate dean agree that the grade should be changed, the dean shall be empowered to change the grade without the instructor's consent. Either the student or the instructor may appeal this decision in Step 4. If the dean and the associate dean do not agree, the dean shall present their view in writing to the student, with copies to the instructor and the associate dean, so that the student may include that information in an appeal to the Undergraduate Grade Appeals Committee for final resolution of the complaint.

Step 4: Undergraduate Grade Appeals Committee

If the complaint has not been resolved through the previous steps, the student may present a grade appeal petition addressed directly to the Undergraduate Grade Appeals Committee through the Office of the Vice President for Student Academic Success. Copies of written materials and petitions presented at the previous steps, along with any written responses received from the department or the college, must be included with the petition at the time of submission. The deadline for submission of a petition is March 15 for grades awarded during the previous fall term, and October 15 for grades awarded during the previous spring or summer terms. (The Grade Appeals Committee does not meet during summer months.) The Office of the Vice President for Student Academic Success will forward the petition along with the attached materials to the chair of the

Undergraduate Grade Appeals Committee, who will distribute copies to the members of the Committee.

The Committee members shall review the petition and the attached materials and then forward their recommendation to the chair of the Committee about whether a hearing is warranted in this case. If a majority of the Committee does not vote that the case merits a hearing, the grade stands as issued. If a majority of the Committee votes in favor of a hearing, the chair of the Committee shall inform the student and the instructor and shall arrange a hearing to be attended by the student, the instructor, and the members of the Undergraduate Grade Appeals Committee or their designated alternates. The hearing may be attended remotely using technology. Copies of the Committee's decision for the hearing shall be sent to the program director and dean of the college.

Prior to the hearing, the instructor should be given a copy of the student's petition and supporting materials. If members of the Committee feel that additional factual information is needed before or after the hearing to render a decision, the chair of the Committee should inform the Office of the Vice President for Student Academic Success, of that request in writing, and that office should make every effort to provide that information in writing to the Committee. At the hearing, first the student and then the instructor will each have the opportunity to present their cases orally and to present any other written materials they deem appropriate. The Committee members shall have the opportunity to ask questions to both the student and instructor. At the end of the meeting, the student and then the instructor shall be given the opportunity for brief closing statements.

The chair of the Committee should inform the student, the instructor, the program director, the college, and the Office of the Vice President for Student Academic Success of the Committee's decision in writing within one week of the hearing. If a majority of the Committee agrees that the grade should be changed, the Office of the Vice President for Student Academic Success will notify Student Records (Registrar's Office) of the grade change. Otherwise, the grade shall remain as recorded. The decision of the Undergraduate Grade Appeals Committee shall be final.

The Undergraduate Grade Appeals Committee shall be composed of seven members and seven alternates constituted as follows: a chair designated by the Vice President for Student Academic Success, a faculty member and alternate designated by the dean of the college involved, two faculty members and two alternates designated by the Faculty Senate, one student and one alternate designated by the college, two students and two alternates selected through the Student Government Association.

Although the primary responsibility of the Committee is to review grade appeals and assign the appropriate grade in cases where the appeal is upheld, the Committee shall also report any findings of discrimination or prejudice to the Office of the Vice President for Student Academic Success for further consideration and possible action.

Disqualification from the Nursing Major

Students will be academically disqualified from the nursing major when the following occurs:

1. Failure to earn a minimum grade of “C” or “S” (clinical) when repeating a nursing course.
2. Failure to earn a “C” or “S” (clinical) in two nursing courses.
3. Withdrawal from the same nursing course twice.
4. Professional/academic misconduct or dishonesty (refer to the University of Memphis [Code of Student Rights and Responsibilities](#)).
5. Falsification of any academic/medical/nursing records or misrepresentation of nursing care or credentials.
6. Clinical practice that places patients in physical or emotional jeopardy after the student is taught otherwise.
7. Failure to adhere to LCON substance abuse policy.

Notification of Dismissal

A student who is dismissed from the LCON nursing program is notified by email and certified U. S. Mail from the LCON Dean.

Dismissal Appeal Process

A student has the right to appeal dismissal from the nursing program. Formal appeals are reviewed by the LCON Dean. Requests must be submitted in writing by official university email (memphis.edu) to the LCON Dean. The request must be received within (5) days of official notification of dismissal. The LCON Dean will then notify the student of the final decision.

LCON Intercampus Transfer Guidelines

LCON’s BSN program is offered at both the Memphis and Lambuth campuses. Students are admitted twice yearly in the Fall and Spring semesters to a home campus where they attend didactic courses; clinical courses are taught at institutions in their respective communities.

Students are expected to complete the nursing program at their home campus. A request to transfer will not be reviewed if submitted prior to completion of the first semester at the student’s assigned home campus. Because student credentialing, scheduling, and orientation in clinical settings is a lengthy and time-sensitive process, transferring between campuses can potentially affect timeliness of course completion and/or progression and therefore is not guaranteed. Requests should only be made if documentation is provided that proves extenuating and/or unexpected circumstances that may hinder academic performance.

Students wishing to transfer to another campus are to submit a formal request to the Associate Dean for Student Success as soon as they become aware of the need for transfer. The Associate Dean for Student Success, the Associate Dean of Academic Programs, Assistant Dean of Nursing-Lambuth, and the BSN Program Director will review requests based on the availability of didactic and clinical course seats at both campuses to support academic success of the student. Students will be notified of a decision by the Associate Dean for Student Success no later than two (2) weeks prior to the start of the semester.

Summer Courses

Students in the accelerated curriculum must take courses during the summer semester. Failure to do so could result in the student being transitioned to the traditional BSN track.

Students enrolled in summer courses must be prepared for the intensive nature of summer classroom and clinical coursework, which spans three to ten weeks instead of a full academic semester. This typically means students take 2-3 clinical courses in the summer term. This may include two days of didactic course work in addition to 8 or 12-hour shifts multiple days per week, including Saturdays. Students taking summer classes should not plan to take any trips while classes are in session, and it is highly recommended that students do not work during this term.

Incomplete Grades

When extenuating circumstances (i.e., illness) prevent a student from completing a course, a grade of “Incomplete” may be given at the discretion of the faculty in accordance with university policy. This grade will automatically convert to an “F” in 45 days following the end of the semester if course requirements have not been met.

Nursing Standardized Testing

To ensure your success as a nurse, the faculty administer nationally normed standardized tests as part of course evaluation. The minimal expectation is that individual student scores will be at the national average.

Each semester, the LCON administration and faculty will review these scores. Student scores are on file in the college and available for review after the computer testing. Program administration and faculty may meet with students who score low on standardized tests to discuss ways to promote improvement and success.

Students in the final semester of study in the traditional and accelerated BSN programs are required to receive 90% probability of passing on the ATI Comprehensive Predictor examination to receive the Authorization to Test (ATT) for the NCLEX-RN. If a 90% probability is not achieved after two attempts, the student will receive an incomplete for the course grade which will be removed once required remediation is satisfactorily completed. The incomplete will be removed, the course grade assigned, and the ATT

issued once remediation is satisfactorily completed. Official transcript release may be delayed during this process.

National Council Licensure Examination (NCLEX-RN)

Upon successful completion of all requirements in the nursing program, pre-licensure graduates are eligible to take the NCLEX-RN to obtain state licensure at designated testing locations. In the semester before graduation, the college will notify the Tennessee Board of Nursing of all students who are eligible to take the licensure examination. The application and procedure for the NCLEX-RN is provided by the LCON Academic Success Advisor.

Students in the final semester of study in the traditional and accelerated BSN programs are required to receive 90% probability of passing on the ATI Comprehensive Predictor examination to receive the Authorization to Test (ATT) for the NCLEX-RN. If a 90% probability is not achieved after two attempts, the student will receive an incomplete for the course grade which will be removed once required remediation is satisfactorily completed. The incomplete will be removed, the course grade assigned, and the ATT issued once remediation is satisfactorily completed. Official transcript release may be delayed during this process.

Substance Use

Students should not consume alcohol while in uniform or within 12 hours of an LCON assignment (clinical, seminar, class, lab, other). When substance use or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the Director of Clinical Affairs or another designee, who will substantiate observations and concerns about the student in an investigation consistent with the LCON Substance Use Policy.

BSN Clinical Policies

BSN Health Clearance Requirements

Upon acceptance to LCON, students will receive a “Required Nursing Program Documents” packet. Students are required to purchase an account with the health data management system. This software is used to access and upload health data documents required for the nursing program. Students will complete background checks and urine drug screenings through this program. Items should be completed in a timely manner as directed to receive any nursing permits for class registration. ***No student will be allowed to participate in clinical learning experiences until these requirements are satisfied.*** Immunizations, background checks, and urine drug screen must be current through the entire semester the student is enrolled in a practicum. Students are advised to complete and update all requirements before the start of the semester to prevent removal from clinical due to expired documents. Any clinical or lab absence due to expired clinical documents will be considered unexcused.

Below is a summary of the required health documentation:

- Health Examination form
- Proof of Current Immunizations
 - Measles, Mumps, Rubella (MMR): Evidence of 2 doses of MMR, 4 weeks apart, or documentation of positive titers.
 - Tetanus, diphtheria, pertussis: A current Tdap vaccination within past 10 years.
 - Hepatitis B: Three dose series as certified by a healthcare provider. Students may also provide a signed Hepatitis B Waiver. Student may also provide a signed Hepatitis B Waiver.
 - Varicella (chickenpox): Evidence of a positive varicella titer (date and result) or verification of vaccine series (two). If the titer is negative or equivalent, documentation of two varicella vaccines given no less than four to eight weeks apart is required. Self or parental report of varicella disease is not sufficient to prove immunity to the disease and will not be accepted.
 - PPD (TB skin test): An annual negative PPD/Blood test for tuberculosis or the statement from a health care provider attesting to a negative tuberculosis status.
 - Influenza vaccine: One dose of influenza vaccine annually (complete and provide documentation September through December) or healthcare provider documentation of allergy to chicken, eggs, or feathers.
 - COVID Vaccine: Proof of up-to-date Covid vaccination.
 - Vaccine waivers are approved on an individual basis, must be requested, and are approved through the office of the Director of Clinical Affairs.
- American Heart Association CPR Certification
 - Obtain Basic Life Support for Healthcare Provider certification as offered through American Heart Association.
 - Online CPR certification or re-certification without an in-person skills demonstration **will not** be accepted.
 - Students submit a copy of the front and back of the certification card
- Signed Authorization for Release of Student Information and Acknowledgement
- Criminal background check results from approved vendor
- Malpractice Insurance-Professional liability insurance with a minimum of \$1,000,000 per occurrence/\$5,000,000 per aggregate. This is purchased automatically by LCON and charged through the University's student fee system. Students **should not purchase this on their own** or from another company.
- Urine drug screen by approved vendor completed by the student as directed within 30 days of the start of the clinical learning experience.

Students must complete and comply with all these requirements during the semester before their anticipated enrollment. No student will be allowed to participate in clinical learning experiences until these requirements are satisfied.

Students should be aware that there may be emerging requirements stipulated by practice settings/hospitals/healthcare agencies prior to clinical practicum. The emerging requirements for nursing students in clinical aim to further safeguard high quality and safe nursing practice for patients and their families.

Criminal Background Checks

All students are required to complete an annual criminal background check at the student's expense. Any student not enrolled in nursing courses for a semester or more may be required to complete additional background checks and/or urine drug screening upon their return.

Students not enrolled or absent for health-related reasons will be required to submit authorization and release (with evident release date) from the healthcare provider for returning to clinical or lab learning experiences.

Required Drug Testing

All students are required to complete a drug screen at the student's expense within 30 days prior to entering a clinical practicum each semester. Instructions on how to do this are emailed to students each semester by the clinical placement coordinator. This test does detect alcohol and THC and CBD-related products. Any positive test or negative-dilute test will require the student to retest at the student's expense. See the substance misuse policy for specific information.

Health Insurance

Students are responsible for all medical expenses and are highly encouraged to always secure and maintain healthcare insurance while enrolled in the nursing program. The University of Memphis' Student Health Center website provides options for healthcare insurance for students through the [TBR Student Health Insurance Exchange](#).

Clinical Placements

Students are randomly assigned to clinical placements. To accommodate the number of students for placement at the various practice sites, practicum assignments will include days, evenings, and/or weekends with varying hours. Students may not contact the Clinical Placement Coordinator for any change in practicum assignments except when assigned to a clinical department/unit where the student is employed, which is not allowed.

Be aware that schedules can change after permits have been released and students are registered. Practicum day/time changes are made when necessary due to changes in enrollment, the need to even out numbers in clinical/lab sections, or faculty and clinical site availability. Students will be notified of these changes by email from their program director, coordinator, and/or the clinical placement coordinator. Students

should frequently check their course schedule in Banner for updates immediately before the start of term.

Tennessee Clinical Placement System

To obtain uniform and consistent clinical orientation to partner hospital facilities in the state of Tennessee, the Tennessee Clinical Placement System (TCPS) was established, which is a website that includes general and hospital orientation information.

Mastery of the website content is measured by quizzes. Upon demonstration of content mastery, students will print a website-generated certificate and submit it to the clinical faculty member before the first clinical day in the hospital setting. Typically, this is done via a submission link with Canvas. The TCPS general orientation must be completed once a year and the information will be stored in the student file.

The hospital-specific information must be completed each semester and must be completed for each clinical site within the various healthcare systems (e.g., Methodist, Baptist, West Tennessee Healthcare). Students are provided information each semester to access and complete these orientation requirements via email from the clinical placement coordinator.

Transportation

Transportation to clinical is the responsibility of the student. Students are encouraged to carpool when able. LCON **does not** provide transportation to and from clinical sites; nor does it provide financial assistance or reimbursement for transportation to and from sites.

Clinical Practice in Employment Setting

It is a conflict of interest for students to be placed on a clinical unit where employed. If this situation occurs, contact the Clinical Placement Coordinator who will change the clinical placement location.

Nursing Student Employment

Students who are enrolled in a clinical nursing course may not jeopardize the safety of patients by working between the hours of 11:00 p.m. and 7:00 a.m. immediately prior to a scheduled clinical practicum.

Clinical Attendance Policy

Clinical attendance, including simulation and labs, is mandatory. Students are expected to participate in all learning experiences at the scheduled times.

Planned Excused Absences

The only planned excused absences are those related to school-related and preapproved activities (such as required athletic commitments for those on university scholarship, Student Nurses' Association (SNA) leadership conferences, military/reserve obligations, jury duty/court appearance, and formal religious holidays as noted in the university religious attendance policy). Students must have preapproval from the faculty regarding these absences, with approval notification provided to the Program Director/Coordinator. Students should use the LCON Planned Clinical Absence form to obtain approval from their faculty at least one week prior to the planned absence. For clinical courses, a make-up or an alternative assignment may be arranged on a case-by-case basis for these planned and excused absences to assist with demonstration of course competencies. Students may be asked to lead the development of their make-up plan and receive approval from the course faculty prior to implementation.

Unplanned Absences

If the total number of clinical absences (not counting planned excused absences) exceeds 20% of the clinical time, this will result in the student receiving an unsatisfactory course grade.

In the event of an absence (e.g., illness, death in the family, transportation issues, personal matters) a student must notify the faculty or designated representative at the clinical/lab site by telephone and in writing via university email before the beginning of the clinical experience, if possible, but no later than 24 hours following the missed day. The student who arrives at their clinical setting with symptoms of illness may be excused by the faculty or preceptor, resulting in clinical absence. A student who fails to notify the faculty of an unplanned absence is considered a no call/no show, and the student will receive an Unsatisfactory for the full clinical day.

Students are expected to arrive on time at the clinical site prepared to deliver safe and effective nursing care with their required supplies (stethoscope, watch, etc.). A student who comes unprepared for their clinical assignment will not be permitted to participate in the scheduled learning experience, may be sent home and, if so, will be considered absent.

Following any absence, the student is responsible for demonstrating the achievement of clinical objectives with the validation and evaluation by the nursing faculty. To assist in meeting clinical outcomes, supplemental work or an alternative learning experience may be assigned at the discretion of the faculty.

Clinical Tardy

Students are expected to be at the clinical site or in their lab/simulation room and ready to begin the clinical day at the time specified by the faculty. Any student who arrives 1-

29 minutes after the start of the clinical day is tardy. Any student who arrives after the start of the clinical day may be sent home and considered absent for the day (Clinical/Lab Absence Policy will apply). All students arriving late for the first time will be notified that the tardy will be noted on their evaluation and will be considered in the reflective notes as in need of improvement related to professional performance. The Clinical Evaluation Policy provides further guidance on the impact of tardiness on the clinical evaluation for the day. Whether or not the student is allowed to stay and continue in the learning experience is at the discretion of the faculty based on the type of clinical learning experience and the amount of time missed at the time of the student's arrival.

Clinical Evaluation Policy

Students are evaluated on critical concepts in the clinical setting continuously throughout the semester. Students must display progressive improvement and demonstrate 'Satisfactory' performance of all critical and course-specific competencies by the conclusion of the semester to successfully pass the clinical course. Final clinical course grades are assigned as either 'Satisfactory' or 'Unsatisfactory'.

The Student Clinical Evaluation tool is utilized by faculty to evaluate each student's clinical performance. This tool reflects both the LCON critical competencies and the additional course-specific competencies. A student who performs Unsatisfactorily in three or more critical or course-specific competencies will receive comments in the reflective notes with guidelines for expected future improvement. Multiple entries in the reflective notes showing repeated performance concerns will be marked as NI or Unsatisfactory at the next formal evaluation period in the course. A student who demonstrates these types of behaviors will be required to meet with the assigned faculty to be counseled regarding measurable behaviors that the student must demonstrate to meet expectations. Faculty members will substantiate all 'Unsatisfactory' grades or weekly performance concerns with anecdotal comments in the reflective notes section of the evaluation tool. If a student receives 'Needs Improvement' on the same competency in subsequent formative evaluation points, this will result in an 'Unsatisfactory' for the competency. Lack of improvement by the end of the course will result in a clinical failure.

Three clinical days of repeated concerns with the same or similar behaviors during the semester will result in failure of the clinical course.

Additional Skills/Health Lab Evaluation Policies

Course specific skills unique to each lab are listed in the lab course syllabus. A student is required to successfully demonstrate competency in all course-specific skills.

A student who is unsuccessful during the first course-specific skill demonstration will have two additional attempts to demonstrate competence in the skill(s) before the end of the semester. All course-specific skills must be demonstrated successfully prior to the

last day of class to pass the course. A student who is unable to demonstrate competence in any of the course-specific skills after three attempts fails the course.

Unsatisfactory Clinical Course Grade Prevents Clinical Course Withdrawal

Students who earn a grade of “Unsatisfactory” in a clinical practicum at any point during the semester may not withdraw from the course.

LCON follows the University of Memphis withdrawal policy from courses. Withdrawal from courses should be discussed with the Academic Advisor, Faculty Advisor, and Program Director/Coordinator for a clear understanding of program progression implications including the 4-year requirement for program completion and that nursing courses may only be entered twice. Students who withdraw from all nursing courses in their first semester must reapply for admission into the program.

Operationally, the withdrawal period for LCON nursing courses is at the midterm point (50%) of the class, lab, and /or clinical schedule. LCON may employ a registration and withdrawal hold on all NURS courses for this purpose. Refer to the specific course syllabus, course schedule, and email communication for the mid-term date each semester.

Clinical Safety

Blood and Body Fluid Exposure Prevention and Treatment

Student should follow standard precautions for bloodborne pathogens and adhere to current [Centers for Disease Control Guidance](#) for managing exposures as follows:

If a student experiences blood and body fluid exposure following a sharps injury:

Provide immediate care to the exposure site:

- Wash puncture and small wounds with soap and water for 15 minutes. Be aware of wash station locations in your facility based on what shift you are working.
- Apply direct pressure to lacerations to control bleeding and seek medical attention as outlined below.
- Flush mucus membranes with water:
 - Mouth:
 - Rinse several times with water
 - Eyes:
 - Remove contact lenses.
 - If eye wash station available, flush eyes for 15 minutes.
 - If eye wash station not available, have a peer flush exposed eyes with 500 mL lactated ringers or normal saline.
 - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated. Keep the eyes open and rotate the eyeballs in all directions to remove

contamination from around the eyes. Help may be needed to hold eyelids open.

- Go to the emergency department (hospital fees may apply) OR employee health as soon as possible, per hospital/facility policy. This care is crucial to determine need for prophylaxis and ensure proper collection of both source patient and student specimens for testing. LCON and the University of Memphis are not responsible for any treatment fees incurred by the student due to emergency care for injury or exposure. Students are highly encouraged to maintain their own health insurance.

For both situations above:

1. Notify nursing faculty and charge nurse/supervisor immediately, regardless of perceived level of exposure.
2. Complete an incident report for all exposures for both the clinical agency and LCON. The nurse supervisor and faculty will be able to assist in completion of these reports. The LCON report should be submitted by the faculty to the Director for Clinical Affairs and the student's respective program director within 24 hours.
3. Nursing faculty will have hospital/facility collect serology from the source patient. If the source patient is known positive for HIV, Hepatitis, or syphilis, information will be released to the student nurse. The information will include the patient's medical history.

Blood and Body Fluid Post Exposure Follow-Up Care:

Post exposure follow up is essential. Each disease above will have windows and retesting must be done to ensure no conversion has taken place. The student nurse should contact their own primary care provider or local health department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's personal expense.

Clinical Professional Dress

In clinical, simulation, and lab settings, students are required to wear clinical professional dress or clinical uniforms. The following outlines clinical professional dress at LCON.

1. Professional clothing:
 - Masculine:** Dress slacks and dress shirt, preferably with a tie. Jeans are NOT acceptable in any clinical setting.
 - Feminine:** Dress slacks or a skirt and blouse or appropriate dress with flat shoes or low heels. Jeans are NOT acceptable in any clinical setting. Socks may be worn only with slacks.
2. White laboratory coat: It must be clean and pressed AND monogrammed on the left front side of the lab coat in blue block print with name (optional) and The

University of Memphis. The lab coat is to be worn with professional dress when indicated.

Example: Mary Johnson, SN
University of Memphis

You **may not** wear sandals or other open-toed shoes, tennis shoes, jeans, T-shirts, sweats, sweatshirts/hoodies, leggings, or shorts. If students are not appropriately dressed, they will be sent home and receive a Needs Improvement for the first offense and an Unsatisfactory for repeated offenses. Students are also expected to adhere to items 6-13 of the Clinical Uniform Policy (see below) when in Clinical Professional Dress.

Clinical Uniform Policy

Whenever a student is wearing the University of Memphis Clinical Uniform, the following policies must be followed:

1. *Uniform:* Galaxy blue monogrammed "scrubs" ordered from Landau Uniforms, Identity Factor (adopted 12/2008), or Uniform Source (Lambuth, adopted 1/2014) with student's name (optional) and the LCON monogrammed logo (required) provided by the supplier to be located on the left chest pocket. The clinical uniform must be clean, free of wrinkles, in good repair, and properly fitted. Examples of an improperly fitting uniform include but are not limited to scrubs that are too tight, too loose and scrub pants that drag the floor. Jogger style scrub pants are not appropriate as they are too various to meet the uniformity requirements of the LCON clinical scrub uniform.
2. *Lab Coat:* The lab coat may be worn with the clinical uniform. The lab coat must be clean, pressed, in good repair and properly fitted. The monogram should be worn on the left chest.
3. *Scrub Jacket:* An approved white scrub jacket may be worn in the clinical/lab setting only. It should be clean, in good repair and properly fitted with the monogram placed on the left front as with the lab coat.
4. *Undergarments:* Proper undergarments must be worn. Plain, white, short- or long-sleeve form fitting T-shirts with no lettering or pictures may be worn underneath the scrubs.
5. *Footwear:* Footwear must be clean and/or polished, in good repair, minimalist in style, and must be safe. White nursing shoes or white tennis shoes with minimal color trim with enclosed heels and toes are to be worn. White socks are to be worn with the uniform.
6. *Hair:* Hair must be clean, neat, and well groomed. In actual and simulated patient care areas, hair should be confined as not to interfere with patient care. Sideburns, mustaches, or beards must be well-groomed. Hair color should be a "natural color", defined as one color that could be worn naturally (though not necessarily one's own natural color). Hairstyles should not be of extreme nature.

7. *Head Coverings*: Head coverings worn for cultural, religious, or medical purposes may be worn with the clinical uniform. Solid colors that do not require prior approval include galaxy blue, grey, black, brown, or white. In consideration of specific observances, head covering colors or patterns that fall outside of the policy must be approved by the faculty before the clinical day.
8. *Fingernails*: Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient care and comfort. Only clear nail polish is permitted. Artificial nails, including dips or tips are ***not*** allowed in the clinical or lab setting.
9. *Jewelry*: No more than two small stud earrings per earlobe may be worn. Flesh tone or clear gauges may be worn to cover visible holes in nose, lip, eyebrow and ear piercings. **There can be no other visible body piercings with jewelry other than those mentioned previously.** Only one simple and thin chain necklace with a small charm or religious symbol may be worn. No bracelets are allowed. Wedding bands and/or engagement rings are acceptable. Jewelry may not be attached in patient care settings. Single Daith piercings for the prevention of migraine headaches are permitted with a written medical necessity statement from a healthcare provider. These statements will be loaded into the health data management system and must be verified by the Director of Clinical Affairs.
10. *Alcohol, After-Shave, Lotions, Deodorants, and Hair Products*: Absence of body odor is expected. Daily use of body deodorant/soap is part of personal hygiene. Due to patient sensitivity, use of strong/heavy fragrances should not be obvious to patients with whom students may come into contact (including elevators). No cologne, perfume, after-shave, or scented lotion is permitted. Students are to refrain from drinking alcohol 12 hours prior to clinical.
11. *Make-up*: Make-up should be complimentary as to create a natural appearance.
12. *Tattoos and Body Art*: LCON believes students have a right to personal expression through tattoos and body art. However, while attending clinical and lab practicum students are representing the LCON and thus should look uniform in appearance. Our goal as health care providers is to place our attention on our patients, not on ourselves. Students should attempt to keep tattoos and body art covered unless they are in areas that cannot be covered by clothing (i.e., hands, neck). Clinical sites have the right to require these be covered while attending clinical. LCON students and faculty are required to abide by the policy at each agency. Refusal to comply with an agency's specific policy as requested will result in disciplinary action and inclusion on the clinical evaluation tool.
13. *Student ID*: The U of M student ID must be worn at all times in the clinical area and placed at a chest pocket level (not at the waist). If the hospital agency provides another facility-based ID, students must wear it while on site in that area and return it as appropriate. In many areas, lanyards are considered a safety risk and should be avoided. Instead, students are recommended to use a clip to adhere the ID to their uniform chest/pocket area.
14. *Smoking and Vaping*: Students may not smoke or use any vape products in clinical settings and labs.

Clinical Supplies Required

Students should bring the following to all clinical and simulation experiences, including skills/health assessment labs.

1. Watch that can count seconds. Smart/touch watches may be worn, but students should be aware that they may not work when wearing gloves and providing clinical care and may also be exposed to or damaged by body fluids or cleaning products/water while in clinical/lab settings.
2. Black permanent ink pen.
3. Stethoscope with a bell and a diaphragm (included in the University Bookstore kit).
4. Blood pressure cuff.
5. Bandage scissors (provided in the skill supplies tote).
6. Pen light (provided in the skill supplies tote).

In addition, first semester students should bring their skills supplies totes to every skills/health assessment lab. It is recommended to keep the skills totes throughout the duration of the nursing program. Students may be asked to bring them for various skill practice days in subsequent semesters.

Verbal and Phone Orders

Students may ***never*** take a verbal medical order from a healthcare provider. A phone order may only be taken by a student when the faculty member or preceptor is also listening on the phone line as the order is given and thus is able to co-sign that order, and only if allowed by the clinical site. Students should encourage the provider to enter the order into the Electronic Health Record via Provider Order Entry systems rather than by phone.

Dosage Calculation Policy

Students in the LCON BSN curriculum will be provided instruction in dosage calculation beginning in the first semester and continuing across the curriculum, incorporating specialty and advanced content appropriate to individual courses.

Student competency in dosage calculation and medication administration will be evaluated in the following courses: Foundational Nursing Skills, Common Health Alterations Practicum, Gerontological Nursing Practicum, Complex Health Alterations Practicum, Pediatric Nursing Practicum, and Transitions into Nursing Practice Practicum.

Dosage Calculation Outcomes – Fall 2023 and Spring 2024 – N2 through N5

On completion of each of the following courses, the student will:

- Foundational Nursing Skills
 - Calculate dosages for oral and parenteral medications
 - Calculate weight-based adult dosages
- Common Health Alterations Practicum
 - Calculate dosage based on previously learned objectives
 - Calculate primary intravenous infusion rates
 - Calculate secondary intravenous infusion rates
- Gerontological Practicum
 - Calculate dosage based on previously learned objectives
- Complex Health Alterations
 - Calculate dosage based on previously learned objectives
 - Calculate titration of intravenous medications
- Pediatric Nursing Practicum
 - Calculate dosage questions based on previously learned objectives
 - Calculate weight-based pediatric dosages
- Transitions into Professional Nursing Practice Practicum
 - Calculate dosage questions based on previously learned objectives

Dosage Calculation Outcomes – Fall 2023 and Spring 2024 – New Students

On completion of each of the following courses, the student will:

- Introduction to Pharmacology and Medication Administration
 - Calculate dosages for oral and parenteral medications
 - Calculate weight-based adult dosages
- Common Health Alterations Practicum
 - Calculate dosage based on previously learned objectives
 - Calculate primary intravenous infusion rates
 - Calculate secondary intravenous infusion rates

Dosage Calculation Resources

BSN students will purchase the adopted dosage resource(s) as part of required course texts and supplies at the beginning of the first semester of study. This resource will be used across all levels for dosage instruction and practice. Continued use of the resource will be reviewed regularly by the course and clinical coordinators of the courses that are involved in dosage evaluation, including when edition updates occur and before changing the designated resource at any level.

In courses responsible for new content, the clinical coordinator will coordinate with the course coordinator to develop and maintain:

- Structured methods to direct student learning of new content assigned to that course, based on the current text/resource.
- Formative and summative assessments to be used during the semester to measure students' accomplishment of the objectives for that course. These

assessments will be based on material from the current text/resource and will follow a similar format through all levels. The assessments may be used as graded components in the practicum course and/or evaluation of course competency as determined by the clinical coordinator in coordination with the course coordinator for that level.

During the final portion of each semester, examples of these assessments will be provided to the clinical coordinator of the next level for development of the entry examination for that subsequent course. Clinical instructors will be responsible for instruction in the content, administration of written assessments, and monitoring of student progress as directed by the clinical and course coordinator.

Dosage Calculation Assessment

NURS 3004 - Introduction to Pharmacology and Medication Administration

Ongoing: Regular assessment of student progress will be completed throughout the semester.

Completion: During the final portion of the semester, a comprehensive examination will be administered to assess if the student has successfully met the expected objectives for this course. Students must achieve 90% or higher within three attempts to be successful in the course.

All Other BSN Courses

Entry: A written dosage examination that assesses mastery of content taught in each previous course will be administered during the first week of the semester. Students must achieve 90% or higher to administer medications in the clinical setting. Students who score < 90% on the first attempt will have the opportunity to remediate and repeat the testing once/week for a total of three attempts until achieving a score of 90% or higher. Students will not be allowed to administer medications until they are successful in achieving this score. Each week that the student cannot administer medications in the clinical setting will result in a Needs Improvement (NI) in the relative Competency on the Clinical Evaluation Tool. The entry exams will follow a similar format throughout the levels without repeating test items. The clinical coordinator, working with the course coordinator, will be responsible for implementation, development, and maintenance of the exam and will support clinical faculty in evaluating student performance.

Ongoing: Clinical competence in dosage calculation and medication administration will be evaluated on an ongoing basis in the clinical/simulation setting throughout the semester through observation of the student's ability to apply both dosage calculation and pharmacology concepts in the process of safely caring for patients. Faculty may also include dosage calculation questions on corresponding didactic unit/final exams.

RN-BSN Program Policies

Prior Learning Experience

RN-BSN students may earn college credit for prior learning experience with approval. Course credit may be earned in two ways.

1. Credit by examination - national standardized achievement exam
2. By professional experiential learning portfolio.

Requests for prior learning experience credit must be made four (4) weeks before the semester begins to provide sufficient time for validating learning, approving credit, finalizing the course plan of study, ensuring accurate fee invoices, and avoiding late registration fees. A student requesting CBE through testing at LCON (see section on National Standardized Exams) may repeat the exam once to earn credit; if the student is unsuccessful on the second attempt, the student is required to enroll in the course. All students who have previously taken a course for credit and were unsuccessful (earning a D or F grade) are ineligible to request credit through prior learning experience.

Credit by Examination (CBE)

Credit by examination (CBE) can be earned for three RN-BSN courses: Health Assessment and Lab (NURS 3109/3110), Pathophysiology (NURS 3401), and Pharmacology (NURS 3009). Students will be awarded college level credit after admission to LCON for CBE by either (a) achieving proficiency on a standardized achievement exam taken in the associate degree nursing (ADN) program, or (b) taking a national standardized exam at LCON.

Students requesting credit for ADN achievement tests will work directly with their academic advisor. Students requesting to take a national standardized exam for college credit at LCON will work directly with the RN-BSN Program Coordinator.

RN-BSN Credit by Examination/Validation

Under the Tennessee Career Mobility Plan, registered nurses who have graduated from Tennessee schools or out-of-state programs will be able to progress to the baccalaureate degree in nursing without testing to verify previous nursing education if they obtain a minimum grade of “C” in the first 15 credit hours of nursing courses. If they make less than a “C” in any nursing course during the first 15 hours, they must take and obtain satisfactory scores before they can proceed in nursing courses. In addition, the nursing course must be repeated with a minimum grade of “C”. Registered nurses articulating to the baccalaureate level may be awarded or transfer in nursing credits equivalent to approximately one year of nursing courses. For this to occur, a grade of “C” or better must have been earned in previous nursing course work. Nursing credits transferred or awarded will be held in escrow. These credits will be placed on individual transcripts only after students have successfully completed the 15 hours of nursing

courses with a “C” or better at LCON. Non-nursing credits are transferred according to University of Memphis policies.

Credit by Examination/Validation applies to undergraduate students in the RN-BSN program only. Health Assessment & Lab (NURS 3109/3110), Pathophysiology (NURS 3401), and Pharmacology (NURS 3009) course validation can be used when upper division coursework earned at another university is too old to be included in an undergraduate program. Students taking credit- by-examination (CBE) course validation must be currently enrolled in a degree program (full-time or part-time).

Associate Degree Nursing Achievement Tests

Students may submit summative national test results for Pharmacology, Pathophysiology, or Health Assessment taken in their associate degree nursing program to earn CBE. For example, graduates of an Associate Degree Nursing (ADN) program who score at the 50 percentile or greater on the Pharmacology and/or Pathophysiology comprehensive exams through a nationally benchmarked standardized nursing examination may obtain credit for NURS 3009 and NURS 3401, respectively.

1. The student is responsible for initiating contact with the former nursing school and requesting that the school fax official test results to LCON at (901) 678-4825.
2. The LCON academic advisor will review the results and petition the University of Memphis registrar for credit if the student earns a passing score (50th percentile or greater).
3. To obtain CBE, students will be charged a \$60 fee for each 3-credit course; \$15 will be charged for each hour more than three per course.
4. The student will earn college credit, though no quality points will be added in the students’ GPA calculation.

National Standardized Exams

Students may request to take a national standardized exam for college credit at LCON for Pharmacology, Pathophysiology and Health Assessment to earn college credit for NURS 3009, NURS 3401, and NURS 3109/3110, respectively. Student costs associated with CBE through the national standardized exams are as provided in Table C-9.

Table C-9
CBE Fees for National Standardized Exams

CBE Course	Credit Value	University Test Fee	Evolve Costs	Proctoring Fee	Total Estimated Cost
NURS 3009 Pharmacology	3	\$60	\$45	\$35	\$140

NURS 3401 Pathophysiology	3	\$60	\$45	\$35	\$140
NURS 3109 Health Assessment	2	\$60	\$45	\$35	\$140
NURS 3110 Health Assessment Lab	1	\$60	\$0	\$0	\$60
Total Cost for 3 courses without practice exams					\$480
Optional additional cost for practice exams for 3 courses					\$126
Total Cost for 3 courses with practice exams					\$606

The procedure for obtaining CBE through a national standardized exam is an 8-step process:

Step 1) RN-BSN Program Coordinator Approval

The student contacts the RN-BSN Program Coordinator to request to test using the credit by exam process for one or more courses. The RN-BSN Program Coordinator reviews the student’s transcript to determine eligibility. If the student is eligible and approved, the RN-BSN Program Coordinator will order the exam(s) requested by the student.

Step 2) Ordering the Standardized Exam

Student sets up an account with Evolve at <https://evolve.elsevier.com/>. The RN-BSN Program Coordinator will email students the payment ID and codes once they are received. When paying for exams.

- Select HESI Exams
- Next, select “Register for HESI” from the dropdown box.
- To pay for exams change the payment ID and code to reflect the numbers you were sent in the confirmation email from the RN-BSN Program Coordinator.
- The student pays on-line for the exam requested by the RN-BSN Program Coordinator.
- The exam must be paid a minimum of 2-3 working days prior to the testing date.

Practice Exams: Students may also order on-line review materials and practice exams covering content for the three subject areas, Health Assessment & Lab (NURS 3109/3110), Pathophysiology (NURS 3401), and Pharmacology (NURS 3009) at a cost of \$103 for review products for all exam(s). Access to the practice exam(s) is available for two years from purchase date. The purchase of the practice exam(s) for increased success on the CBE is recommended but not required. Visit the following link to purchase practice exams:

<https://evolve.elsevier.com/cs/product/9781455741380?role=student>

The course ID may be obtained from the RN-BSN Program Coordinator.

Step 3) Initiating the CBE Process with the University

The student must then go to <https://www.memphis.edu/registrar/register/credit-by-exam.php> to submit requests for CBE and course validation online for review and approval. The completed form will then be routed electronically for required signatures and approval. Lastly, the student must pay the university test fees. These fees allow the credit hours to be placed on the student's transcript.

Step 4) Paying the University for CBE

The student can pay online a non-refundable fee of \$60.00 per test/course plus \$15.00 per credit hour for each hour more than three credit hours. Fees must be paid before the examination.

Step 5) Scheduling the Exam

Next, the student schedules the exam at the [University of Memphis Testing Center](#) by calling (901) 678-2428 or emailing the request to proctoredtests@memphis.edu.

Step 6) Paying the Proctoring Fee

Next, the students pay a \$35 test administration fee to cover costs associated with proctoring the exam. Visit the following website for instructions on paying the proctoring fee: <http://www.memphis.edu/testing/services/proctor.php>.

Step 7) Exam Day

On the exam day, the student takes the Application for Undergraduate Credit by Examination form and the original payment receipt from the bursar's office (not a copy) to the Testing Center. The department completes section 4 of the form (cost) and retains the form.

Step 8) Exam Results

Student test results are uploaded by Evolve within a week of the student's exam date. The RN-BSN Program Coordinator forwards the results to the LCON academic advisors, indicating whether the student earned CBE or is required to enroll in the course. The student also receives an email notifying them that their results are available on the Evolve website during the same timeframe.

Prior Learning Assessment Portfolio

Credit through Prior Learning Assessment Portfolio may be earned for a maximum of four (4) credits in the Transitions to Professional Nursing Practice Practicum (NURS

4208). The Prior Learning Assessment Portfolio for RNs is guided by the Center for Innovative Teaching and Learning and reviewed by LCON faculty.

The student may earn up to 4 credits in NURS 3900 – RN-BSN Experiential Learning. The number of credits earned may be substituted for up to 4 credits required in NURS 4208. Students are encouraged to begin the portfolio process at least one year prior to entering the senior semester. Students interested in the creation of a learning portfolio should follow the steps outlined by the Center for Innovative Teaching and Learning.

<http://www.memphis.edu/innovation/elc/portfoliodevelopment.php>

The portfolio contains supporting experience verification for NURS 4208 course outcomes. Types of experiences to validate experience may include:

- Formal mentored internship, such as the U.S. Army Cadet Command's Nurse Summer Training Program and Veterans Affairs Learning Opportunity Residency (VALOR);
- Professional certifications (may include, but is not limited to: ACLS, CCRN, RN-BC (any certified credential by ANCC));
- Professional development through continuing formal/informal professional education (may include, but is not limited to seminars, conferences, competencies completion for general practice for the healthcare system or specific-unit competencies for safe, quality effective patient care;
- Professional presentations and/or publications; and
- Professional leadership positions through employment, professional organizations, or the military.

RN-BSN Precepted Clinical Experiences

Students enrolled in the RN-BSN program complete two clinical courses: Transitions to Professional Nursing Practice Practicum (NURS 4208) and Community Health Nursing Practicum (NURS 4128). Both experiences use preceptors to guide, observe, and provide formative feedback to students throughout the semester. Students are encouraged to identify a preceptor for each course the semester before starting these courses. Students may choose from a list of already identified clinical sites as possibilities or from a self-identified site. Approval of the site will be required to ensure that it meets the course expectations and learning outcomes. Students needing assistance with identifying a preceptor and site should contact the RN-BSN Program Coordinator, RN-BSN Academic Advisor and clinical placement coordinator for assistance as early as possible.

Clinical sites require an affiliation agreement between the agency and LCON. Students should notify their faculty, the RN-BSN Academic Advisor and the clinical coordinator of preferred clinical site and preceptor names the semester prior to the planned clinical experience so that this agreement can be finalized before the start of the semester in which the student plans to take the course.

Students must complete and submit a preceptor agreement before beginning their clinical rotation. This document is maintained within the course learning management system site. Students should follow all course policies regarding notification of their anticipated clinical schedule, completion of clinical assignments, and professional nursing behavioral expectations.

D. THE MASTER OF SCIENCE IN NURSING PROGRAM

MSN Program Outcomes

The Master of Science in Nursing (MSN) program prepares the graduate to:

1. Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles.
2. Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations.
3. Practice advanced nursing independently and collaboratively with healthcare teams to address complex situations and coordinate care.
4. Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.

(Revised April 2014, Approved by CCNE March 2015; June 2020)

Professional Standards of Nursing Practice and Education

The LCON faculty has adopted the American Association of Colleges of Nursing (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education* as the professional standard for the BSN program at The University of Memphis. The relationship between the LCON MSN program outcomes and the AACN Essentials is displayed in Table D-1.

Table D-1*Relationship between the AACN Essentials and the LCON MSN Program Outcomes*

AACN Essentials Domain	MSN Program Outcome
<p><i>Domain 1: Knowledge for Nursing Practice</i></p> <p>“Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.”</p>	1, 2, 3
<p><i>Domain 2: Person-Centered Care</i></p> <p>“Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.”</p>	1, 2, 3, 4
<p><i>Domain 3: Population Health</i></p> <p>“Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.”</p>	2, 3, 4
<p><i>Domain 4: Scholarship for the Discipline of Nursing</i></p> <p>“The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.”</p>	1, 2, 4

AACN Essentials Domain	MSN Program Outcome
<p><i>Domain 5: Quality and Safety</i></p> <p>“Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.”</p>	1, 2, 3, 4
<p><i>Domain 6: Interprofessional Partnerships</i></p> <p>“Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.”</p>	2, 3
<p><i>Domain 7: Systems-Based Practice</i></p> <p>“Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.”</p>	1, 2, 3
<p><i>Domain 8: Informatics and Healthcare Technologies</i></p> <p>“Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.”</p>	2, 3, 4
<p><i>Domain 9: Professionalism</i></p> <p>“Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics and values.”</p>	3, 4
<p><i>Domain 10: Personal, Professional, and Leadership Development</i></p> <p>“Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.”</p>	1, 3, 4

Matrix of MSN Program Outcomes by Level

MSN program outcomes are leveled to demonstrate the student's building of core knowledge as well as advanced nursing practice knowledge. Table D-2 provides a matrix of MSN program outcomes and descriptors by level.

Table D-2

Matrix of LCON MSN Program Outcomes by Level

Level II – Provider of Care	Level II – Designer/Manager/ Coordinator of Care
1. Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles.	
Assimilate essential knowledge and theories necessary to implement the advanced nursing practice role.	Integrate and apply specialized knowledge, theories, and competencies in advanced nursing practice roles.
2. Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations.	
Access, analyze, and critique research from nursing and other disciplines that apply to advanced nursing practice roles. Analyze risk for disease, health variants, and health disparities across diverse population groups.	Synthesize and utilize knowledge, theory, and research from nursing and other disciplines in advanced nursing practice to promote disease prevention, and improve health, provide quality, and cost-effective care to diverse populations.
3. Practice advanced nursing independently and collaboratively with healthcare teams to address complex situations and coordinate care.	
Articulate and recognize the uniqueness of advanced nursing roles and their contribution to interprofessional healthcare teams and practice. Analyze risk for health disparities across diverse populations.	Practice in the advanced nursing role collaboratively with other disciplines. Advocate for the adoption and implementation of best practice and evidence-based models of care
4. Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.	
Formulate solutions to health care issues within a legal, ethical, evidence-based, and cost-effective framework. Analyze professional standards, models of health care delivery, and the results of policy research.	Articulate and utilize strategies in the advanced practice role that advocates and influences policies and health and healthcare.

MSN Curriculum

Executive Leadership MSN Curriculum

The 37-credit Executive Leadership MSN (EMSN) concentration prepares nurses for leadership and executive positions in various healthcare settings. The EMSN concentration is based upon well-founded principles, including components of the American Nurses Credentialing Center (ANCC) Magnet® Recognition Program and The American Organization for Nursing Leadership (AONL) Nurse Executive Competencies. The concentration is an academic partner of the American Nurses Credentialing Center (ANCC) Magnet® Recognition Program. There are 420 practicum hours in the EMSN concentration. Table D-3 provides the EMSN curriculum.

Table D-3

Executive Leadership MSN Curriculum Plan

Course	Title	Credit
Core Courses		
NURS 7001	Healthcare Policy	3
NURS 7002	Advanced Nursing Research	3
NURS 7990	Scholarly Synthesis	3
Total Core Hours		9

Executive Leadership Specialty Courses		
NURS 7007	Advanced Role Development for Nurse Executives	3
NURS 7901	Communication and Relationship-Building for Nurse Executives	3
NURS 7903	Accountability, Advocacy, and Ethics for Nurse Executives	3
NURS 7303	Healthcare Finance	3
NURS 7904	Financial Management and Resource Allocation for Patient Care	3
NURS 7905	Improving Patient Care Delivery	3
NURS 7907	Evidence-Based Leadership Practices	3
NURS 7908	Healthcare Finance Practicum	3
NURS 7909	Nurse Executive Practicum	4
Total Concentration Hours		28
Total Program Hours		37

Nursing Education MSN Curriculum

The Nursing Education concentration prepares nurse educators in various healthcare settings. Over the course of study, students learn about nursing and educational theories, curricular development and program planning, teaching/learning strategies and evaluation. There are 360 practicum hours in the Nursing Education concentration. Table D-4 provides the Nursing Education MSN Curriculum.

Table D-4
Nursing Education MSN Curriculum Plan

Course	Title	Credit
Core Courses		
NURS 7001	Healthcare Policy	3
NURS 7002	Advanced Nursing Research	3
NURS 7990	Scholarly Synthesis	3
Total Core Hours		9
Nursing Education Specialty Courses		
NURS 7000	Theoretical Foundations	3
NURS 7003	Advanced Role Development	3
NURS 7105	Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators	3
NURS 7106	Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators Lab	1
NURS 7204	Curriculum Design and Education Theory	3
NURS 7205	Evaluation Methods in Nursing Education	3
NURS 7207	Nurse Educator Immersion I (120 clinical hours)	2
NURS 7209	Nurse Educator Immersion II (240 clinical hours)	4
Total Concentration Hours		22
Total Program Hours		31

Family Nurse Practitioner MSN Curriculum

This 46-hour program Family Nurse Practitioner (FNP) MSN concentration prepares advanced practice nurses to deliver primary health care to all ages, including individuals and families throughout the lifespan and across the health continuum. Students are provided with knowledge and clinical skills necessary for health promotion, disease prevention, assessment, and management of common acute and chronic illnesses. There are 720 practicum hours in the FNP MSN concentration. Table D-5 provides the FNP MSN Curriculum.

Table D-5
Family Nurse Practitioner MSN Curriculum Plan

Course	Title	Credit
Core Courses		
NURS 7001	Healthcare Policy	3
NURS 7002	Advanced Nursing Research	3
NURS 7990	Scholarly Synthesis	3
Total Core Hours		9
FNP Specialty Courses		
NURS 7000	Theoretical Foundations	3
NURS 7003	Advanced Role Development	3
NURS 7101	Advanced Health Assessment	3
NURS 7102	Advanced Health Assessment Clinic	1
NURS 7103	Advanced Pathophysiology	3
NURS 7104	Advanced Pharmacology	3
NURS 7601	Family Nurse Practitioner I (<i>Women's Health</i>)	3
NURS 7602	Family Nurse Practitioner I Clinical (120 clinical hours)	2
NURS 7603	Family Nurse Practitioner II (<i>Adult Health</i>)	3
NURS 7604	Family Nurse Practitioner II Clinical (240 clinical hours)	4
NURS 7605	Family Nurse Practitioner III (<i>Pediatric Health</i>)	3
NURS 7606	Family Nurse Practitioner III Clinical (120 clinical hours)	2
NURS 7609	FNP Practicum (240 clinical hours)	4
Total Concentration Hours		37
Total Program Hours		46

Post Graduate Certificates

LCON offers post graduate certificates for Executive Leadership, Nursing Education, and Family Nurse Practitioner concentrations for applicants who hold a graduate nursing degree (e.g., MSN, DNP, PhD) in another specialty. Admission is based on competitive selection from the pool of applicants who meet the University of Memphis Graduate School admission requirements. Additional admission requirements for LCON Post Graduate Certificates include:

- A graduate nursing degree from an accredited nursing program (e.g., CCNE).
- Eligibility to practice as a registered nurse in Tennessee or in an approved state in which clinical assignments are completed. Appropriate licensure/authorization must be obtained during the first semester following admission to the program.
- Overall graduate school (e.g., MSN, DNP, PhD) GPA of 3.0 on a 4.0 scale.
- Applicants for whom English is not their primary language are required to meet the University's minimum required TOEFL score.
- A written document prepared by the applicant that includes a resume, a discussion of prior professional experience, future career goals, and reasons for pursuing graduate study.
- Letters of recommendation from at least three persons (a minimum of one academic) familiar with the applicant's academic and professional background and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study and future practice as an advanced practice nurse.

Post Graduate Certificate – Executive Leadership Curriculum

The Executive Leadership Certificate prepares nurses for management and executive nursing roles in various healthcare settings. Table D-6 provides the Executive Leadership Certificate curriculum.

Table D-6

Executive Leadership Post Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7901	Communication and Relationship-Building for Nurse Executives	3
NURS 7303	Healthcare Finance	3
NURS 7904	Financial Management and Resource Allocation for Patient Care	3
NURS 7905	Improving Patient Care Delivery	3
NURS 7907	Evidence-Based Leadership Practices	3
NURS 7908	Healthcare Finance Practicum	3
NURS 7909	Nurse Executive Practicum	4
Total Program Hours		22

Post Graduate Certificate – Nursing Education Curriculum

The Nursing Education Certificate prepares nurses for various roles as a nurse educator. The certificate provides them with content necessary to teach nurses and nursing students. Once students complete the certificate, they would be eligible to sit for the national certification exam in this area.

Before admission to the Nursing Education Certificate, students must complete the following coursework with a grade of “B” or better.

- Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators (3 credits)
- Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators Lab (1 credit)

OR the following courses:

- Advanced Health Assessment (3 credits)
- Advanced Health Assessment Clinical or Lab (1 credit)
- Advanced Pathophysiology (3 credits)
- Advanced Pharmacology (3 credits)

Table D-7 provides the Nursing Education Certificate curriculum.

Table D-7

Nursing Education Post Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7204	Curriculum Design and Education Theory	3
NURS 7205	Evaluation Methods in Nursing Education	3
NURS 7207	Nurse Educator Immersion I (120 clinical hours)	2
NURS 7209	Nurse Educator Immersion II (240 clinical hours)	4
Total Program Hours		12

Post Graduate Certificate – Family Nurse Practitioner Curriculum

The Family Nurse Practitioner (FNP) Certificate prepares nurses interested in taking the national certification exam to practice as a Family Nurse Practitioner. To be eligible to take the national certification exam, students must successfully complete graduate didactic and clinical requirements in an advanced practice specialty.

Prior to admission to the FNP Certificate, students must complete the following coursework with a grade of “B” or better.

- Advanced Health Assessment (3 credits)
- Advanced Health Assessment Clinical or Lab (1 credit)

- Advanced Pathophysiology (3 credits)
- Advanced Pharmacology (3 credits)

Table D-8 provides the FNP Certificate curriculum.

Table D-8

Family Nurse Practitioner Post Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7601	Family Nurse Practitioner I (<i>Women's Health</i>)	3
NURS 7602	Family Nurse Practitioner I Clinical (120 clinical hours)	2
NURS 7603	Family Nurse Practitioner II (<i>Adult Health</i>)	3
NURS 7604	Family Nurse Practitioner II Clinical (240 clinical hours)	4
NURS 7605	Family Nurse Practitioner III (<i>Pediatric Health</i>)	3
NURS 7606	Family Nurse Practitioner III Clinical (120 clinical hours)	2
NURS 7609	FNP Practicum (240 clinical hours)	4
Total Program Hours		21

MSN Academic Policies

Admissions

Admission Criteria

Students seeking admission to the MSN program at LCON must meet the following criteria.

1. Completion of BSN from an accredited nursing program (ACEN or CCNE) is required.
2. An active unrestricted registered nurse (RN) license to practice in Tennessee or license to practice in the state in which the clinic assignments are completed.
3. An undergraduate minimum cumulative grade point average of 2.8 on a 4.0 scale.

Admission Procedures

To be admitted to the Loewenberg College of Nursing, admission to the University of Memphis Graduate School is required. Admission is based on competitive selection from the pool of applicants. In addition to the proof of admission criteria listed above, the student's application must also include the following.

1. **TOEFL Scores:** Submission of TOEFL is required for students whom English is not their primary language. Students must achieve a TOEFL score of 210 (computer-based score), 79 (internet-based), 7.0 IELTS, or 550 (paper-pencil).
2. **Letters of reference (3):** One (1) academic and two (2) professional references are preferred. Recommendation forms will be sent to the three reference email addresses you provide in the LCON application.
3. **Letter of Interest/Intent:** Students must provide a personal letter that clearly and coherently addresses alignment of student goals with program outcomes.
4. **Professional resume:** The resume should include any leadership experience (evidence of goal setting and follow through, contribution to diversity and inclusion, evidence of intellectual curiosity, and commitment to the profession demonstrated by certifications, professional memberships, etc.).
5. Interview with LCON graduate faculty as requested.

General MSN Program Requirements

1. Students enrolled in the MSN program must complete **31-46 semester hours** (based on concentration) with the *minimum cumulative grade point average of 3.0*.
2. Every candidate for the master's degree in nursing is required to either pass a final comprehensive examination/project or complete the oral defense of a thesis. The examination will emphasize the student's area of concentration and will be

administered by selected nursing faculty each semester. The candidate must be registered the semester the comprehensive exam is taken.

3. When the student elects to complete a thesis, the candidate must enroll for thesis credit each semester until the thesis is completed. A maximum of 6 semester hours is permitted for thesis completion. Students must register for 3 hours of thesis credit in the semester in which they defend.
4. Family Nurse Practitioner students must complete a minimum of 750 clock hours to meet the academic and practicum requirement for national certification.
5. If a student must repeat a didactic or clinical course for the purpose of achieving a satisfactory grade, not only must the didactic or clinical course be retaken, but the co-requisite didactic or clinical course must also be retaken. Courses that are companion courses, such as a clinical and didactic course, must be taken and successfully completed concurrently in the same semester to progress in the program.

General MSN Program Policies

Transfer Credit

- Credit towards the MSN degree from another institution does not transfer automatically. In general, however, graduate work completed at another institution in a program accredited at the graduate level may be accepted in a graduate degree program at the University, with the following provisions. (1) These courses have not been used to earn a previous degree. (2) They relate to the content of the graduate program and/or are comparable to those offered at the University. (3) They do not exceed time limitations set for master's programs (5 years).
- Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Only transcripts received directly from an issuing institution are considered official.
- Approved transfer credit may be accepted for no more than 12 semester hours of course credit toward the MSN degree.
- Courses proposed for transfer credit must meet the following two requirements. (1) The University of Memphis requires a minimum of 750 contact minutes for each semester credit (2250 for a 3-hour course). (2) The Tennessee Conference of Graduate Schools requires a minimum of 3 hours of class work per week for 3 hours of credit.
- Grades earned at another institution will not be computed in the University cumulative grade point average, nor will they be accepted for transfer, unless they are "B" (3.0) or better.

Adding and Dropping Courses

Courses may be added or dropped after initial registration for a limited time only. Refer to the Student Calendar at <https://www.memphis.edu/registrar/calendars/index.php> for appropriate deadlines. Courses may be added late only upon approval of the instructor

and the Program Director. Courses may be dropped after the drop date only when circumstances beyond the student's control make it impossible to complete the semester.

Late drops must be approved by the Program Director. Students enrolled on a non-degree basis must obtain the approval of the Vice Provost and Dean of the Graduate School or designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not he/she has dropped a course.

Repetition of Graduate Courses:

A graduate student may repeat a course to earn a higher grade only if the earned grade was a "U" or lower than a "B" (3.0). MSN students who repeat a course must earn a B or better in the repeated course. No course can be repeated more than once to improve the grade. A maximum of two courses can be repeated during the student's total graduate career to improve a grade. Only the grade earned in the second attempt will be included in the computation of the cumulative grade point average.

Audit of Courses

Students who are admitted to the University of Memphis may register to audit a course at LCON with the prior approval of the instructor and the Program Director. Students enrolling on an audit basis do not receive academic credit for that course. LCON will ensure that students who need these courses for degree credit can be accommodated before issuing any permits for audits.

Auditors are not required to take examinations and do not receive a regular letter grade. The student and the instructor should reach a precise agreement as to the extent and nature of the student's participation in the course, including class discussion, projects, examinations, and readings. Students auditing a course will receive "audit" (AU) on the transcript only if they have attended regularly and participated according to the prior agreement with the instructor.

A student may not change from a grade point basis to audit or from audit to a grade point basis after the last day to add classes for that session. Any questions concerning this policy should be referred to the Graduate School.

Fees for audits will be assessed on the same basis as fees for credit courses.

Late Withdrawals

A graduate student may withdraw from a course or the University after the drop date only when circumstances beyond the student's control make it impossible to complete the semester. Late withdrawals must be approved by the Program Director, the Associate Dean for Academic Program, and submitted to the Graduate School.

Students enrolled on a non-degree basis must obtain the approval of the Vice Provost and Dean of the Graduate School or designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether the student has withdrawn or not.

Retention and Progression Requirements

1. Students in the LCON Graduate program must comply with all retention standards of the University of Memphis Graduate School.
2. Graduate students must maintain a 3.0 GPA ("B"). Grades of "D and "F" will not apply toward any graduate degree but will be computed in the GPA.
3. All requirements for the MSN degree must be completed in 5 calendar years.
4. Once accepted into a degree program, a student is expected to enroll every semester thereafter (excluding summer sessions) and make satisfactory progress toward the degree. A student who does not enroll for a fall or spring semester must complete a readmission form/application. Students who do not enroll for two (2) or more consecutive semesters (excluding summer) must reapply to the program.
 - Submission of an application for readmission does not ensure acceptance.
 - An application for readmission may be rejected or additional requirements may be imposed on the student.
 - A readmitted student must follow the rules, prerequisites, and degree requirements listed in the most current Graduate Bulletin.
5. Students writing a thesis or dissertation or engaged in a culminating project must enroll continuously (fall and spring) until the thesis, dissertation, or project is complete.

Academic Probation

A graduate student whose cumulative GPA drops below 3.00 will be placed on probation for the semester. A second consecutive semester on probation will result in academic disqualification. If, in the opinion of the college, the MSN Program Director, and the Graduate School, a degree-seeking student is not making satisfactory progress toward degree completion, the student will be dismissed from the degree program. If, in the opinion of MSN Program Director, the college, and the Graduate School, a non-degree-seeking student is not making satisfactory progress toward licensure, certification, or program admission, the student will be dismissed from the University.

Comprehensive Examination for FNP Students

For FNP students, the comprehensive examination is administered only to those students in good academic standing. The result of the exam must be communicated to the Graduate School on the Comprehensive Results Form within the same semester the exam is given or by the specified deadline in the Graduate Catalog.

Comprehensive examinations for FNP students are offered each semester. A student who does not perform satisfactorily on the comprehensive examination will be given an opportunity to remediate through a review of an examination analysis and recommended coursework, which the student will take in preparation for the board certification exam. Results of comprehensive examinations cannot be appealed, nor can they be changed after the form has been filed with the Graduate School.

Comprehensive Examination for Nursing Education and Executive Leadership Students

Students in the Nursing Education and Executive Leadership concentrations complete a comprehensive portfolio to satisfy comprehensive examination requirements. Portfolios are submitted during the student's final semester. Requirements for the portfolio will be provided to the student by the program director, who will also review the portfolio for satisfactory completion. Upon satisfactory completion, the result of the exam must be communicated to the Graduate School on the Comprehensive Results Form within the same semester the exam is given or by the specified deadline in the Graduate Catalog.

Advising

All graduate students who have been accepted into the nursing major are assigned to an LCON Academic Advisor and Faculty Advisor. The Academic Advisor will advise students regarding academic and program progression. The Academic Advisor will also approve and issue permits for course registration.

LCON has an MSN Advising Site and an FNP Advising Site which are available in the LMS. Information is accessed via the MSN Advising link located under the Dashboard. The MSN Advising Site serves as a means of communication between the faculty, administration, and graduate students. Students will be held responsible for all posted materials.

For advising communications, it is important to remember that the "@memphis.edu" email is the official communication of the University. Students should not use personal or other work emails for communication.

Faculty Advising

All students are required to be advised by LCON faculty throughout the duration of their program of study. Faculty advising meeting attendance is mandatory and is offered in both group and individual meetings. Faculty advising will occur at least twice per semester and meeting times and locations will be published at the beginning of each semester.

Roles of the Faculty Advisor

- Faculty Advisors act as the "process guide" through policy and procedure and early decision-making. They help guide the student toward appropriate resources and future professional mentors. The Faculty Advisor gets the

student set up and ready to make decisions as a student in a professional program of study.

- Processes that the Faculty Advisor may assist students with include progressions, grade changes, elective choices, clinical performance, professionalism, etc.
- The Faculty Advisor will act as a mediator with sensitive student issues and guide students as needed.
- The Faculty Advisor must meet with each of their advisees at least twice a semester (via group and/or individual advising).
- Faculty Advisors complete the Group or Individual Faculty Academic Advising Forms found in Navigate.
- Faculty Advisors do not duplicate the efforts of the Academic Advisors in admissions, registration, permitting, or withdrawing.
- Faculty Advisors communicate regularly with the Academic Advisers.
- Faculty Advisors document all advising interactions in the appropriate student records system (Navigate, UMDegree, etc.)

Roles of the Student

Students are expected to take the initiative in planning their program of study, but it is essential that students maintain close contact with their Faculty Advisor while making the following important program-related decisions:

- Approving any forms requiring the signature of a Faculty Advisor
- Determining course and clinical sequences
- Changing plans of study or timelines
- Following any failing or unsatisfactory clinical grade at any time
- Following any grade less than C in an undergraduate didactic course
- Following any grade less than a B in a graduate didactic or clinical course

All students must meet with their Faculty Advisor at least twice per semester. Faculty Advisers will meet with advisees in small groups. Students may request extra meetings on their own as needed. They do not receive reminders from LCON faculty/staff.

Changing Faculty Advisors

Students may choose to change Faculty Advisor at any point. The student must take the lead to contact the Faculty Advisor and Program Director to request the change. The Student Success team will be notified when students change Faculty Advisors.

Graduate Student Individual Advising

- Faculty Advisors are assigned individual students depending on program concentration or focus area
- Faculty Advisors will meet with their advisees twice per semester.

Academic Disqualification

A graduate student will be academically disqualified if any of the following occurs during their time in the program.

- Failure to maintain a 3.0 cumulative GPA in graduate school.
- Failure to earn a grade of "B" (3.0) or better when repeating a course.
- Willful misrepresentation of patient data or clinical practice.
- Willful placement of any patient in physical or emotional jeopardy.
- Placement on probation by the State Board of Nursing.
- Failure to disclose a felony conviction.
- Failure to disclose disciplinary action or diversion by the State Board of Nursing.
- Failure to complete all degree requirements within five years of entering graduate nursing coursework.
- A grade of "B" must be earned in all graduate practica, including the health assessment lab.

Notification of Dismissal

A student who is academically disqualified and dismissed from an LCON nursing program is notified by email and certified U. S. Mail from the LCON Dean.

FNP Program Re-Entry after Disqualification

Following academic disqualification, students are eligible to reapply to the FNP concentration after 3 years or to the FNP Post Master's Certificate after 1 year. Minimum course requirements following readmission include the completion of FNP I, II, III, Residency and co-requisite courses. All MSN progression, retention, and graduation policies apply.

Graduation Requirements - Admission to Candidacy

Before an applicant will be officially admitted to candidacy for a master's degree, the student must have satisfied the following requirements.

1. The Candidacy Form for the Master's Degree and an application for graduation must be completed by the deadlines as outlined by the Graduate School. Deadlines, forms, and instructions are available at https://www.memphis.edu/gradschool/current_students/graduation.php.
2. If a student is writing a thesis, an approved Thesis/Dissertation Proposal form must be filed with all necessary human or animal subjects' approvals before any research is undertaken.
3. The student must have at least a 3.0 average on all coursework listed on the candidacy form as well as any other graduate work undertaken at The University of Memphis within the specified time limit. Grades of "D" or "F" are not accepted for any graduate degree credit but these grades will be computed in the GPA. No

more than seven (7) hours of "C+", "C", or "C-" will be counted toward degree requirements.

4. Grades earned in the final semester may not be used to correct GPA deficiencies. The student must have at least a 3.0 average in all graduate work at the time the Intent to Graduate Card is filed.
5. The program must include a minimum of 70% of the total required hours as 7000 level courses.
6. All requirements of the Graduate School and LCON graduate program must be met.
7. If a student wishes to substitute a course for a required course, the substitution must be approved by the Program Director on the Course Substitution Form. The form must accompany the candidacy form.
8. The student's graduate work up to this point must be acceptable in quality and quantity to the major advisor, and/or Program Director, and the Vice Provost for Graduate Studies. It is the responsibility of each graduate student to notify the Graduate School of any changes in name or address. Students who are graduating will receive a letter explaining graduation ceremony requirements about one month prior to graduation.

Classroom and Didactic Course Expectations

Students enrolled at the University of Memphis are citizens of their civic communities as well as the academic community. They are expected to conduct themselves as law-abiding members of the University.

Presence in Classrooms

All MSN courses are online. However, enrolled students may have required orientations, intensives, and examinations that require attendance in person. This is communicated by course faculty at the beginning of the semester. Presence in MSN courses may also include visitors with legitimate purposes. Faculty are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited for the purpose of making special announcements, guest lecturing, or for other authorized reasons.

Class Attendance

Class attendance including online classes may be mandatory as determined by the faculty. According to university policy, students who do not attend classes in the first weeks of class will be administratively dropped from the class. Accordingly, any subsequent changes that must be made in financial aid awards will be occur.

Class and Clinical Specific Policies and Procedures

Each course syllabus has specific policies and procedures that must be followed.

Recording of Class or Lecture

Students must request permission from the instructor to audio or video-record classroom lectures.

Student Conduct and Disruptive Behaviors

Nursing students shall conduct themselves responsibly and professionally. In accordance with The University of Memphis Office of Student Conduct, the following behaviors have been defined as disruptive to an optimal learning environment and will not be tolerated at LCON. Consequences for classroom misconduct are found in the University of Memphis [Code of Student Rights and Responsibilities](#). Some examples include:

- Usage of Electronic Devices
 - Using cellular phones, text messaging, iPods, MP3 players, etc. while class is in session. *Note: Students may use electronic devices in class when permitted by the instructor.*
 - Students may use laptop computers in class.
- Unexcused Exits (for on ground classes, intensives, etc.)
 - Leaving to retrieve food or beverage items
 - Leaving to engage in a conversation (i.e., person-to-person or by phone)
 - Leaving before learning experience is finished for any reason without prior permission from the instructor
- Non-Permitted Communication during Course Instruction
 - Talking while the instructor is talking
 - Talking before being recognized by the instructor (i.e., blurting out information)
 - Talking without permission during instruction (i.e., side conversations with an individual or in a group)
 - Mimicking and/or consistently repeating an instructor's words
- Personal Attacks
 - Engaging in abusive or mean-spirited criticism of another student or an instructor
 - Questioning an instructor's authority in front of the class
 - Continuing to insist on speaking with an instructor during instruction
 - Telling an instructor to "shut-up"
- Threatening Behaviors
 - Verbally abusing an instructor or student (i.e., cursing or extremely loud talking directed at a particular person)
 - Threatening to physically harm an instructor or student through verbal or body gestures or intimidating through body gestures and/or posture or persistent staring at an instructor or student
- Overt Inattentiveness
 - Sleeping in class
 - Preventing others from concentrating on learning experience

- Reading a newspaper, doing homework from another class, etc.
- Other Distracting Behaviors
 - Arriving late to class, especially on test dates
 - Persistent tardiness
 - Creating excessive noise from packing up before class/clinical has ended
 - Dressing inappropriately as to cause other students or instructor to be distracted (i.e., wearing pajamas, indecent exposure, or offensive words on clothing)

Grading Policies

All grades are assigned by course faculty. LCON uses letter grades for theory and skills laboratory courses, and S/U grades for clinical practicum courses.

A = 93 – 100

B = 85 – 92

C = 77 – 84

D = 70 – 76

F = 69 and below

S = Satisfactory

U = Unsatisfactory

Final grades will be rounded according to the tenths place. For example, 84.5% will round to an 85%; however, 84.49% will not. **No rounding occurs until the final grade.**

Incomplete Grades

The grade "I" (Incomplete) may be assigned by the faculty member in any course in which the student is unable to complete the work due to extraordinary events beyond the individual's control as determined by the faculty member and program director.

The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 90 days from the end of the semester or summer session in which it was received (see the University Calendar), the "I" will change to an "F," whether or not the student is enrolled.

The faculty member may grant up to a 45-day extension if sufficient extenuating circumstances exist. At the end of the extension period, the "I" grade will automatically revert to "F" if the student has not completed the requirements.

The student will be certified for graduation only when all requirements are met, including the removal of "I" grades. If a student has an "I" in a course necessary to fulfill degree requirements in the semester in which they expect to graduate, the certification process and graduation will automatically be deferred to the next term.

Grade Point Average (GPA) Requirements

Graduate students must maintain a 3.0 GPA ("B"). The GPA is calculated by the following:

- Any grades of "D" and "F" will not apply toward any graduate degree but will be computed in the GPA.
- Grades earned at another university will not be computed in the cumulative GPA.
- Grades in courses that are older than the time limitation for degree will be shown on the transcript but will not be included in the computation of the GPA used for graduation.
- Only courses that have been validated will count toward the degree (see below for validation policy).
- Grades earned in the final semester may not be used to correct GPA deficiencies.
- The overall GPA required for graduation is computed on all graduate level courses completed whether they are listed on the candidacy form or not.

Testing Policy

All course exams and quizzes are mandatory. Students are expected to be present for and complete exams at the designated time and place provided by the course instructor, which may include online proctoring. An exam may be missed and made up only in extreme unplanned circumstances (i.e., illness, injury, death of close family). Students missing an exam for any reason must contact the course faculty and the program director by email **within 24 hours of the scheduled examination time**.

1. Student should be prepared to show university ID for proctored exams.
2. Only approved items may be with the student during exams.
3. During proctored exams, the student should not ask questions out loud. If a question must be asked, students should direct message the proctor. Students may not leave the room during the exam and must stay in view of the camera during proctoring.
4. Any form of plagiarism, cheating, fabrication or other types of academic dishonesty will result in serious actions taken through University channels. Students are expected to abide by the Code of Student Rights and Responsibilities of the University. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the University of Memphis' Office of Student Accountability.
5. Failure to abide by this policy may result in failure of the examination and/or course.
6. If an exam is missed due to an extreme unplanned circumstance, with proper documentation, a make-up exam may be administered.

Grading Policies for Competency Performance Evaluations

The Program and all nursing courses are organized around specific competency outcomes. These course outcomes are worded as performance-based competencies

that are consistent with the skills required in actual practice; they use realistic language that reflect what nurses do. Competency performance evaluations are used during and at the end of the course to document that students have achieved the competencies required for practice. The core competencies are:

- assessment and interventions;
- communication;
- critical thinking;
- teaching;
- caring relationships;
- leadership and management; and
- knowledge integration skills.

Clinical performance evaluations may be used in the theory portion of clinical courses when the skills being evaluated are clinical in nature and application. These evaluations could include clinical decision-making, planning, or implementation of data analysis related to a simulation case study, video, computer-based interaction, or similar activities. Details regarding such evaluations will be provided in the courses in which they are required.

Course faculty will provide specific details related to competency evaluations, as well as other forms of examinations used to determine the student's grade.

Graduate Grade Appeals

The Loewenberg College of Nursing follows the University of Memphis Graduate Grade Appeals policies and procedures as found in the [current graduate student catalog](#) and as outlined below.

This appeal procedure provides any graduate student at The University of Memphis with a clearly defined avenue for appealing the assignment of a course grade that the student believes was based on arbitrary or other reasons not related to academic performance. All cases alleged to be based on prejudice or discrimination will be referred to Office of Institutional Equity. In all cases, the student shall have the burden of proof concerning the allegations in the appeal and the request for a hearing.

The student must initiate the appeal process within 20 class days after the start of the following semester. If the instructor, chair, and dean or designee (individual or committee) fail to respond to the student's appeal within the time limits, the Graduate Appeals Committee shall act on the student's appeal. The procedure is terminated if the student and the instructor agree on the grade. If neither the student nor the instructor appeals a decision within the appropriate time limit, the disposition of the appeal made in the previous step shall be final.

A written record of all decisions shall be kept with the file at all steps in the process. Copies of all correspondence and records shall be retained in the office in which

the appeal is finally resolved. The original documents shall be forwarded to the Graduate School for filing.

Grade Appeal Procedures

All parties must carefully adhere to the following procedure, observing the deadlines.

Step 1: Course Faculty

Time Limitation: Early enough to meet the deadline in Step 2.

The student shall first consult with the instructor in an effort to provide a satisfactory resolution of the appeal. If for any reason the faculty is unresponsive or unavailable, proceed to Step 2. If agreement is reached between the student and faculty, the appeal process ends.

Step 2: Associate Dean for Academic Programs

Time Limitation: Twenty (20) class days into the following semester.

If the appeal is not resolved in Step 1, the student must complete a Graduate Appeal Form (available in PDF format on the Graduate School's [Resources page](#) or in the Graduate School). This form, accompanied by a written statement detailing the factual basis of the faculty's written rebuttal gathered by the associate dean or equivalent, shall be taken by the student to the associate dean in which the course was taken. The written appeal must be received by the associate dean within 20 class days from the start of the following semester. The associate dean shall then address the appeal in consultation with the program director, faculty and the student within 20 class days of the date of submission of the written appeal. If the faculty is unavailable, the associate dean should proceed with the appeal. The associate dean must provide a written rationale for any decision made, which shall become part of the file.

If the associate dean or program director was the faculty of the course involved in the appeal, or if for any reason the associate dean or program director disqualifies themselves, the student may proceed to Step 3.

The associate dean is empowered to change the grade if they find that the original grade was based arbitrary or other reason not related to academic performance. The associate dean shall notify both the student and the faculty in writing of the action taken. Either the student or the faculty may request a copy of the full file to appeal the chair's decision within five (5) class days of decision notification by filing a written request for a hearing before the dean of the college (or their designee).

Step 3: Dean

Time limitation: Within five (5) class days after Step 2.

If the appeal cannot be resolved at the level of Step 2 within the prescribed 20 class days, the student or the faculty has five (5) class days of decision notification to request in writing (with a copy to the Graduate School) that the associate dean forward the appeal to the dean of the college (or their designee). The associate dean shall provide the dean or designee with the Graduate Appeal Form, the associate dean's written rationale, a copy of all correspondence and decisions, along with other records pertaining to the appeal.

The dean or designee should resolve the grade appeal within 20 class days. If the dean or designee finds that the request lacks merit, they shall notify the student, the faculty, and the chair in writing; the grade shall remain as recorded. The dean is empowered to change the grade if they find that the original grade was based arbitrary or other reason not related to academic performance. The dean must provide a written rationale for any decision made, which shall become part of the file.

Either the student or the faculty may appeal the dean's decision within five (5) class days of decision notification by filing a written request for a hearing before the Graduate Appeals Committee with the Dean of the Graduate School or designee. This request must be accompanied by the Graduate Grade Appeal Form, a copy of all correspondence, including the dean's written decision, and other records pertaining to the appeal.

Step 4: Graduate School

Time limitation: Within five (5) class days after Step 3.

The written request for a hearing before the Graduate Appeals Committee should state the factual basis for the appeal of the results of Step 3. All supporting documents, including the Graduate Grade Appeal Form, should be included at the time of submission.

The Dean of the Graduate School (or their designee) shall forward the request to the chair of the Graduate Appeals Committee. The chair shall subsequently distribute copies of the request to the members of the committee for consideration. If the Committee finds the student's or the faculty's request merits a hearing, the Committee shall notify the student, the faculty, the associate dean, and the college dean of the date, time, and the location of the hearing. If the Committee finds that the request does not merit a hearing, the student, the faculty, the associate dean, and the dean shall be so notified in writing. The hearing may be attended remotely using available technology.

The Graduate Appeals Committee should resolve the appeal within twenty (20) class days. To hold a hearing, the seven (7) members of the Committee (or appropriate alternates) must be present. The faculty and student will present their cases at the hearing in each other's presence. If a majority of the Committee agrees that the grade

should be changed because it was based arbitrary or other reason not related to academic performance, the Committee shall notify the Dean of the Graduate School, who shall be empowered to change the grade without the consent of the faculty, the chair, or the college dean. Otherwise, the grade shall remain as recorded. The decision of the Committee shall be communicated to all parties in writing. The decision of the Graduate Appeals Committee shall be final.

The appeals procedure is not complete until all appropriate records are forwarded to the Graduate School Office. At this time, the Dean of the Graduate School shall notify the Office of the Registrar, Corrections, of any grade change. A copy of the Graduate Appeals Form shall become a part of the student's file. A permanent record of all grade appeals reviewed by the Appeals Committee shall be maintained in the Graduate School.

Academic Performance Retention Appeals

The Loewenberg College of Nursing follows the University of Memphis Graduate Academic Performance Retention Appeals policies and procedures as found in the [current graduate student catalog](#) and as outlined below.

Any action related to the retention standards of the program for which the student is terminated from their graduate program may be appealed by the student pursuant to this policy. Reasons for appealing include: (a) New information, not available at the time of termination recommendation, has become available which would substantially alter the outcome of the termination decision, (b) The academic department or college/school failed to conduct the termination process fairly or violated its procedures in such a way as to disadvantage the terminated student, (c) The decision of the academic department or college/school is arbitrary in relation to academic and professional performance requirements of the student's academic program. Appeals and time limits below are to be followed, and hearings on appeals convened only during periods in which the academic units of the University are in session.

Step 1: College

- A. *Time Limitation:* Five (5) business days following the date the termination notice was received.

The student may file a written appeal with the Dean's office of the College/School in which the student is enrolled using the [Retention Appeal Form](#) provided by the Graduate School. In the written appeal statement, the student must clearly state the reasons why the decision is being appealed, the facts and circumstances supporting the appeal reason, and the remedy or remedies requested. This appeal statement will become the only basis for all further consideration of the appeal. See guidance on how students should document their appeal in the Retention Appeals Form.

- B. *Time Limitation:* Ten (10) business days following receipt of the appeal.

In considering the appeal, the Dean or Dean's designee of the College/School may meet with the graduate program director, the student's advisor, the Associate Dean / Director of Graduate Studies, and the student, as necessary. The Dean or Dean's designee of the College/School will notify the student in writing of the Dean's or Dean's designee's decision and reasons supporting the decision. If the Dean or Dean's designee upholds the termination decision, the decision will become final unless the student appeals under the Step 2 provisions within the prescribed timeframe.

Step 2: Graduate School

A. *Time Limitation:* Five (5) business days following Step 1.

The student may appeal the Dean's or Dean's designee decision by filing, with the Associate Dean of the Graduate School or designee, a request for a hearing before the University Graduate Appeals Committee. The written request for a hearing must state the reason why the student believes the Dean's decision was in error and provide a copy of all documents submitted to the Dean in Step 1. Upon receipt of a Step 2 appeal, the Associate Dean of the Graduate School or designee will notify the graduate program and request a response to the appeal, including copies of correspondence and any other supporting documentation that led to the dismissal, to be provided within five (5) days.

B. *Time Limitation:* Five (5) business days following the receipt of the appeal materials by the Graduate School.

The Associate Dean of the Graduate School or designee shall forward the appeal and all documentation to the chair of the Graduate Appeals Committee for distribution to the members of the Committee for consideration.

C. *Time Limitation:* Five (5) business days following the receipt of the appeal materials by the Committee.

If the Graduate Appeals Committee finds that the appeal does not merit a hearing, the student's appeal is denied, and all concerned parties shall be notified by the Associate Dean of the Graduate School or designee.

D. *Time Limitation:* Twenty (20) business days following the receipt of the appeal materials by the Committee.

If the Committee finds the merits a hearing, the Committee shall notify the Associate Dean of the Graduate School or designee. The Associate Dean of the Graduate School or designee will then notify the student, department chair, and college Associate Dean / Director of Graduate Studies and will provide information regarding the hearing process, including the option of the student bringing an advisor to the hearing and the ability to meet online if remote access is needed. A hearing will be scheduled in which the

student, department chair (or designee), and Associate Dean / Director of Graduate Studies (or their designees) are invited to present their cases before the Graduate s Committee. All efforts will be made to schedule the hearing at a mutually agreeable time and within a reasonable time after receipt of the appeal, but no later than twenty (20) business days after receipt of the appeal absent extenuating circumstances.

E. *Time Limitation:* Five (5) business days following the hearing.

The Graduate Appeals Committee will report their decision to the Associate Dean of the Graduate School or designee who will notify the student, department chair, and Associate Dean / Director of Graduate Studies in writing.

F. *Time Limitation:* Five (5) business days following the Committee's decision.

If the Graduate Appeals Committee finds that the student should be reinstated, it shall be empowered to reinstate the student. The Associate Dean of the Graduate School or designee will notify all concerned parties, including the student, their department, and the Associate Dean / Director of Graduate Studies in writing of the decision and reasons supporting the decision. Reinstatements may be subject to conditions as imposed by the Graduate Appeals Committee, including participation in a remediation plan.

G. If the student believes administrative or procedural oversights occurred during the appeal process that adversely affected the student's case, the student can consult the Dean of the Graduate School who will confer with the Graduate Appeals Committee prior to their making a final decision.

H. The decision of the Graduate Appeals Committee will be final.

MSN Clinical Policies

Core Performance Standards for Clinical Courses

The following standards are required to enroll in all MSN clinical courses (FNP).

1. Clinical thinking ability sufficient for clinical judgment
2. Interpersonal abilities sufficient to interaction with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
3. Communication abilities sufficient for interaction with others in verbal and written form
4. Physical abilities sufficient to move from room to room and maneuver in small spaces (FNP) students)
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care (FNP) students)
6. Auditory ability sufficient to monitor and assess health needs
7. Visual abilities sufficient for observation and assessment necessary in nursing care

8. Tactile ability sufficient to perform physical assessments

Clinical Practicum Health Clearance Requirements

Students participating in graduate clinical practicum must have and maintain the following.

- Licensure
 - An unencumbered license to practice as a registered nurse in Tennessee or a license to practice in the state/country in which the clinical assignments are completed.
- Health Examination form
- Proof of Current Immunizations
 - Measles, Mumps, Rubella (MMR): Evidence of 2 doses of MMR, 4 weeks apart or documentation of positive titers.
 - Tetanus, diphtheria, pertussis: A current Tdap vaccination within past 10 years.
 - Hepatitis B: Three dose series as certified by a healthcare provider. Student may also provide a signed Hepatitis B Waiver.
 - Varicella (chickenpox): Evidence of a positive varicella titer (date and result) or verification of vaccine series (two). If titer is negative or equivalent, documentation of two varicella vaccines given no less than four to eight weeks apart is required. Self or parental report of varicella disease is not sufficient to prove immunity to the disease and will not be accepted.
 - PPD (TB skin test): An annual negative PPD/Tuberculosis blood test for tuberculosis or the statement from a health care provider attesting to a negative tuberculosis status.
 - Influenza vaccine: One dose of influenza vaccine annually (complete and provide documentation September through December) or healthcare provider documentation of allergy to chicken, eggs, or feathers.
 - COVID Vaccine: Proof of up-to-date Covid vaccination. No religious or political waivers will be accepted. The vaccine requirement may only be waived for medical reasons after providing documentation from a medical provider to the Director for Clinical Affairs. Waivers are approved on an individual basis.
- American Heart Association CPR Certification
 - Obtain Basic Life Support for Healthcare Provider certification as offered through American Heart Association.
 - Online CPR certification or re-certification without an in-person skills demonstration will not be accepted.
 - Students submit a copy of the front and back of the certification card
- Signed Authorization for Release of Student Information and Acknowledgement
- Criminal background check results from approved vendor.
- Malpractice Insurance-Professional liability insurance with a minimum of \$1,000,000 per occurrence/\$5,000,000 per aggregate. This is purchased

automatically by LCON and charged through the University's student fee system. Students should not purchase this on their own or from another company.

- Urine drug screen by approved vendor completed by student as directed 30 days prior to clinical placement.

Criminal Background Checks

All students are required to complete an annual criminal background check at the student's expense. Any student out of programming for a semester or more may be required to complete additional background check and/or urine drug screening upon their return. Students sitting out due to pregnancy or illness will be required to submit authorization and release from their healthcare provider for returning to clinical practice.

Required Drug Testing

All students are required to complete a drug screen at the student's expense within 30 days prior to entering the clinical practicum each fall and spring semester. Instructions on how to do this are emailed to students each semester by the clinical placement coordinator. This test does detect alcohol and THC and CBD-related products. Any positive test or negative-dilute test will require the student to retest. See the Substance Abuse Policy for more specific information.

Health Insurance

Students are responsible for all medical expenses and are highly encouraged to secure and maintain healthcare insurance at all times while enrolled in the nursing program. The University of Memphis' Student Health Center website provides options for healthcare insurance for students through the [TBR Student Health Insurance Exchange](#).

General Clinical Policies

All required health data must be current and completed prior to beginning a clinical course. Permits will not be issued to any student with incomplete health data.

Before the first day of clinical, the preceptor agreement form must be completed, and reviewed and approved by the Clinical Coordinator.

A clinical practicum day may not be scheduled on university breaks or holidays as indicated in the [university calendar](#) unless otherwise arranged by program faculty and administration. Students may not complete practicum hours at a clinical site in which the student is currently employed unless compelling circumstances prevail. If so, the faculty and program administration must approve the placement and provide documentation for this occurrence. Students are expected to provide a clinical schedule to the clinical faculty by Monday of the second week of the semester for approval by the clinical faculty. **Under no circumstances should a student be engaged in clinical practice without prior approval of the clinical faculty;** violation of this policy is grounds for

dismissal from the course. Any changes in the schedule should be provided in writing one week in advance of the change. If a change in clinical site is deemed necessary, written approval must be obtained by the clinical faculty and the clinical coordinator.

An unapproved absence from clinical will result in an automatic failure of the course. In the event of an unexpected absence on a scheduled clinical day, the student must contact the preceptor and the clinical faculty by phone and email before the start of the clinical day.

Clinical practice hours may not be completed in less than 7 weeks. In addition to meeting the minimum clinical contact hour requirement, the student must be deemed competent by the clinical faculty and preceptor to complete the course. The final clinical visit by the clinical faculty will be considered a clinical performance evaluation, at which time the student will be expected to demonstrate clinical competence.

Students may spend a maximum of 20% of clinical time during a semester in a specialty area of practice with prior approval of the clinical coordinator.

- At least one clinical rotation must be spent in a Family Practice setting.
- At least one clinical rotation must be precepted by a Nurse Practitioner.

Clinical/Residency Attendance

The student is expected to responsibly participate in clinical/residency experiences at the scheduled times. If the student is absent for unavoidable reasons, it is the student's responsibility to notify faculty immediately and to make arrangements for an alternative assignment. The clinical agency must also be notified as directed by course faculty. Each individual course syllabus has specific policies and procedures that must be followed.

Clinical/Residency Dress Code

Students should wear a white lab coat over street clothes in the clinic setting unless otherwise advised by their preceptor. The student's University of Memphis nametag should be always worn. Students must maintain a neat, clean appearance and will be sent from the clinical site for failure to do so. Typical dress includes neutral pants or skirt with a conservative top and closed toe shoes.

Hair should be groomed and neat. Body piercing or tattoos must be concealed when possible. Tank tops, t-shirts with advertising, shorts, sandals, or jeans cannot be worn. Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient comfort. Polish, if worn, must be a solid neutral shade without art and in good repair. **No** artificial nails or tips are allowed in the clinical setting. Students are expected to always demonstrate professional appearance and behavior in the clinical setting. The clinical instructor/preceptor is the final judge of appropriateness of appearance in the agency to which the student is assigned.

Advanced Practice Residency

Students must have satisfactorily completed all core courses (exception scholarly synthesis) and FNP courses before the final semester in which the Residency and Comprehensive Examination is offered. No courses may be repeated in the semester in which the student is taking the Advanced Practice Residency. The FNP Advanced Practice Residency must be completed in a Family Practice or Internal Medicine setting. A student may return to a previous clinical site for the Residency.

Grading Policy for Clinical Nursing Courses

Each course syllabus contains specific grading policies and procedures that must be followed. Students are evaluated in the clinical setting continually throughout the semester. Students must display progressive improvement and demonstrate 'Satisfactory' performance of all core and course-specific competencies by the conclusion of the semester to successfully pass the clinical course. Final clinical course grades are then assigned according to the criteria for each course as listed in the course syllabus.

The Student Clinical Evaluation Tool is utilized by faculty/preceptors to evaluate each student's clinical performance. This tool reflects both the LCON core competencies and the course-specific competencies.

Transportation

Transportation to clinical sites is the responsibility of the student. LCON does not provide shuttle service or reimbursement for travel to and from clinical sites.

Substance Use

Students should not consume alcohol while in uniform or within 12 hours of an LCON assignment (pre-lab, clinical, seminar, class etc.). When substance use or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the Director of Clinical Affairs or another designee, who will substantiate observations and concerns about the student in an investigation consistent with the LCON Substance Use Policy.

Clinical Safety

Blood and Body Fluid Exposure Prevention and Treatment

Student should always follow standard precautions for bloodborne pathogens and adhere to current [Centers for Disease Control Guidance](#) for managing exposures as follows:

If a student experiences blood and body fluid exposure following a sharps injury:

Provide immediate care to the exposure site:

- Wash puncture and small wounds with soap and water for 15 minutes. Be aware of wash station locations in your facility based on what shift you're working.
- Apply direct pressure to lacerations to control bleeding and seek medical attention as outlined below.
- Flush mucous membranes with water:
 - Mouth:
 - Rinse several times with water
 - Eyes:
 - Remove contact lenses.
 - If eye wash station available, flush eyes for 15 minutes.
 - If eye wash station not available, have a peer flush exposed eyes with 500 mL lactated ringers or normal saline.
 - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated. Keep the eyes open and rotate the eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold eyelids open.
- Go to the emergency department (hospital fees may apply) OR employee health as soon as possible, per hospital/facility policy. This care is crucial to determine need for prophylaxis and ensure proper collection of both source patient and student specimens for testing. LCON and the University of Memphis are not responsible for any treatment fees incurred by the student due to emergency care for injury or exposure. Students are highly encouraged to maintain their own health insurance.

For both situations above:

1. Notify nursing faculty and charge nurse/supervisor immediately, regardless of perceived level of exposure.
2. Complete an incident report for all exposures for both the clinical agency and LCON. The nurse supervisor and faculty will be able to assist in completion of these reports. The LCON report should be submitted by the faculty to the Director for Clinical Affairs and the student's respective program director within 24 hours.
3. Nursing faculty will have hospital/facility collect serology from the source patient. If the source patient is known positive for HIV, Hepatitis, or syphilis, information will be released to the student nurse. The information will include the patient's medical history.

Blood and Body Fluid Post Exposure Follow-Up Care:

Post exposure follow up is essential. Each disease above will have windows and retesting must be done to ensure no conversion has taken place. The student nurse

should contact their own primary care provider or local health department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's expense.

E. The Doctor of Philosophy (PhD) in Nursing Program

Overview of the PhD Program

The LCON PhD Program in Nursing offered by the University of Memphis (U of M), a level 1 research institution by the Carnegie Classification of Institutions of Higher Education, is a terminal research degree that prepares nurses to teach and conduct research in academic nursing and healthcare settings. The PhD Program is designed for those who plan to assume roles as nurse researcher, scientist, scholar, or educator in academic nursing as well as healthcare settings through research experimentation and theory application to enhance their skills.

PhD Program Outcomes

Graduates of the PhD Program will be prepared to:

- 1) conduct rigorous nursing and interdisciplinary research.
- 2) generate new knowledge that guides nursing practice.
- 3) lead educational research in program and course design, clinical education, and the evaluation of learning that prepares nurses of the future.

Graduates will be prepared to fill the gap of PhD prepared faculty in academic nursing to educate future nurses, clinicians, leaders, and nurse scholars/researchers as well as to prepare nurse scientists to help transform healthcare to be equitable, affordable, and high quality.

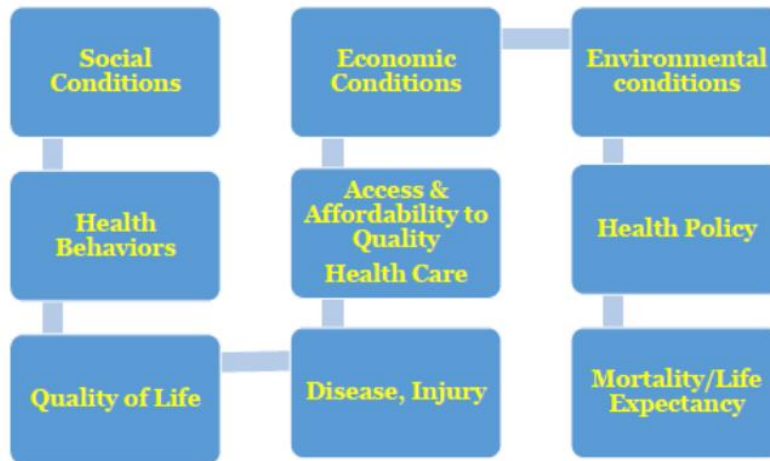
Health Equity Research

According to Health People 2020, health equity is defined as the “attainment of the highest level of health for all people”. The PhD Program is based on a health equity research model that supports interdisciplinary, impactful, and transformative for practice, education, and policy.

Faculty in nursing and at U of M have a variety of research backgrounds and conduct research in several areas centered around the theme health equity research. The Health Equity Framework represents faculty research areas and correlation of health equity concepts in the PhD Program (see Figure E-1). Examples of faculty research and scholarly work are improving health behaviors (e.g., obesity, physical inactivity, women health, pediatric asthma management, medication practice in the community dwelling elders), reducing health disparities, clinical management of chronic diseases, building a culture of health for urban children and families, quality of life across human lifespan, nursing interventions for the vulnerable, equitable healthcare policies, educational strategies to retain minority nursing students.

Figure E-1
Health Equity Framework

Health Equity Framework



Reference: Healthy people 2020: Social Determinants of Health; Health Disparities and Health Equity

The PhD Program

The goal of the PhD Program in Nursing is to prepare nurse scholars who will build nursing science by leading transdisciplinary or interdisciplinary health equity research. The purpose of health equity research is to generate new knowledge, to develop and test innovative interventions, to translate research into practice, and to impact on practice, education, and policy toward achieving health equity.

The PhD Program builds on the foundational core knowledge of nursing and science acquired in the entry and advanced levels of nursing education in BSN, MSN, or master's degree in a health-related field, or DNP to develop nurse scientists who will contribute significant new knowledge to health equity. To that end, the PhD Program provides the student with:

- a broad perspective on philosophy of science and its application to solving solve challenging health problems facing the United States and across the globe, particularly those related to achieving health equity.
- middle-range theories from multiple disciplines and their application to frame health equity research.
- experience with common and emerging research design and methods including rigorous training in biostatistics.

- designed research seminars and practicum to mentor and guide research experience.
- mentored research and experiences that foster scientific inquiry and to reinforce knowledge acquisition and skill development.
- commitment to professional, and leadership development and experience stewardship, social justice, equity, accountability in all your professional actions.

The PhD Program is designed to support students' seamless progression. Faculty work closely with students to customize the plan of study for each student in an ongoing basis. For the first semester (spring), students take courses in Philosophy of Science and Middle Range Theories to gain foundational knowledge. The second semester (fall) courses focus on Health Equity Research, Quantitative Research Methodology, and Responsible Conduct of Research. Students are encouraged to take elective courses in the summer semesters to help progress and complete the program in the timeframe between three and four years.

The PhD Program provides graduate assistantships and/or scholarship support for students in need. Full-time doctoral students who have assistantships should acknowledge the year-round commitment required. All PhD students are expected to actively invest time in PhD level scholarly activities such as publications, professional presentations, engage with members of the academic or scientific community, and make efforts pursuing opportunities consistent with the student's career and research interests. Taking the initiative to invest in one's learning is of importance as to how much students gain from PhD education. Faculty will educate, mentor, and advise students. Working together, students can succeed to earn a PhD degree.

The PhD Program Committee is an integral part of the PhD Program. The PhD Program Committee includes the Dean or Dean's designee, Associate Dean for Academic Programs, Associate Dean for Student Success and Inclusion, PhD Program Director, and faculty who teach in the program. The PhD Program Committee reviews and selects PhD applicants, reviews, and revises PhD Program curriculum, designs, and implements the PhD Qualifying Examination, facilitates, or serves on PhD dissertation committees, and conducts formative and summative evaluations of the PhD Program quality.

Admission Policies

Admission Requirements

Admission requirements align with those of the U of M Graduate School. International student applicants will be expected to submit a minimum score of 550 on the paper, or 210 marks on the computer-based, or 79 on the internet-based Test of English as a Foreign Language (TOEFL).

There are additional application requirements for the PhD in Nursing Program. Applicants in the PhD in Nursing Program will:

- possess an unencumbered RN license or equivalent in the student's state/nation of residence.
- earned BSN, MSN, or master's degree in a related health field, or DNP with minimum GPA of 3.0. If a GPA is not available, the Graduate Record Examination (GRE) is considered which is written in last 5 years and with a minimum of 140 score in both verbal and quantitative and analytical writing score of at least 3.0.
- provide three letters of recommendations from individuals familiar with the applicant's capabilities for doctoral study and for future performance as a nurse scholar and researcher. Generally, two letters from former professors will be expected. Generally, two of the three letters from former professors should be included.
- submit a personal statement of approximately 750-1000 words indicating their present interests and career goals, including how the PhD in Nursing will prepare the student to achieve those goals. Applicants should describe how their research interests can be strengthened by identifying 2-3 potential faculty with expertise in the research area.
- provide a writing sample (e.g., published paper, or coursework from previous degree program is acceptable).
- provide a copy of the applicant's curriculum vitae (CV) or resume.
- interview via phone, face-to-face, or Zoom will be required.

Admission Process

Admissions decisions are made on the overall quality of the applicant's professional background, scholarship, academic ability (based on GPAs, undergraduate or graduate coursework completed, research conducted, recommendations, and interviews) as well as the applicant's "fit" for the program in terms of their research interests related to health equity and the strong desire and commitment to pursue a PhD in Nursing. The PhD Program Committee will review all submitted materials, conduct applicants' interviews, and make the admission decision. The decision will be communicated to the applicant by the Associate Dean for Student Success and Inclusion.

Transfer Credit Evaluation

Previously earned doctoral credits may be considered for transfer by the PhD Program Committee in accordance with the Graduate School policy; however, residency requirements stipulate that the last thirty semester hours of credit for the doctoral degree (including 9 dissertation hours) must be earned at the University of Memphis.

Credit towards a graduate degree does not transfer automatically. In general, graduate work completed at another institution in a program accredited at the graduate level may be accepted in a graduate degree program at the University, with the following provisions: (1) the credits relate to the content of the graduate program and/or are comparable to those offered at the University; and (2) the credits do not exceed time

limitations set for doctoral programs. Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Forms are available on-line or from the Graduate School Graduation Analyst. Only transcripts received directly from an issuing institution are considered official.

Approved transfer credit may be accepted for one-half the number of semester hours of course credits toward a doctoral degree. Individual academic units may set more stringent limitations. Credit will be transferred to apply toward a doctoral program upon approval of the PhD Program Committee.

Courses proposed for transfer credit must meet the following two requirements: (1) a minimum of 750 contact minutes for each semester credit (2250 for a 3-hour course); and (2) a minimum of 3 hours of class work per week for 3 hours of credit. Grades earned at another institution will not be computed in the University cumulative grade point average, nor will they be accepted for transfer, unless they are "B" (3.0) or better. No credit will be transferred unless it meets with the approval of the PhD Program Committee.

PhD Program Curriculum

The PhD Program curriculum is designed with six core areas: Nursing Science, Research, Health Equity Research, Education, Elective, and Dissertation. The PhD degree requires the completion of 80 semester credit hours post BSN degree, 60 semester credit hours post the MSN or master's degree in health-related field, 38 semester credit hours post the DNP degree.

Post BSN to PhD in Nursing degree is an alternative pathway available for highly qualified BSN graduates. The PhD Program is streamlined, allowing students to proceed to doctoral level courses in theory and research without taking MSN level courses in these areas. Post BSN to PhD students must complete core MSN courses (30 credits) including two designed clinical focused practica and internship or residency (total of 7 credits) for exposure to clinical experiences guided by clinical experts and faculty. The curricular path would lead to an MSN Nurse Educator specialization.

Post BSN to PhD in Nursing degree students who desire to earn an MSN with Nurse Practitioner (NP) specialization need to take NP required courses and clinical practica to meet requirements of the MSN degree and require advisement regarding meeting specialty credentialing competencies. Students opting to earn an MSN while in the Post BSN to PhD Program will need to complete 23 credits in MSN core courses and seven (7) courses designed for clinical practice, residency, or internship.

Course requirements and examples of possible online and on ground elective courses for post-master's degree are listed in Table E-1. Electives courses may vary depending on availability. Applicants interested in the post-BSN to PhD or post-DNP to PhD may talk directly to the PhD Program Director for more information. LCON PhD curriculum

for full-time study and part-time study over the academic year are listed in Table E-2 and Table E-3, respectively.

Table E-1
Post-Master's Degree Course Requirements (60 credits)

Course Prefix and Number	Course Title	*SCH	†Distance Learning (Y/N)	
Nursing Science Core: 6 credit hours				
NURS 8111	Philosophy of Science	3	Y	
NURS 8112	Middle-Range Theories in Nursing and Health Equity	3	Y	
Research Core: 18 credit hours				
NURS 8311	Doctoral Research Seminar 1	3	Y	
NURS 8312	Doctoral Research Seminar II	3	Y	
NURS 8313	Responsible Conduct of Research	1	Y	
NURS 8314	Doctoral Research Practicum	2	Y	
NURS 8211	Qualitative Methods	3	Y	
NURS 8213	Quantitative Methods	3	Y	
PUBH 7150	Biostatistical Methods I	3	Y	
Education Core: 6 credit hours				
EDPR 8541	Statistical Methods & Apps in	3	Y	
ICL 8003	Curriculum Design and Evaluation	3	Y	
Health Equity Core: 6 credit hours				
NURS 8113	Health Equity Research	3	Y	
PUBH 7160	Social and Behavioral Science	3	Y	
Dissertation: 12 credit hours				
NURS 9000	Doctoral Dissertation	1-12	Y	
Electives: 12 credit hours				
Note. Students are required to complete 6 hours of coursework in the Education Focus Area from this list of electives. Students should consult with their advisor to take courses not on this list.				
Electives: Online Course Options				
Education Focus Area	HIAD 8541	Issues and Trends in Teaching	3	Y
	ICL 7030	Assessment and Evaluation	3	Y
	HIAD 8410	Overview of Higher Education	3	Y

Course Prefix and Number		Course Title	*SCH	†Distance Learning (Y/N)
	HIAD 8420	Legal/Ethical Issues in Higher Education	3	Y
	LEAD 7000	Intro to Education Leadership	3	Y
	LEAD 8500	Adult Learning Leadership	3	Y
	EDPR 8121	Learning and Cognition	3	Y
	EDPR 8131	Culturally Diverse Students	3	Y
Research Focus Area	EDPR 8561	Qualitative Methods in Education	3	Y
	EDPR 8562	Designing Qualitative Research	3	Y
	EDPR 8565	Qualitative Methods and Analysis	3	Y
	EDPR 8521	Intro to Research Design & Methods	3	Y
	EDPR 8542	Stats Methods Application Ed II	3	Y
Health Equity Focus Area	HADM 7140	Population Health Management	3	Y
Electives: On-Ground Course Options				
Education Focus Area	ICL 8004	Innovative Curricula	3	N
	ICL 8054	Creativity in Teaching and Curriculum	3	N
	EDPR 8131	Culturally Diverse Students	3	N
	HIAD 8420	Legal and Ethical Issues in Higher Education	3	N
Research Focus Area	HIAD 8403	Research in Higher and Adult	3	N
	EDPR 8543	Research Design and Analysis	3	N
	HIAD 8406	Designing Research in Higher and	3	N
	PSYCH 8309	Focus Group Research	3	N
	PSYCH 8312	Qualitative Research /Psychology	3	N
	EDPR 7512	Psychometric Theory and	3	N
	EDPR 8511	Measurement and Evaluation	3	N
	PUBH 8311	Applied Categorical Data Analysis	3	N
ICL 8953	Writing for Academic Publications	3	N	

Course Prefix and Number		Course Title	*SCH	†Distance Learning (Y/N)
	EDPR 8547	Sampling Design and Survey	3	N
Health Equity Focus Area	PUB 8130	Social Determinants of Health	3	N
	HADM 7204	Quality and Outcomes Management in Healthcare	3	N
	HADM 7107	Health Care Ethics	3	N
	SOCI 7583	Rural and Urban Poverty	3	N
<p>Note. For Electives (12 credit hours), students are required to complete 6 hours of coursework in the Education Focus Area from the list of electives and 6 credit hours in a Research Focus Area or Health Equity Focus Area.</p> <p>*SCH is Student Credit Hours</p> <p>†Distance Learning includes virtual or online formats</p>				

Table E-2

PhD Curriculum Full-Time Post Master's Degree Sample Academic Plan

Spring (Year 1)		Fall (Year 1)	
NURS 8111 Philosophy of Science	3	NURS 8213 Quantitative Methods	3
NURS 8112 Middle Range Theories	3	NURS 8113 Health Equity Research	3
PUBH 7150 Biostatistical Methods I	3	NURS 8313 Responsible Conduct of Research	1
Total Credits	9	Total Credits	7
Spring (Year 2)		Fall (Year 2)	
NURS 8311 Doctoral Research Seminar I	3	EDPR 8541 Statistical Methods & Apps in Education	3
NURS 8211 Qualitative Methods	3	ICL 8003 Curriculum Design and Evaluation	3
PUBH 7160 Social and Behavioral Science Principles	3	NURS 8312 Doctoral Research Seminar II	3
Total Credits	9	Total Credits	9
Spring (Year 3)		Fall (Year 3)	
NURS 8314 Doctoral Research Practicum	2	NURS 9000 Doctoral Dissertation	6
Elective	3	Elective	3
Elective	3		
Total Credits	8	Total Credits	9
Spring (Year 3.5)			
NURS 9000 Doctoral Dissertation	*6		

Elective	3		
Total Credits	9		

* Students may enroll in up to 9 dissertation credits to maintain full-time status or convert to part-time status.

Table E-3

PhD Curriculum Part-Time Post Master's Degree Sample Academic Plan

Spring (Year 1)		Fall (Year 1)	
NURS 8111 Philosophy of Science	3	NURS 8113 Health Equity Research	3
NURS 8112 Middle Range Theories	3	NURS 8213 Quantitative Methods	3
		NURS 8313 Responsible Conduct of Research	1
Total Credits	6	Total Credits	7
Spring (Year 2)		Fall (Year 2)	
NURS 8211 Qualitative Methods	3	ICL 8003 Curriculum Design and Evaluation	3
NURS 8311 Doctoral Research Seminar I	3	EDPR 8541 Statistical Methods & Apps in Education	3
Total Credits	6	Total Credits	6
Spring (Year 3)		Fall (Year 3)	
PUBH 7150 Biostatistical Methods I	3	NURS 8314 Doctoral Research Practicum	2
NURS 8312 Doctoral Research Seminar II	3	Elective	3
		Elective	3
Total Credits	6	Total Credits	8
Spring (Year 4)		Fall (Year 4)	
NURS 9000 Doctoral Dissertation	3	NURS 9000 Doctoral Dissertation	3
Elective	3	Elective	3
Total Credits	6	Total Credits	6

Spring (Year 5)		Fall (Year 5)	
NURS 9000 Doctoral Dissertation	3	NURS 9000 Doctoral Dissertation	3
Elective	3		
Total Credits	6	Total Credits	3

Research Requirements

All students are expected to actively participate in mentored research and publications with their faculty, faculty advisor, and/or faculty researchers while enrolled. For students on graduate assistantships, this work will be part of their contracted duties. Part-time students not supported by assistantships will be required to work collaboratively on research with their faculty advisor and/or other faculty members or researchers.

Students will be allowed to gain course credit for research experiences by registering for an Independent Study. Like other doctoral programs at the university, credit hours gained from an independent study will not count toward the 60 total credits required for graduation but may be used to maintain full-time academic standing.

Credit Load

Full-time doctoral students must register for a minimum of 9 credits hours per semester throughout their tenure in the program, which will also fulfill the University's residency requirement before graduation. Part-time students are expected to carry a minimum of 6 credits per semester unless permission is granted from the advisor for a reduced course load. Formal requests for an exception to this policy must be submitted to the PhD Program Director and will be reviewed by the PhD Program Committee including the Dean and Associate Dean of Academic Programs for approval.

Progression and Retention

Retention requirements are per policies stipulated by the U of M Graduate School. For a doctoral student, grades are not the only or primary metric for academic success. Academic performance does matter, but research and other scholarly pursuits are important measures of success and are critical to be competitive for post-graduate training opportunities and professional positions. In terms of course performance, no more than seven (7) credit hours in which a grade of C or below was earned will be counted toward degree requirements. To remain eligible for college funding, the student must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale and a minimum of 3.0 is required for graduation. According to the Graduate School, grades of "D" and "F" will not apply toward any graduate degree but will be calculated in the GPA. Grades from other institutions are not computed in calculating the GPA.

Students are expected to maintain "Good Academic Standing" which means that progress has been judged as satisfactory by the faculty. In making this assessment, the faculty expects that the student maintains at least a B average, the student does not have a grade below a B in a core course, and that the student is making satisfactory

progress toward the academic degree on all evaluation measures (i.e., course work, research productivity including, collaborative presentations and publications, and professional behavior).

Faculty are committed to working with each student accepted into the program. Faculty make every effort to facilitate students' successful completion of the PhD Program. If needed, faculty may work with a student to develop a remediation plan based on the time interval determined for progression. During this time, a student would normally be placed on probation. Faculty will provide as much support and direction as possible in effort to support the student's success. Written feedback will be given to the student at the conclusion of a remediation plan to indicate whether the problem was successfully resolved. The student can discuss the matter directly with the faculty.

Under rare circumstances, a student may be asked to leave the program. Dismissal typically occurs after a period of probation in which expectations for remediation are clearly stated. Reasons for dismissal can include failure to perform adequately in courses, inadequate progress toward program milestones (such as PhD Qualifying Examination and dissertation defense), and unethical or unprofessional behavior. In the case of failing several courses or egregious misbehavior that cannot be safely rehabilitated, a student may be dismissed from the program without a period of probation.

Timetables for Completion of Degree Requirements

Students must fulfill all the Graduate School requirements. Additionally, Post-BSN to PhD students must complete the MSN core courses plus PhD courses including NURS 9000 Doctoral Dissertation for a total of 80 credit hours. Post-MSN or master's degree to PhD students must complete a minimum of 48 credit hours of graduate course work beyond the master's degree plus 12 hours of NURS 9000 Doctoral Dissertation for a total of 60 credit hours. Post-DNP to PhD students must complete 38 credit hours plus 16 credits transferred from the DNP degree for a total of 54 graduate credit hours.

Students should negotiate their planned deadlines with the PhD Program Director and their faculty mentor as early as possible in their graduate education and re-evaluate the plan at least annually to see whether any changes should be made. Full-time students normally are expected to finish the program in about 2-4 years and part-time students in 3-5 years.

Qualifying (Comprehensive) Examination

Overview

The purpose of the PhD Qualifying (comprehensive) Examination is to assess students' mastery knowledge of content areas covered in the doctoral program. The content of the examination may include broadly the areas of philosophy, theory, research, methodology, and health equity research central to the student's research topic. The

examination includes separate written and oral components. Before enrolling for dissertation hours (NURS 9000), a student must successfully pass both a written and oral component of the PhD Qualifying or comprehensive Examination.

Eligibility Requirements

To initiate the examination process, a student must have completed the required core coursework in the program including the Nursing Science Core, Research Core, Education Core, and Health Equity Core courses. Additionally, they are required to be enrolled during the semester they propose to take the PhD Qualifying Examination.

Timeline for PhD Qualifying Examination

PhD Qualifying Examination is typically offered in the spring semester. Students are allowed two weeks to complete the online written component of the exam. The 1-hour oral component of the exam is administered virtually via Zoom approximately two weeks following the completion of the written exam. An overview of the phases for the PhD Qualifying Examination timeline is listed in Table E-4. Exact dates for each phase will be determined in consultation with the student’s faculty mentor or dissertation chair and the PhD Program Committee. Once the student passes both written and oral parts of the qualifying examination, they are granted the doctoral candidate status.

Table E-4

Timeline for Spring Semester Qualifying Examination Schedule

October	Students submit a request via email to the PhD Program Director or the student’s faculty mentor to take the PhD Qualifying Examination
Oct - Nov	The PhD Program Committee hosts an online Q&A session to communicate about the process of the PhD Qualifying Examination
Nov - Jan	The PhD Program Committee finalize exam questions. Students prepare for the PhD Qualifying Examination.
Feb - Mar	Students allow two weeks to take the written component of the PhD Qualifying Examination. In turn, faculty allow two weeks to review and evaluate the exams.
Mar-April	Each student is scheduled a date and time to take the 1-hour oral component of the PhD Qualifying Examination.
April-May	Students will receive notification from the PhD Program Committee regarding the exam results as “Pass with Distinction”, “Pass”, or “Fail”. Students who fail the Qualifying Examination are provided a second chance to retake the exam.
May	After passing the PhD Qualifying Examination, students will work with their faculty mentor to complete the Graduate School Comprehensive Exam Results Form and submit it to the U of M Graduate School https://www.memphis.edu/gradschool/pdfs/forms/comp_exam_results.pdf

Preparation for the Qualifying/Comprehensive Examination

The PhD Program Committee will communicate with students about the expectations, format, and timing of the written and oral components of the exam. Individual student reading preparation typically contains 25-30 current reviews, seminar articles, and empirical studies.

Written Examination Component

The written portion of the examination will test the student's competency in four areas: (1) philosophical and epistemological perspectives; (2) theoretical and conceptual knowledge; (3) methodological preparedness in both quantitative and qualitative techniques; and (4) content knowledge of the student's research project area of interest... Written exam questions will be distributed to the student and the student will be allowed two weeks to complete the written exam questions. Responses should be typed in Times New Roman, 12-point font, double-spaced, 1-inch margins, and should be approximately 15-20 pages, excluding references and graphics.

Oral Examination Component

During the oral exam, mastery of the subject area as noted in the written examination will be further assessed through a question/answer session by the PhD Program Committee. The Committee will ask the student questions related to the written portion of the exam along with any omitted areas or unclear responses from the student in the written exam. The oral exam will last approximately one hour.

Evaluation

Evaluation criteria are broadly defined in relation to students' a) quality of written and oral examinations; b) ability to conceptualize and analyze the research topic in depth; c) capacity for original thought and substantive knowledge in the research focused area; and d) integration of state-of-the-art knowledge about the selected research topic. The PhD Program Committee members will independently evaluate the student's written answers as well as the student's performance on the oral exam. If a student does not perform at a satisfactory level on a particular question, the committee may allow the student to retake the exam at the discretion of the committee. A student will be allowed to retake the comprehensive exam a maximum of one time. The PhD Program Committee decides whether the second oral exam is necessary. After the student passes both the written and oral components of the PhD Qualifying Examination, they are given the PhD candidate status.

Academic Integrity

Students are expected to work on and answer the questions independently. No collaboration is allowed among students. Any questions or clarification regarding the

exam should be first raised to the PhD Program Director. In turn, the PhD Program Director may advise the student to consult with faculty who wrote the exam question.

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) that are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. The LCON will follow University of Memphis policies and procedures regarding investigating, documenting, and responding to plagiarism ([Academic Misconduct - Office of Student Accountability](#)).

University policy does not consider comprehensive or qualifying examinations similar to a course; therefore, the results of the examination are not appealable. University policy allows the student to take the comprehensive or qualifying examination twice; failure to pass on the second attempt results in dismissal from the university. The dismissal may be appealed as outlined in the Retention Appeals section of the University of Memphis Graduate Catalog.

Dissertation

Getting Started

PhD students are highly recommended to think about their general research topic at the beginning or in the first semester of the PhD program. To explore and confirm a research topic, students should begin early in the program reading articles about their potential research interests and discuss routinely the evolving ideas with faculty until full development of the idea occurs. This engaging process helps students investigate their research interests with faculty and identify faculty whose research expertise is compatible to mentor and guide students. The student will finalize their dissertation committee membership and begin their dissertation proposal after passing the PhD Qualifying Examination.

Composition of Dissertation Committee

The dissertation committee consist of a minimum of four members including a content expert, statistician, and methodology expert with at least one member from the Loewenberg College of Nursing. Other committee members may be from inside or outside of the university. In the event of an invited committee member from outside the university, the Graduate School guidelines for such appointments must be followed as specified in the University of Memphis [Thesis and Dissertation Preparation Guide](#). The [Dissertation Faculty Committee Appointment Form](#) must be completed and submitted by the student to the graduate school as soon as the committee is formed.

Dissertation Committee and Chair

Students are assigned a faculty mentor as the advisor during their semester of enrollment in the NURS Doctoral Research Seminar I of the PhD program. This assignment is made based on compatibility of the student's research topic and faculty research expertise. The faculty mentor may become the Chair of the student's dissertation committee depending on the matched research experience. The Dissertation Committee Chair must be an Associate Professor or Professor with full graduate faculty status and have active research or scholarship and experience in the PhD Program. Dissertation committees may be chaired by as seasoned professor from nursing or another discipline at the U of M. In this case, a nursing faculty should serve as co-Chair. The PhD Program Committee works to ensure quality of the Dissertation Committee Chair and members support students' dissertation research.

Process and Responsibilities

The PhD student should consult with their dissertation chair and/or PhD Program Director before registering for courses while conducting their dissertation study. It is expected that students will develop a professional relationship with their dissertation committee members and seek advice/feedback regularly. By initiating regular meetings, students ensure professional success and enhance academic performance. The student is responsible to communicate with their dissertation committee chair and members about the dissertation research. Examples of discussion topics include but are not limited to:

- expectations for the proposal hearing.
- human subject protection.
- PhD study planning and expected degree completion time.
- feasible dissertation topic and turnaround time.
- authorship on research papers related to the dissertation.
- opportunity to seek PhD student related federal grants.
- plan for taking or not taking summer courses.
- recommendations for other members of your dissertation committee.
- frequency of meetings.
- development of a plan and tentative time frame for the dissertation defense.

The dissertation is a major piece of scholarly work and the first guided original research by a PhD student. The student needs to allow considerable time for reviewing literature, considering theoretical or conceptual framework, designing methodology, writing, and rewriting, routing of their work to their dissertation committee for review and feedback. The designed courses of NURS 8311, NURS 8312 – Research Seminar I and II and NURS 8413 Doctoral Research Practicum provide opportunities for students to work on first three chapters of the PhD dissertation and develop the dissertation proposal.

Dissertation Proposal

The *pre-proposal* should be a 2–3-page document that provides the rationale and preliminary research question(s) and study design of the dissertation. It helps orient potential committee members to your research and serves as a starting point for committee discussions leading to the full proposal. The pre-proposal should be approved by the faculty mentor and then submitted to individuals who are asked to serve on the student’s dissertation committee, if already formed.

At some point after completing the pre-proposal, students must submit a written *dissertation proposal* for the dissertation committee before conducting their research. The proposal will constitute the first 3 chapters of the dissertation (introduction, literature review, methodology) and references section. The proposal should also discuss expected result and include references. The student shall allow faculty at least 15 working days (three weeks) from submission to providing feedback.

The Introduction chapter includes an overarching literature review, the significance of the research, the research problem, and research questions/hypotheses. The literature review should be a detailed review of literature on the topic of interest. The Methods section should include sub-sections that are appropriate for the student’s project and the selected research methodology, such as Design, Procedures/Intervention, Measures, and Data Analysis (including proposed outcome analyses, power calculations, thematic analyses, if appropriate). Because students will not have collected data before writing the dissertation proposal, results will not be available. However, students may write a section on the expected results. Expected results may be a paragraph or two that describe what findings are expected based on hypotheses or research questions, as well as potential obstacles and their solutions. The References section should be formatted in APA style and include all citations.

Each student’s dissertation proposal must be reviewed and approved by the dissertation committee. For this purpose, the student will submit their dissertation proposal to the committee and coordinate a scheduled time for an oral defense within four weeks after submission of their dissertation proposal.

As a reminder the student must also submit a proposal to the University Human Subjects Review Committee for human subject research after committee approval before collecting data. After the approval of the proposal, the student will carry through the research project and write up the results with committee advisement.

Dissertation Guidelines

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must contain original research based on either primary data collection or secondary data analysis. The empirical data for the dissertation may be quantitative, qualitative, or mixed methods. The research work must be of publication quality, and acceptable to the LCON and to a committee of dissertation readers. The

material contained in the dissertation must be of publication quality in scientific journal(s) in the relevant field.

There are two options for writing the dissertation. The first option is the traditional-oriented dissertation with five chapters, and the second option is the manuscript-oriented dissertation. The traditional doctoral dissertation consists of a statement of the problem, specific aims, and related hypotheses; a literature review; explanation of research methodology, data collection procedure, analysis of data, presentation of results; and a discussion of findings and their nursing implications. Students who opt to use qualitative approaches to research will follow principles of writing a qualitative dissertation as directed by their dissertation committee.

Students have the option of completing a manuscript-oriented dissertation as an alternative to the traditional dissertation. In case of the second option, students should prepare three published or publishable quality manuscripts on the subthemes derived from the main dissertation topic. These three manuscripts will consist of the three chapters of the dissertation and should be accompanied by the first introductory chapter that introduces the overarching theme and one concluding chapter that synthesizes all the findings. Students should discuss both options with their advisor before deciding on a dissertation strategy.

Regardless of which option is selected, students must understand that writing a dissertation is an iterative process that requires careful planning and time dedicated to thinking, writing, and re-writing based on feedback from the dissertation committee. After the student's written dissertation receives final approval from their dissertation committee, then the student will work with their dissertation chair to schedule an oral defense presentation date.

Oral Defense of Dissertation

The oral defense of the dissertation conducted by the student's dissertation committee is a requirement for the PhD degree. The defense is concerned primarily with the student's research project but also may include other information in the major field as the committee deems pertinent. When the student's committee has agreed that the dissertation is ready for defense, the student should schedule the oral defense. When scheduling the oral defense, the student should be mindful of the graduate school deadlines for submitting completed dissertations. Deadlines and other information about the dissertation oral defense can be found at the University of Memphis [Thesis and Dissertation Preparation Guide](#).

At the defense, the student presents their dissertation work to their dissertation committee and other interested persons. The student and entire dissertation committee must attend the defense. For some reason, if one of the committee members cannot attend the defense in person, she/he can attend the defense either via video, skype, or telephone. The student presents their work for approximately 30 minutes followed by an open question and answer session with guests. After guests' questions are answered,

they are dismissed, and the student responds to questions from their committee members. After this questioning, the committee votes to approve or disapprove the dissertation. The total defense will last approximately one and a half hours.

The student should bring the partially completed [Dissertation Faculty Committee Appointment Form](#) with them to their defense. Once the student has successfully defended their dissertation, the committee will complete the form and submit it to the graduate coordinator at the U of M Graduate School.

Graduation Requirements

Students must apply to graduate and submit the doctoral candidacy form in the semester before they plan to graduate. The forms are there in your MyMemphis portal on the “My Degree” tab. Deadlines and specific instructions for filling out these forms can be found at the University of Memphis [Thesis and Dissertation Preparation Guide](#).

Following successful defense of the dissertation, the student should make the necessary changes/corrections suggested by their committee and submit one plain paper copy of their dissertation to the Graduate School before the dissertation review deadline. After receiving the reviewed dissertation from the Graduate school, the student should make all necessary changes and submit an electronic copy of their dissertation before the final deadline using the [Electronic Thesis & Dissertation \(EDT\) Repository](#).

Assistantships and Financial Support

The LCON is committed to seeking opportunities that provide financial support to its students. Students are also encouraged to seek individual funding early in their program. Faculty will mentor students when applying for National Institute of Nursing Research (NINR) or other individual predoctoral awards.

Graduate assistantships provide in-state tuition and a stipend in return for 20 hours of work per week with faculty in LCON. A graduate assistant is a student who, under faculty supervision, performs functions related to teaching, research and/or service, and in doing so, receives valuable, practical experience. Graduate assistants (GAs) must maintain a 3.0 GPA and be registered for at least 9 credits to retain their assistantships. Additionally, GAs must adhere to the work schedule determined jointly by the supervisor and the student at the beginning of each semester. The GA who does not perform their duties satisfactorily may be terminated from their appointments.

Students are encouraged to seek funding to support their graduate studies, including research fellowships. Students should work in close consultation with their faculty mentor or the PhD Program Director to prepare such applications. Because fellowships typically involve a commitment of college resources to support the student’s education, students should not submit any application for funding without the explicit approval of

their faculty mentor or PhD Program Director in consultation with the Associate Dean for Student Success and Inclusion.

Academic Conduct

The University of Memphis' Code of Student Conduct defines academic misconduct as all acts of cheating, plagiarism, forgery, and falsification. The term "cheating" includes, but is not limited to: using any unauthorized assistance in taking quizzes or tests; using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquiring tests or other academic material before such material is revealed or distributed by the instructor; misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort; failing to abide by the instructions of the proctor concerning test-taking procedures; influencing, or attempting to influence, any University employee in order to affect a student's grade or evaluation; any forgery, alteration, unauthorized possession, or misuse of University documents. Academic dishonesty also includes furnishing false information to any University official, faculty member or office, and forgery, alteration, or misuse of any University document, record, or instrument of identification. More information is available in the [Student Code of Rights and Responsibilities](#).

Training in the Responsible Conduct of Research

In addition to the NURS 8313 Responsible Conduct of Research course for one-credit, the LCON requires doctoral students to demonstrate training in the responsible conduct of research by completing Collaborative Institutional Training Initiative (CITI) training. CITI training is a web-based training program for university personnel and students in many research compliance areas such as human subjects, animals in research, conflict of interest, research biosafety and export control. As of October 31, 2011, researchers (including students and faculty) at the University of Memphis who apply for Institutional Review Board (IRB) review must have a current CITI certification on file. Your certificate of completion will be forwarded to the IRB Administrator by CITI once you have completed training.

The following are basic learner instructions to logon to the CITI site for the first time.

1. New Users need to register at www.citiprogram.org for CITI online training. Once there, simply click on "New Users Register Here".
2. Under the "Select your institution or organization" page, select your institution (University of Memphis) in the "Participating Institutions" drop down box.
3. Next, proceed to create your username and password and select the Learner group.

4. The file: ([Steps to registering with CITI.ppt](#)) will also help you register with CITI for the first time.

Withdrawing from the Program and Leave of Absence

Occasionally, students' career interests or personal circumstances change, and they decide to withdraw from the program. In such circumstances, we strongly suggest that the student schedule a meeting with their faculty mentor and the PhD Program Director. In some cases, a student may benefit from a "Leave of Absence" instead of a withdrawal, and your faculty advisor can provide you with information about this option, if needed. The final decision is made by Associate Dean for Academic Programs in consultation with PhD Program Director.

LCON Annual Progress Report for PhD Students

The student is required to complete this form each spring term. Next, the faculty mentor and student should discuss and review the information therein, and the faculty submits form to the PhD Program Director.

Student Name: _____

Faculty Advisor: _____

Date of Review: _____

Year in the Program: _____

Discuss and evaluate the progress toward completion of degree requirements that has been made in the past academic year. Please indicate if your progress is on target as specified by your program plan.

Discuss specific research goals for the upcoming year and how they will be accomplished. If you will be completing your comprehensive exam or defending your dissertation, please list committee members.

List any publications in the past academic year.

List any presentations in the past academic year.

List any awards or honors received in the past academic year.

Student Signature/Date _____

Faculty Mentor Signature/Date _____

PhD Program Director Signature/Date _____

Appendix A. LCON Substance Use/Misuse Policy

The University of Memphis, Loewenberg College of Nursing's Substance Use/Misuse Policy Statement is guided by the philosophy of the American Nurses Association's 1982 and 1984 resolutions stating that appropriate treatment should be offered before disciplinary action. The student should understand that the College of Nursing will use this policy to assist the student into recovery. This philosophy is intended to protect our clients by removing the impaired students quickly and promoting an atmosphere for the student to self-report and receive help. Early detection, intervention, and treatment of substance use/misuse and chemical dependency enhance the likelihood of a successful outcome.

The College of Nursing maintains a drug free environment. Students are expected to provide safe, effective, and supportive care for their clients. To fulfill the academic requirements for nursing education, nursing students must be free from chemical impairment while participating in all aspects of nursing education. Faculty recognize substance use and chemical dependency as occupational health hazards of nursing practice. Any student experiencing substance use/misuse or chemical dependency will receive the same consideration for treatment and recovery as a student having any other chronic illness. The College of Nursing's Substance Use Policy and Procedure Statement is particular to the College of Nursing.

The College of Nursing requires that students neither possess nor use illicit drugs and alcohol or misuse any other substance while in the academic setting. The academic setting includes both didactic and clinical course work. The faculty defines impairment as: being under the influence of, possessing in the student's body, blood, or urine, consuming, transferring, selling or attempting to sell while on college or clinical affiliate sites. This policy does not prohibit the possession or dispensing of patient medications in accordance with clinical assignments.

Any nursing student in violation of the policy will be subject to disciplinary actions up to and including dismissal from the college, reporting to state licensing board, and possible referred to local law/drug enforcement authorities. Faculty will intervene as outlined in the policy statement.

A. Substance Use/Misuse Education

Substance use/misuse education is included in the LCON curriculum.

B. Testing for Cause

Testing for cause will require that the student undergo an immediate blood test, urine screen, hair follicle screen, saliva screen, or breath alcohol test, and a physical examination under any of the following circumstances:

1. When there is reasonable suspicion that the student is under the influence of intoxicants, non-prescribed or prescribed narcotics, hallucinogens, marijuana or other non-prescribed or prescribed controlled substances.
2. After the occurrence of a work-related injury, illness, or accident while on college/hospital property.
3. Observation of poor judgment or careless acts.

Students who refuse to undergo an immediate drug and alcohol screen will be subject to immediate disciplinary actions, up to and including dismissal from the program.

C. Drug Testing Procedure

1. Tests will be conducted by a qualified laboratory using established methods and procedures.
2. Confidentiality of the student as well as the integrity of the urine, hair, saliva, or breath sample will be protected.
3. The procedure for collection will be regulated, as determined by the collection site, may involve a witness to the voiding or collection of the sample, securable split specimen containers, and chain of custody procedures.
4. The sample will be screened for substances and alcohol. Presumed positives will be confirmed per laboratory testing site policy including confirmatory testing as necessary.
5. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug use/misuse. A second test may be required, and the student may not be allowed to attend class/clinical until resolved.
6. The testing laboratory will notify the Director of Clinical Affairs with test results.
7. The College of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate College of Nursing faculty.
8. The costs of the tests are the responsibility of the student.

D. Controlled Medications and Alcohol

Students who are taking over-the-counter or prescribed medications are responsible for being aware of the effect the medication may have on their academic performance or personal behavior and should report to their instructor or advisor the use of any medication that may impair their performance. Students are held accountable for policies and procedures in the healthcare settings for controlled substances per department policy for controlled substances at all clinical sites.

The College of Nursing requires that students not consume alcohol or mood-altering substances **for a minimum of 12 hours before clinical or class.**

E. Identification

The College is responsible for identifying individuals with deteriorating academic performance, behavioral changes, and excessive absenteeism, but is not responsible for diagnosing the nature of the problem. Substance use/misuse and chemical dependency should not be determined by faculty judgment alone. The student should be evaluated by an appropriately prepared professional with an educational background in chemical dependency, mental health, and treatment. It is the responsibility of every faculty member, clinical preceptor, and nursing student to immediately report unsafe working conditions or hazardous activities related to substance use/misuse and impairment that may jeopardize the safety of the individual, the patient, or colleagues. Faculty are responsible for recognizing the signs and symptoms of substance use/misuse and chemical impairment on academic and clinical performance. Faculty will follow procedure for suspicion/identification (Appendix B of this policy).

There are numerous signs of substance use/misuse and chemical dependency related to performance and attendance. While single incidences of these behaviors may not be significant, the presence of several, and an increasing frequency or a consistent pattern of these behaviors are the basis for reasonable suspicion of impairment. Signs commonly associated with impairment include a change in the pattern of attendance, behavior, or performance; physical signs of impairment or withdrawal, and misuse of controlled substances.

Attendance	Behavior
<ul style="list-style-type: none"> • Excessive sick calls • Repeated absences with a pattern • Tardiness • Frequent accidents on the job • Frequent physical complaints • Peculiar/improbable excuses for absences • Frequent absence from clinical area • Frequent trips to rest room/locker room • Long coffee or lunch breaks • Early arrival or late departure • Presence in clinical during scheduled time off • Confusion about work schedule • Request for assignments at less supervised setting 	<ul style="list-style-type: none"> • Unkempt/inappropriate clothing and/or poor hygiene • Mood swings • Frequent irritability with others • Excessive talkativeness • Poor recall Physical abuse • Rigidity/inability to change plans Incoherent or irrelevant statements • Drowsiness at work • Uncooperativeness with staff • Tendency towards isolation • Deteriorating relationships • Wears long sleeves all the time

<p>Performance</p> <ul style="list-style-type: none"> • Excessive time required for record keeping • Assignments require more effort /time • Difficulty recalling/understanding instructions • Difficulty in assigning priorities • Display of disinterest in work • Absentminded/forgetful • Alternate periods of high and low activity • Increasing inability to meet schedules • Missed deadlines • Frequent requests for assistance • Carelessness • Overreaction to criticism • Illogical or sloppy charting • Deteriorating handwriting • Poor judgment • Inattentive • Disorganized • Tendency to blame others • Complaints regarding poor care 	<p>Physical Signs</p> <ul style="list-style-type: none"> • Hand tremors • Excessive sweating • Marked nervousness • Coming to clinical area intoxicated • Blackouts • Frequent hangovers • Odor of alcohol • GI upset • Slurred Speech • Increased Anxiety • Unsteady gait • Excessive use of breath mints/mouthwash • Sniffing, sneezing • Clumsiness • Flushed Face • Watery eyes • Anorexia
<p>Use of Controlled Substances</p> <ul style="list-style-type: none"> • Signs out more controlled substances than other providers • Frequently breaks or spills drugs • Waits to be alone before obtaining controlled substances for assigned cases • Discrepancies between patients' charts and medication records • Patient complaining of pain out of proportion to medication charted • Frequent medication errors • Defensive when questioned about medication errors • Frequent disappearance immediately after signing out narcotics • Unwitnessed or excessive waste of controlled drugs • Tampering with drug vials or containers • Use of infrequently used drugs 	

F. Documentation

When substance use/misuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the faculty, clinical coordinator, and Director of Clinical Affairs. The Director of Clinical Affairs or designee will substantiate observations and concerns about the student in an investigation that will include:

1. Documentation is to be written, clear, concise, and include dates, times, locations, and names and signatures of witnesses when possible. The Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form will be used

(Appendix C). Please return the form in a sealed envelope to the Director of Clinical Affairs marked “confidential” as soon as possible. Notify the Director of Clinical Affairs’ office by phone to request a drug screen if indicated.

2. Review of records, including but not limited to patient records, medication inventory/usage, attendance records, record of grades, and clinical evaluations. Trends, violations, or errors will be documented.
3. Confidentiality will be assured. The student should be made aware of adverse actions and counseled whenever possible.

G. Inspection of Students and Their Property

Searches of students and their property include but are not limited to lockers, mailboxes, lunch boxes, book bags, purses, or other items on medical center property and private vehicles if parked on college or medical center property. Whenever possible, searches of student personal property will take place in the presence of the student. Inspections may be conducted by authorized personnel, including but not limited to college of nursing representatives, faculty members, or college/medical security officers without notice, without student consent and without a search warrant. Physical evidence such as used syringes, medication vials, or containers of alcohol, found during a search of a student locker or property will be retained as supporting evidence.

A student who refuses to submit to an immediate search or inspection shall subject to immediate dismissal.

H. Off-Campus Arrests or Convictions

A student who is arrested or charged with a felony or misdemeanor offense including offenses which involve the off-campus sale, distribution, or possession of legal or illegal substances must promptly inform the college of the arrest and the nature of the charges. The college will determine whether the student may continue in the program. Failure to notify the college of any arrest or charge is grounds for disciplinary action up to and including dismissal from the college.

I. Intervention

Intervention is a planned method of confrontation that attempts to provide an objective and factual presentation of the problem to the impaired student. The objective of intervention is for the student to agree to an assessment for diagnosis and possible treatment.

1. The student will sign consent forms for drug and alcohol testing and assessment for substance use/misuse and chemical dependence (Appendix D of this policy).
2. The student will self-report to the Tennessee Professional Assistance Program (TNPAP) for Nurses or to the student’s own state regulatory board and professional assistance program if already licensed.

3. All information, interviews, reports, statement, memoranda, and drug test results, written or otherwise, received by the intervention team are confidential. Documentation will be kept by the College of Nursing in a secure file, separate from the student academic file and will be destroyed following successful completion of the program. All documentation will become part of the permanent academic file should disciplinary action be warranted.
4. The Director for Clinical Affairs will facilitate communications between the student, TNPAP, or Professional Assistance Program, and the College of Nursing.

J. Treatment

Following a positive assessment for substance use/misuse or chemical dependency, the student will be suspended from the program and required to immediately enroll in treatment.

1. The cost of the evaluation, subsequent treatment, and associated fees are the responsibility of the student.
2. If the student fails to enter treatment within the recommended period, they will be dismissed from the program and reported to the state professional assistance program and/or the state licensing board.
3. Following agreement to treatment, a leave of absence may be granted to the student and cannot exceed 12 months.
4. If a student fails to complete treatment and re-enter the college within the specified length of time, they will be subject to immediate dismissal from the College of Nursing.

K. Reentry to the College of Nursing

Following successful completion of an approved treatment program, a student may be allowed to re-enter the College of Nursing with a conditional enrollment status that is dependent upon: abstinence from all substance misuse, participation in on-going after-care programs, and compliance with the monitoring contract. Access to controlled substances in the clinical area will be determined by the professional assistance program and the Director of Clinical Affairs. **Reentry after treatment will be granted only once.**

1. The professional assistance program will recommend re-entry to the College of Nursing. The student must have a planned program for continued recovery (aftercare). The student will follow any restrictions for clinical practice as determined by the College of Nursing.
2. A conference will be conducted with the student, the student's treatment counselor, professional assistance program liaison, and the Director of Clinical Affairs.
3. A written contract with the college will be required for all students reentering the program.

4. The contract will include the responsibilities and requirements of the student and the consequences of failure to meet any of the requirements.
5. The contract will be specific for the individual according to their situation and state licensing regulations/requirements/guidelines.
6. A re-entry contract may be more restrictive than the state requirements.
7. Faculty/clinical instructors will be notified of any clinical practice and schedule restrictions.
8. Continuation will be contingent on documented compliance with the professional assistance program's plan.
9. The recovering student will be treated with respect and afforded all opportunities granted to other students.
10. Graduates can apply for licensure at the appropriate time if they comply with the monitoring contract.

L. Dismissal from the College of Nursing

Reasons for dismissal of a student with a suspected or known problem with substance use/misuse or chemical dependency, include, but are not limited to the following:

1. Failure to provide a written consent for a drug screen.
2. Failure to provide a blood, urine, saliva, hair follicle, or breath sample for a drug screen.
3. Refusal to have an assessment for possible substance use/misuse or chemical dependence.
4. Failure to complete treatment.
5. Failure to abide by the terms of the re-entry contract with the college.
6. Loss of licensure as a registered nurse (RN-BSN and graduate students).
7. Criminal activity related to substance use/misuse or chemical dependence.
8. Failure to allow search of property.

M. Due Process

The College of Nursing considers the Substance Use/Misuse Policy as procedural due process. Any student may appeal decisions through established university procedures. The Dean of the College of Nursing may determine on a case-by-case basis special circumstances to this policy.

** Adapted from the University of South Alabama, The University of Tennessee Memphis, Northwestern University, Boise State University, and Purdue University North Central.*

Appendix B. LCON Substance Use/Misuse Procedure Form

The University of Memphis
Loewenberg College of Nursing

College of Nursing Substance Use/Misuse Policy Agreement and Drug Testing Procedure

I understand that The University of Memphis Loewenberg College of Nursing may ask me to submit to a drug test for cause, at a designated laboratory, which will provide the result of the test to the college.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE COLLEGE OF NURSING SUBSTANCE USE/MISUSE POLICY AND DRUG TESTING PROCEDURE.

THIS NOTORIZED DOCUMENT CONSTITUTES MY CONSENT FOR DRUG TESTING BY A COLLEGE OF NURSING DESIGNATED LABORATORY IN THE EVENT I AM ASKED TO SUBMIT TO A DRUG SCREEN FOR CAUSE. IT ALSO CONSITITUES CONSENT FOR THE LABORATORY TO RELEASE THE RESULT OF MY DRUG TEST TO THE DEAN OF THE COLLEGE OF NURSING. URINE TESTS WILL BE SPLIT SPECIMAN SAMPLES AND CONFIRMED USING GCMS TECHNOLOGY.

In Witness Whereof, this instrument is executed this ____ day of _____, 20____.

Signature Student's Signature

Student's Printed Name & U-number

STATE OF Tennessee

COUNTY OF _____

On this ____ day of _____, 20____, before me appeared above named student to be known to be the person described in and who executed the foregoing instrument, and acknowledged that he/she executed the same as his/her free act and deed.

Given under my hand and seal on the day and year above written.

NOTARY PUBLIC

SEAL

My commission expires: _____

Adapted from University of South Alabama

Appendix C. LCON Substance Use/Misuse Faculty Procedure

The University of Memphis
Loewenberg College of Nursing

Faculty Procedure for Identification/Suspicion of Drug/Alcohol Use/Misuse by Students

The Loewenberg College of Nursing maintains a substance-free environment. Any nursing student who demonstrates behavioral changes suspected to be related to the use or misuse of substances or alcohol will be subjected to testing. The nursing faculty member's decision to refer a student for drug testing will be based on, but not limited to:

- Observable phenomena such as direct observation of substance use and or physical symptoms or manifestations of being under the influence of a substance including the odor of alcohol.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, mood swings, and deterioration of performance.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Conviction or being found guilty of a drug, alcohol or controlled substance violation.

Drug Testing Procedure:

1. There is a report of suspicious student behavior(s).
2. The faculty and another health care provider together witness the suspicious behavior(s).
3. The student remains in the presence of a faculty or other designated person until drug testing procedure is complete.
4. The student is not allowed to leave the premises or engage in driving or other unsafe behaviors that may threaten self or others.
5. Notify the LCON Director of Clinical Affairs of the suspicious behavior.
6. The Director of Clinical Affairs calls the current drug testing affiliate to report situation and location of student.
7. Faculty completes LCON *Faculty Report of Reasonable Suspicion of Drug/Alcohol Use* form (Appendix A of Academic Bulletin)
8. Student is suspended from classes pending test results
9. Test results will be reviewed within 24 hours
10. If negative results, the student may need further review for other conditions affecting behavior; appropriate referrals should be made
11. If positive results, a referral is made to the Tennessee Professional Assistance Program (TNPAP) or the student's state regulatory board's professional assistance program.
12. If a student accepts the professional assistance program referral and completes that program, with appropriate treatment/monitoring, they can be accepted back into the nursing program.
13. If student does not accept the professional assistance program referral or does not complete that program, with appropriate treatment/monitoring, they will not be accepted back into the nursing program.

Current drug testing vendor:
Mid-South Drug Testing
3294 Poplar Ave. Ste 250 Memphis, TN 38111
p. 901.320.9295 f. 901.320.9359
www.midsouthdrugtesting.com

Appendix D. Faculty Report of Substance Use or Misuse Form

The University of Memphis
Loewenberg College of Nursing

Faculty Report of Reasonable Suspicion of Substance Use or Misuse

Please use the space below to provide a detailed description of student behavior. All information is to be kept **confidential**. Please return this form in a sealed envelope to the Director for Clinical Affairs.

Notify the Director for Clinical Affairs **immediately** to request a drug screen.

1. Name of Student: _____
2. Date of Incident: _____
3. Time of Incident: _____
4. Location of Incident: _____
5. Detailed description: Include any behaviors, visual, olfactory, or auditory observations

Refer to the list in the Substance Use/Misuse Policy and consider the following:

- Speech
- Coordination
- Performance
- Alertness
- Demeanor
- Eyes
- Clothing
- Odor of alcohol on breath
- Other observed behaviors
- List reports of complaints of student behavior
- List unexplained absences or tardiness

Faculty/date/time _____

Witness/date/time _____

Student/date/time _____

**Adapted from the University of South Alabama*

Appendix E. Student Wellness Contract

The University of Memphis
Loewenberg College of Nursing
Student Wellness Contract

I, _____, will receive a comprehensive evaluation to determine chemical dependency or substance use/misuse. The exam will include a psychological evaluation. I understand that the payment for the evaluation, treatment, and follow-up care will be my responsibility. If treatment is not recommended, evidence of such shall be presented to the Director of Clinical Affairs before I may return to my academic studies. I understand that academic studies include clinical, laboratory, and didactic coursework. If treatment is recommended, I must complete the treatment program determined by the evaluator. Written evidence of my treatment program completion, release to return safely to school, and my after-care plan will be submitted to the Director of Clinical Affairs. I understand that the College of Nursing may impose restrictions on certain academic components of my studies including limited access to controlled substances. It has been explained to me that the grade of (W) withdraw will be awarded for the nursing course(s) interrupted by my treatment. I understand that a written reinstatement request be submitted for the semester that I desire to return to the nursing program. I understand that further evidence of substance use/misuse or chemical dependency will result in the recommendation by the nursing faculty for my administrative dismissal from the program. My signature allows the release of information between TNPA or my state's professional assistance program and the College of Nursing.

In Witness Whereof, this instrument is executed this the ____ day of _____, 20__.

WITNESSES:

Witness #1 Signature

Student's Signature

Witness #2 Signature

Student's Printed Name

STATE OF _____

COUNTY OF _____

On this ____ day of _____, 200__, before me appeared _____ to be known to be the person described in and who executed the foregoing instrument, and acknowledged that _____ executed the same as _____ free act and deed.

Given under my hand and seal on the day and year above written.

SEAL _____

NOTARY PUBLIC

My commission expires: _____

**adopted from Boise State University and Purdue University North Central*