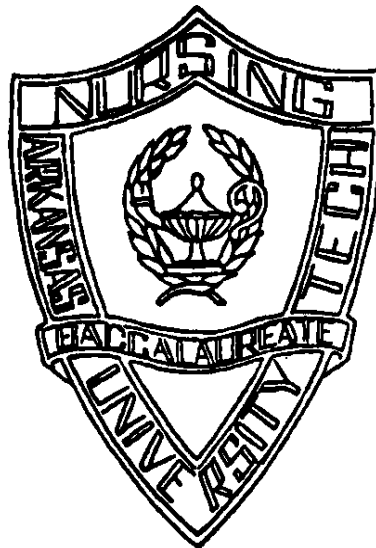


Department of Nursing

STUDENT HANDBOOK

For RN to BSN



2009-2010

ACKNOWLEDGMENT

I have received a copy of the Department of Nursing Student Handbook for RN to BSN (2009 revision) and will familiarize myself with the information therein. I understand that the Student Handbook constitutes the general policies and procedures for students in the nursing program and having signed this document accept these policies.

(Signature)

(Date)



RN-BSN students, please return this form to the Nursing Informatics instructor.
Fax to (479) 968-0219. This signed form will be retained as part of your permanent record.

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PURPOSE

Welcome to the Arkansas Tech University (ATU) Department of Nursing. This handbook has been prepared by faculty and students to provide you with the information that you will need in order to function effectively within the nursing program. Because it contains the policies, procedures, and guidelines for the Department, you should read it thoroughly and remain familiar with its contents throughout your career within the nursing program. Any new or revised policies, procedures, or guidelines will be posted, discussed with all students, and incorporated into the next edition of this handbook.

This Department of Nursing student handbook has been developed to supplement the information contained in the ATU Student Handbook. If you need information about the University as a whole or about general requirements, you should refer to the ATU Catalog or the ATU Student Handbook.

If, after reviewing these resources, you still have questions, feel free to ask one of the faculty or staff members for help. You will find that we are very interested in helping you to meet your goal of becoming a professional nurse.

OVERVIEW OF THE DEPARTMENT OF NURSING

The Department of Nursing offers undergraduate study in nursing to qualified graduates of high schools, diploma and associate degree nursing programs, and practical nursing programs. This program leads to a degree of Bachelor of Science in Nursing and is approved by the Arkansas State Board of Nursing and the Arkansas Department of Higher Education. It is also accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, Telephone: (404) 975-5000.

Generally, nursing students begin study at the University with two academic years of foundation courses consisting of Nursing Department prerequisites, general education requirements, and electives of the students' choice. These classes provide the basis of knowledge on which nursing theory and skills are built.

The Arkansas Tech University Department of Nursing offers this on-line RN-BSN program. This program allows RN's who have met the general education requirements and prerequisites to enroll and complete the requirements for the BSN in one year.

The upper division nursing courses for the BSN nursing student comprises the last academic year of study and are designed to prepare students for beginning professional responsibilities in a variety of health-care settings and to provide the necessary foundation for graduate study.

ARKANSAS TECH UNIVERSITY
Department of Nursing
RN-BSN PROGRAM CURRICULUM

Gen Ed Requirements¹		RN-BSN Spring Program Entry	
English	6	Spring	
Mathematics	3	Nursing Informatics (NURN 4002)	2
Science	8	Scope of Prof Practice (NURN 4003)	3
Chemistry (CHEM 1114)	4	Laws, Ethics, and Issues	
Human Anatomy (BIOL2014)	4	in Prof Practice (NURN 4013)	3
Fine Arts	3	Elective	3
Humanities	3		
Social Sciences	12	Summer	
US History	3	Community Health (NURN 4024)	4
Intro to Sociology (SOC 1003)	3	Research (NUR 4303)	3
General Psychology (PSY 2003)	3		
Social Sciences	3	Fall	
Physical Activity	2	Leadership & Management (NURN 4034)	4
Electives	3-6	Prof Practicum Synthesis (NURN 4045)	5
		Elective	3
		Credits	30
Required Nursing Major Pre-Requisites			
Physiology (BIOL3054)	4		
Microbiology (BIOL3074)	4		
Life Span Developmental Psych	3-6	RSN-BSN Program Fall Entry	
Health Assessment (NUR 3304)	4	Fall	
Applied Pathophysiology		Nursing Informatics (NURN 4002)	2
(NUR/BIOL 3083)	3	Scope of Prof Practice (NURN 4003)	3
Minimum Gen Ed Credit	61	Laws, Ethics, and Issues	
		in Prof Practice (NURN 4013)	3
		Elective	3
Arkansas State Articulation Agreement²			
Intro to Prof Nursing (NUR 2023)*	3	Spring	
Nutrition (NUR 2303)	3	Community Health (NURN 4024)	4
Nursing Skills (NUR 3103)*	3	Research (NURN 4303)	3
Nursing Skills (NUR 3513)*	3	Leadership & Management (NURN 4034)	4
Theories and Concepts (NUR 3204)*	4		
Practicum in Nursing (NUR 3404)*	4	Summer	
Theories and Concepts (NUR 3606)*	6	Prof Practicum Synthesis (NURN 4045)	5
Practicum in Nursing (NUR 3805)*	5	Elective	3
Pharmacology (NUR 3703)*	3		
Credits	34	Credits	30
Min Credit Hrs for Graduation = 125			

¹See General Education requirements in the [Arkansas Tech University Catalog](#).

²Licensed registered nurses who have met all of the lower division nursing curriculum requirements and graduated from an associate degree or diploma program that was NLN accredited at the time of graduation may receive credit for 33 hours of nursing courses if they meet specific requirements.

The specific ATU nursing courses are indicated with an asterisk "*"

Administration

Name and Degrees

Title

Rebecca F. Burris, Ph.D., R.N. Doctor of Philosophy in Nursing, University of Arkansas for Medical Science; M.S.N., Northwestern State University B.S.N., Northwestern State University.	Head, Department of Nursing Professor of Nursing
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Faculty

Carey Bosold, M.S.N., R.N., A.P.N., C.N.E. M.S.N., University of Central Arkansas B.S.N., Arkansas Tech University	Assistant Professor
Linda A. Buckholtz, M.N.Sc., R.N. M.N.Sc., University of Arkansas for Medical Sciences B.S.N., University of Arkansas Pine Bluff	Assistant Professor
Wanda Christie, R.N., M.N.Sc., O.C.P. * M.N.Sc., University of Arkansas for Medical Sciences B.S.N., Arkansas Tech University	Assistant Professor
Jennifer Coleman, M.S.N., P.N.P., R.N. M.S.N., University of Iowa B.S.N., University of Iowa	Assistant Professor
K. Kay Cox, M.N.Sc., R.N. * M.N.Sc., University of Arkansas for Medical Sciences B.S.N., University of Central Arkansas	Assistant Professor
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Lisa Harless, M.S.N., R.N., C.N.E. * M.S.N., University of Central Arkansas B.S.N., Arkansas Tech University	Assistant Professor

<u>Name and Degrees</u>	<u>Title</u>
Jennifer Helms, Ph.D., R.N. Doctor of Philosophy in Nursing, University of Arkansas for Medical Science M.S.N., University of Missouri-Kansas City B.S.N., Harding University	Professor
Cynthia J. Jones, M.N., R.N. * M.N., University of Mississippi B.S.N., University of Mississippi	Associate Professor Assistant Department Head
Loyce A. Kennedy, M.S.N., R.N. * M.S.N., University of Central Arkansas B.S.N., University of Arkansas Medical Science	Assistant Professor
Terri McKown, D.N.P., F.N.P.-B.C. D.N.P., University of Tennessee Health Science Center M.S.N., University of Central Arkansas B.S.N., Arkansas Tech University	Assistant Professor
Shelly Randall, M.S.N., R.N. * M.S.N., West Texas A&M University B.S.N., Arkansas Tech University	Assistant Professor
Linda Self, M.S., M.A., R.N., A.P.N., CCRN M.N., Webster University M.S., Texas Women's University B.S.N., University of Maine	Assistant Professor
Cheryl Smith, Ph.D., R.N. * Doctor of Nursing Science, University of Arkansas for Medical Sciences M.S., University of Mississippi B.S.N., University of Alabama	Professor

* RN-BSN faculty members

**Arkansas Tech University
Department of Nursing
Congruency of the ATU Mission/Program Mission/Program Goals Outcomes**

ATU MISSION	PROGRAM MISSION	PROGRAM GOAL/OUTCOMES
<p>Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.</p>	<ol style="list-style-type: none"> 1. Provide an intellectual climate that fosters the development of critical thinking to prepare a graduate who is professional, caring, competent, and self-directed in providing therapeutic nursing intervention and demonstrates an interest in life-long learning. 2. Assist the student to achieve personal and professional goals regardless of cultural, racial, or ethnic background. 	<ol style="list-style-type: none"> 1. Graduate is a competent, self-directed, professional nurse who provides theory based, therapeutic nursing care that incorporates caring and critical thought processes. 2. Graduate possesses the basis for life long learning and for the pursuit of higher education. 3. Graduate achieves personal and professional goals. 4. Graduate is capable of leadership in caregiving, communicating, teaching, utilizing research, advocating, collaborating and managing diverse patients in a variety of health care settings.

PHILOSOPHY OF THE NURSING PROGRAM

The University provides opportunities for intellectual growth, skill development, and career preparation. The faculty of the Department of Nursing at Arkansas Tech University seeks through its professional program to implement the mission of the University, a mission committed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future.

Individuals are complex beings with bio-psychosocial, emotional, spiritual, cultural, and environmental elements. The Department of Nursing is committed to providing opportunities for students to enhance their critical thinking and communication skills in therapeutic interventions. The graduate will utilize the nursing process to assist individuals, families, groups and communities to meet their bio-psycho-social, emotional, spiritual, cultural, and environmental needs.

Nursing is a caring relationship that facilitates health and healing. Encompassing the acquisition and critical application of knowledge from nursing and the social, psychological, biological, and physical sciences, nursing meets the health needs of individuals, families, groups, and communities. As a profession with responsibilities and privileges, nursing is concerned with promotive, restorative, and supportive practices aimed to optimize health in the recipients of care. Nursing is publicly accountable to the society it serves, obligated to improve nursing practice through acquisition, utilization, augmentation, and promotion of knowledge and skills, as well as the systematic study of the effects of these practices on human health.

Learning is essentially manifested in a change or reorganization of behavior and is best accomplished through active inquiry and participation in the learning process. Learning is a lifelong, self-initiated process by which knowledge, skills, attitudes, and values are acquired. Learning occurs independently through perception, assimilation, formulation, and synthesis. The teacher functions as a facilitator by establishing a learning climate of mutual respect regarding beliefs, feelings, and opinions, and by providing learning opportunities and guidance with regard to individual differences. Learning experiences are designed to facilitate personal and professional growth within the student's cognitive, affective, and psychomotor domains. The ultimate responsibility for learning rests with the learner.

Philosophy (continued)

Nursing education, an integral part of higher education, fosters the generation and application of scientific knowledge through the nursing process. These learning experiences are organized for an orderly progression through an increasing complexity of nursing situations. During the educational process, the student acquires knowledge of the independent and collaborative functions of the nurse.

Baccalaureate nursing education prepares a person for professional nursing practice. The curriculum is designed to prepare the person for professional nursing practice, to be competent, self-directed, and capable of demonstrating leadership in the application of the nursing process in a variety of healthcare settings. The graduate should demonstrate initiative for responsible change, the ability to think critically, and a lifelong quest for knowledge and growth.

CONCEPTUAL FRAMEWORK

The design of the conceptual framework at Arkansas Tech University's Department of Nursing is a construct composed of four major components: PERSON, HEALTH, NURSING, and ENVIRONMENT. Thus, the design of the program is an intersecting circular formation of the four major components.

Description of the Components

Person Person, a bio-psycho-social, emotional, spiritual, cultural, and environmental being, functions as a unique, integrated "whole". Person is an open system, changing and being changed by the environment. Person's relationships are influenced by stages of development at any given point in time and experience in the life cycle. Through interactions, persons attempt adaptation to maintain a high level of health. Health and illness are human experiences. Persons must adapt in order to survive. Adaptive processes occur on a continuum, from the moment of conception throughout life. Physiological, psychological, social, emotional, spiritual, cultural, and environmental forces shape the process of adaptation. Person's state of health is determined by the ability to adapt. According to the ANA Social Policy Statement, 2003, "The presence of illness does not preclude health, nor does optimal health preclude illness", (p. 3, 1995). The life cycle is an orderly sequence of events beginning at conception and ending with death. Within this sequence, certain common cognitive, psychological, and motor developmental tasks can be identified. The mastery of these tasks is essential to the achievement of self actualization and optimal health. Communication is a process by which persons gather information and share ideas, opinions, values, and feelings with others. Person's ability to communicate produces vital forces which can be utilized for positive benefits to self and society. The person has freedom of choice in making decisions related to personal health. This freedom to choose influences the nurse's ability to assist the client to optimal health. Nurses must respect the person's right to make decisions that might conflict with the nurse's own value system. The nurse acknowledges there are times when a person may not make logical choices that would improve health, however, the right to make such choices must be protected.

Health Health is a condition of physical, mental, and social well-being that reflects adaptation to environmental, physical, and psychological factors. Health is not a static condition; it is dynamic in nature and may change over time in response to new situations, new

challenges, and aging. Health is culturally defined and reflects a person's ability to perform daily activities in culturally expressed ways.

Nursing Six essential features of professional nursing practice are identified in ANA Nursing's Social Policy Statement, (2003): provision of a caring relationship that facilitates health and healing; attention to the range of human experiences and responses to health and illness within the physical and social environments; integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience; application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking; advancement of professional nursing knowledge through scholarly inquiry; and influence on social and public policy to promote social justice, p. 5. The bio-component of the person directs nursing's attention to the physical needs. The emotional and psycho-component requires that the nurse regard the interrelatedness of mind and body. Cultural and social aspects must also be taken into account in the delivery of nursing care. Since the spiritual component gives quality and aesthetic features to life, it too must be considered. The concept of spirit refers to that which gives meaning, purpose, and direction to life--it may be understood in a religious, philosophic, or humanistic sense. The beliefs of the nurse in regard to various aspects of life's spirituality will be motivators in the kinds of care delivered to clients. Therapeutic touch, sensitivity to client's needs, religious affiliations, compassion for suffering persons, and comfort measures are all contained in the realm of spiritual aspects. Nursing behaviors reflect nursing roles and practices utilized to promote health, prevent illness, or assist with activities that contribute to recovery from illness or to achieving a peaceful death. Restorative practices modify the impact of illness or disease. Supportive practices are oriented toward modification of relationships or the environment to support health. Promotive practices mobilize healthy patterns of living, foster personal and family development, and support self-defined goals of persons, families, and communities. Nursing behaviors are acquired and synthesized by the nurse in the delivery of appropriate nursing care. The major roles within the scope of nursing behaviors include manager, communicator, teacher, health care provider, researcher, advocate, and collaborator. Research methodology and utilization of well-designed nursing studies are necessary to provide a scientifically based order and reason to the practice. The activities of nursing encompass the

traditional roles and the augmented interdependent roles in collaboration with other members of the health care team. The scope of these activities is flexible and responsive to the changing needs of society. The expanded role of the nurse includes independent functions which assure continuity of care of the client, family, group, or community, in a variety of health care settings. Nurses provide care in both basic and advanced nursing practice. Within either basic or advanced practice, the nurse may choose a specialty area. Examples of settings for the practice of basic nursing include homes, schools, hospitals, institutions, community based health centers, and businesses. The professional nurse provides quality nursing care utilizing critical thinking. It is based on scientific principles and focuses on optimal health. The nurse functions as a leader in the provision of nursing care that is planned, goal directed, and specific to the needs of the particular patient, family, group, or community. The nursing process provides the methodology for nursing care. The nursing process consists of five steps: assessment, diagnosis, planning, implementation, and evaluation. During assessment, data collection, and organization leads to the formulation of the nursing diagnosis. Having diagnosed the client's needs and problems, the nurse develops a plan. Within this step of the nursing process, priorities are set. Patient outcomes are determined collaboratively with the patient whenever possible. The outcomes provide the nurse with the necessary direction to plan and implement interventions. The nursing process is unique; the care of the client becomes personalized and meets the client's perceived needs. Finally, evaluation of the client outcomes leads to re-assessment and then application of the process in a cyclic manner. The nursing process provides for input, evaluation, and utilization by the client and by all members of the health care team. This process can be utilized in any setting where nursing care is provided to Persons, families, groups, or communities.

Environment Environment takes into account the external world of persons. The world encompasses the society in which the Person lives. This includes the culture, set within a particular geographical location. The environment consists of a group of persons who share certain commonalities, such as goals, values, political ideologies, and socio-economic status. The community is an interactional unit of this world consisting of health care consumers, health care providers, and health care settings. The structural unit of the community is the family in various traditional and nontraditional family forms. Because a person's life depends upon the

environment, one cannot view the person apart from it. Throughout the life cycle, the person changes and adapts to the environment. The person's response to the environment impacts on the possibilities for health which then guide the nurse in making appropriate nursing intervention.

**Arkansas Tech University
Department of Nursing
Russellville, Arkansas
Curriculum Schema**

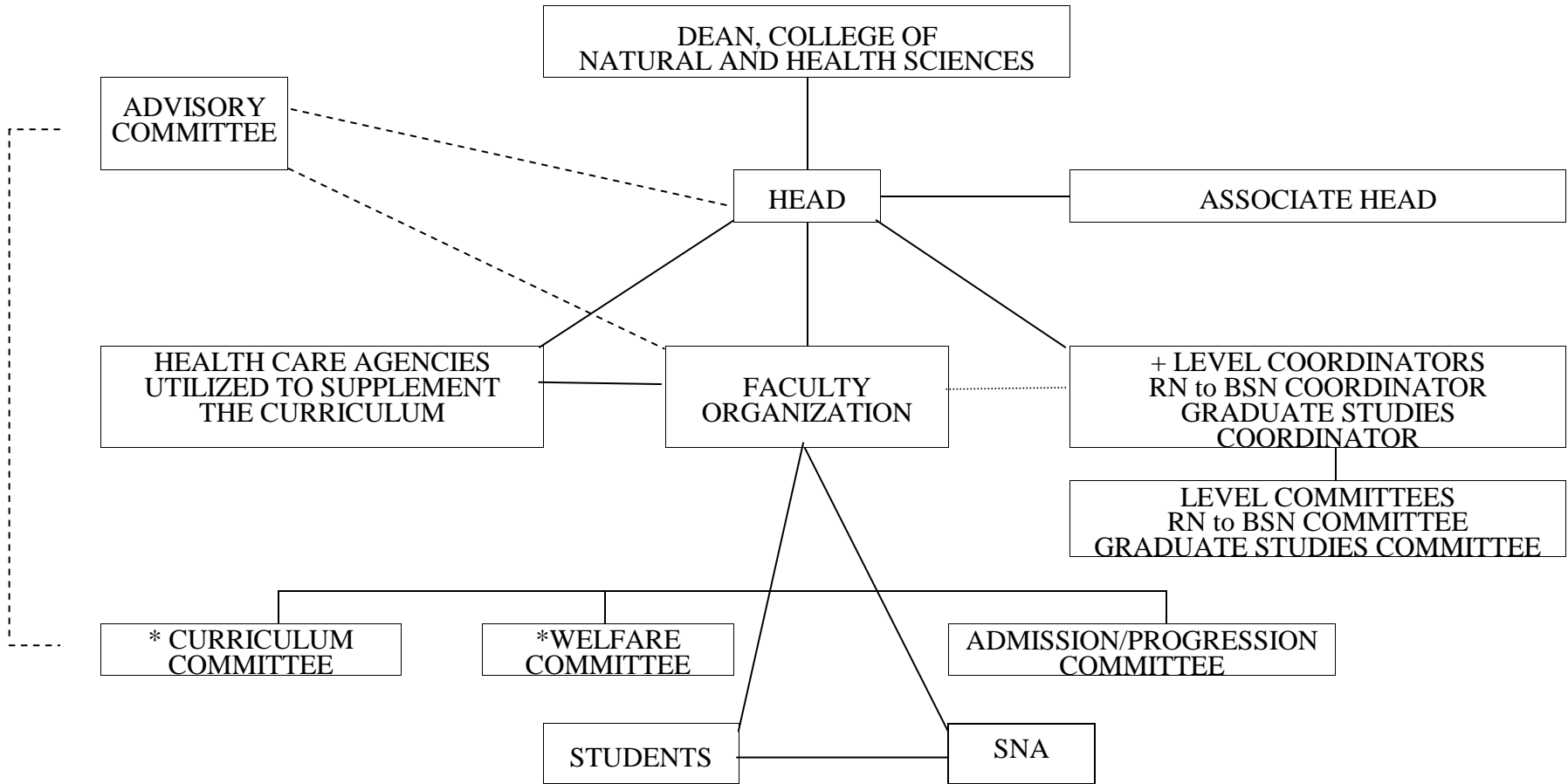
CONCEPT	<p style="text-align: center;"> Communication Critical Thinking Nursing Process Caring Holism Professionalism -Legal/Ethical -Leadership Health - Promotive - Restorative - Supportive </p>				
	JUNIOR LEVEL 0	JUNIOR LEVEL I	JUNIOR LEVEL II	SENIOR LEVEL III	SENIOR LEVEL IV / RN-BSN
Roles	Introduction to all roles including: Care Giver Communicator Teacher Collaborator	Care Giver Communicator Collaborator	Care Giver Communicator Teacher Collaborator	Care Giver Communicator Researcher Teacher Advocator Collaborator	Care Giver Communicator Researcher Teacher Advocator Collaborator Manager
Diversity Life Cycle Settings	Growth and development of all ages	Adult and Elderly Hospital/Community	Young Adult/Children Hospital/Community	Adult and Elderly Hospital/Community	All Ages Hospital/Community
Patient	Introduction to the care required by the: Individual Family Community	Individual Within the Context of Family	Individual Family	Individual Family Groups	Individual Family Groups Community
Research	Read	Read/Utilize	Read/Utilize	Analyze/Utilize/Critique	Analyze/Utilize/Critique

ANA CODE FOR NURSES

The 2001 American Nurses Association Code is as follows:

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

**Organizational Chart
Department of Nursing**



LEGEND

- Lines of Responsibility or Authority
- - - Lines of Advisement and Recommendation
- Lines of Coordination
- * Student Representation on Committee
- + Position May Vary Each Semester
- Direct Communication

UPPER ADMISSION STUDENT REQUIREMENTS: Health Requirements

- A. Documentation of:
1. Hepatitis B Vaccination. At least the first two of three injections must have been received before the student may practice in the practicum setting. The third HBV vaccine must be received and documented by the end of the 1st clinical semester. Failure to do so will result in the student's inability to continue clinicals the next semester.
 2. Td (Tetanus-diphtheria) at least every 10 years.
 3. PPD (TB) negative skin test yearly, or chest x-ray with positive skin test according to Health Department protocols.
 4. The Health Department recommends the MMR (Measles, Mumps, Rubella) for female students of childbearing age. "Persons born after January 1, 1957 must furnish proof of immunity against measles and rubella to the TECH infirmary prior to enrollment in classes" (See ATU catalog). A copy of this record must also be on file in the nursing office.
- B. Clinical sites that colleges and universities in Arkansas utilize for educational training may require, prior to the student being permitted to use the clinical facility, that he or she provide proof of timely polio immunizations, diphtheria immunizations, tetanus boosters, HBV immunizations, negative TB and Hepatitis B tests.

Cardiopulmonary Resuscitation (CPR)

Each student must have verification documentation of **current** American Heart Healthcare Provider CPR verification (adult, child, and infant) on file each year prior to assignment in practicum courses. Verification must be current through the entire fall, spring, and summer semesters. **A copy of a verification card is to be submitted to the ATU Department of Nursing as part of the completed Admission/Required Documentation Packet.**

If you have a current CPR, from the American Heart Association and it is valid from January of one year through December of the next year, you do not have to renew.

LICENSURE

If you hold a current RN license, a copy must be on file in the nursing department.

LIABILITY INSURANCE

Students are required to have professional liability insurance of \$1,000,000. This is at the student's own expense. For improved coverage at the lowest possible cost, Marsh (Seabury & Smith) was chosen to provide blanket coverage for *\$10.00 (*This fee is subject to change per student per year.) Please be sure to submit a copy of your receipt for the blanket coverage insurance **or**, if as a licensed nurse you are covered by your individual professional liability insurance policy, you should provide evidence that you are covered as a nursing student, to the Nursing Department with the completed Admission/Required Documentation Packet.

PHOTOGRAPH

Each student must submit a recognizable wallet or snap-shot size photograph to be placed in advising folder.

UNIFORMS

RN to BSN students are required to wear a lab coat, $\frac{3}{4}$ length or longer, with the ATU college patch on the left sleeve, and have the ATU photo identification name badge. Your badge will be made at ATU Student Accounts at a cost of \$5.00. This will be done during the orientation day. The ATU college patch can only be purchased at the ATU Bookstore.

ACADEMIC POLICIES AND PROCEDURES UPPER DIVISION NURSING

Computer Requirements

Since the RN to BSN curriculum is on-line, some computer skills are necessary. Some of the skills will be addressed in NURN 4002 Nursing Informatics. Blackboard (Bb) is the learning program utilized by ATU for web classes. Bb can be accessed by students via the ATU home page <http://www.atu.edu> OR <http://blackboard.atu.edu>. Once you have successfully logged onto Bb, you can click the ATU icon on the top of the page. The window that opens has some information on the left hand side of that window that may assist you in using Bb effectively.

Also there are specific computer requirements needed for Bb and course work in the ATU RN to BSN program. It is your responsibility to acquire the software required by the Department of Nursing. ATU minimum equipment requirements are listed on the following web site: <http://www.atu.edu/etech/about.shtml#Computer-Requirements>.

Attendance Policy

As professionals, you must be responsible for your own learning experiences. You are responsible to make the most of all educational opportunities. This is a mark of professionalism. You should plan on accessing each of your on-line courses a minimum of three times per week, as well as your ATU email account.

The Arkansas Tech University catalog provides content concerning class attendance.

Exams

Exams will be administered on-line and may require a proctor. You are responsible to procure a proctor if needed. Exam dates will be marked on the individual course calendars.

Practicum

Some courses will require you to schedule times with clinical agencies in your area. These experiences are an integral part of your educational process and should be approached as such. Scheduling these experiences will be your responsibility.

Faculty teaching the on-line RN to BSN course work endeavor to ensure that required course work is equitably divided over the semester. However, there may be times that multiple assignments are due. The student is responsible to familiarize themselves with the different due dates in courses in which they are enrolled and prepare accordingly.

Substance Abuse

Arkansas Tech University is committed to the maintenance of a drug-and-alcohol free work place and to a standard of conduct for employees and students that discourages the unlawful possession, use, or distribution of controlled substances and alcohol on its property or as a part of any of its activities. Therefore, the unauthorized or unlawful possession, use, manufacture, or distribution of controlled substances or alcohol by students or employees on property of the University or as a part of any of the University's activities is expressly prohibited. Students violating the University policy on alcohol or other drugs are subject to sanctions up to and including expulsion from the University and referral for prosecution. The University may notify parents or guardians of students under age 21 who are found to be in violation of the drug or alcohol policies as set forth in the Student Code of Conduct.

The Department of Nursing recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The department is committed to protecting the safety, health, and welfare of its faculty, staff, students, and people who come into contact with its faculty, staff, and students during scheduled learning experiences. The Department of Nursing strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs.

Any student who demonstrates behaviors or actions that cause concern of possible drug or alcohol use will be asked to leave the classroom and/or clinical site. The student will be referred to the office of the Vice President for Student Services. Faculty will follow up with the student and notify the Vice President for Student Services of the referral.

Nondiscrimination Policy

In accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational amendments of 1972, and Section 504 of the Rehabilitation Act Amendments of 1974, the Department of Nursing of Arkansas Tech University does not discriminate on the basis of race, color, sex, national origin, or physical handicap in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

Sexual Harassment Policy

The policy of Arkansas Tech University is to maintain the University community as a place of work and study for staff, faculty, and students free of harassment, to include sexual and gender harassment and all forms of sexual intimidation and exploitation. All students, staff, and faculty should be aware both that the University is concerned and prepared to take action to prevent and correct such behavior.

The determination of what constitutes sexual harassment will vary with the particular circumstances, but it may be described generally as unwanted sexual behavior, such as physical contact and verbal comments or suggestions, which adversely affect the working or learning environment of others.

Anyone who is subjected to offensive sexual behavior is encouraged to pursue the matter through the established informal or formal grievance procedures. Generally, the informal procedures afford an opportunity to explore a problem and consider alternative means for its resolution.

EVALUATION AND GRADING

1. Courses and Faculty Evaluation

The nursing faculty believes that evaluation of courses and of the teaching process is an integral part of nursing education. Based on this belief, the faculty provides opportunity for evaluation to occur within the program. At the end of each semester, nursing students complete unsigned evaluations of courses and instructors as posted on Blackboard.

Faculty members also evaluate the courses in which they teach. The evaluation data are summarized by faculty and, in addition to other variables, are used to make needed course revisions and to improve teaching methods. Students have the option to sign.

2. Student Evaluation

All students in the nursing major receive ongoing evaluation of their progress throughout each semester. The evaluations are given in writing, or may be oral.

The on-line grade book on your Blackboard Course sites should be checked regularly to determine your personal progress.

3. Grading

Students must maintain a minimum grade of “C” in each nursing course in order to progress in the nursing major. (For further information on this topic, see “Progression” later in this section.)

The grading scale for the upper division nursing courses is standardized as follows:

A.....	90 – 100
B.....	80 – 89
C.....	70 – 79
D.....	60 – 69
F.....	59 and below

- a. **Grades less than 75% will not be rounded.** See appropriate syllabi for additional information on grading, course requirements, etc.
- b. A grade of "I" may be recorded for a student who has not completed all the requirements of a course because of illness or other circumstances beyond the student's control, provided work already completed is of passing quality. For all nursing courses "passing quality" is defined as a grade of 75% or above on previously completed work. Before a grade of "I" may be recorded, the student and instructor must determine course requirements to be completed and the completion date.
- c. No grades will be given by phone.

Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and Standards of Care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Present written work that is theirs alone.
- c. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- d. Only use authorized devices or materials for an examination and not copy from other students' papers.
- e. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly.

Students' papers may be evaluated by turnitin.com. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for the policy in detail.

If an incident occurs which a faculty member believes may constitute unprofessional conduct, or when such an incident is discovered, the faculty member aware of the conduct/incident, will immediately notify the student and instruct the student to leave the classroom. The faculty member will then complete a conference note in writing, describing the event, within 24 hours of discovery.

This information will be shared by the faculty member making the discovery with the level coordinator. A decision will be made if the incident should be taken to the level committee. The investigation into the incident/discovery will begin within three (3) working days. This investigation will include an opportunity to discuss the incident with the student.

If the incident is minor, the faculty member, in consultation with the person(s) named above, may require remedial work or instruction for the student.

If the incident is major or serial in nature, the course coordinator will notify the Department Head or his/her designee. In consultation with the involved faculty member(s), the Department Head or his/her designee will review the investigative report, the student's class and clinical performance evaluation(s), academic record, potential for successful completion of the major in nursing, and any other pertinent information. The Department Head will discuss the incident with the student. The Head may then make one of the following decisions:

1. Reprimand the student
2. Require remedial work, physical and/or mental evaluation, or instruction for the student
3. Award a failing grade for the course
4. Require administrative withdrawal from the clinical course
5. Dismiss the student from the Department of Nursing

The Department Head will notify the student in writing. The Dean will receive a copy of the student's notification.

The student may appeal any adverse decision through the standard appeals process of the University and Department of Nursing (See Appendix D for conference form).

GRADUATION

To be eligible for graduation, the student must complete the following steps:

1. Comply with all Arkansas Tech University requirements for a baccalaureate degree in nursing.
2. Complete the requirements of a minimum of 61 semester hours of lower division courses as specified in the University catalog (refer to p. 3 of the RN-BSN handbook).
3. Complete the requirements of the nursing courses or their equivalent for a total of 64 hours.
4. A graduation fee must be paid in the Registrar's office. Graduation fee is paid at the time degree audit is obtained. Upon payment of this fee, the staff in the Registrar's office will complete a form for purchase of the graduate's cap and gown.

Student Progression

Once accepted into the upper division nursing courses, students should keep in mind that they must maintain a 'C' or better in every nursing course in order to progress in the program. Students receiving an "I" or incomplete, for any nursing course, must remove the "I" before they will be permitted to progress.

In order to progress in the nursing program the student must meet the following guidelines**.

*Completion of the following courses with a grade of "C" or better in each:

Engl 1013	Engl 1023	Math 1113	Biol 2014
Biol 3054	Biol 3074	Chem 1114	Psy 2003
Psy 3063	Soc 1003	Nur 3803	
Psy 3163 or	Soc 3173		

*Students who attempt these courses twice (2 times) and cannot achieve a grade of "C" or better in any of these courses will not be considered for the Nursing Program.

An attempt is "any enrollment in any course and dropping it after the first day of the 10th week of the semester, or after the third week of a summer session, for any reason, and/or failure (grade of "D", "F", < or "F*") of the course".

*Students who make less than a "C" in any Upper Division nursing course may not progress into courses for which that course(s) is a prerequisite until the course(s) have been repeated and the required minimum grade attained.

*If a student obtains a "D", "F", or "FE", in any two (2) Upper Division nursing courses for any reason, the student will be dismissed from the nursing program.

*Readmission will not be considered for any student dismissed from the nursing program who obtained a “D”, “F”, or “F” in two (2) Upper Division nursing courses. The Department Head will consider exceptions on an individual basis.

Student Withdrawal

When a student leaves the nursing program for any reason, the withdrawal procedure will be followed:

1. Any faculty member who becomes aware that a student is withdrawing should inform the student’s advisor.
2. The advisor will notify the RN to BSN coordinator that the student has withdrawn.
3. The advisor will contact the student and arrange for an exit interview. A summary of the exit interview will be prepared by the advisor and will be placed on file in the Nursing Department Office. In addition, the advisor will complete an additional exit form to be placed on file within the Department that explains the withdrawal. This second form is prepared solely for use in preparing Department reports and will not contain the student’s name.
4. The student should be aware of the fact that application for readmission must be submitted by June 30th for Fall semester and October 1st for the spring of the year the student plans to resume progress in the Nursing Program.
5. The advisor will inform the Department Head who will in turn, send a letter noting the withdrawal to the student. If appropriate, the letter will include options for possible re-entry into the program.
6. The student will officially withdraw at the Registrar's Office.

Grievance Policy and Procedure

The Department of Nursing grievance policy and procedure is consistent with that of the University. The policy provides the student with a way of appealing grades received or a grievance concerning a University employee or institutional regulation. This procedure is to be used for any conflict resolution.

Grievance procedures are of both an informal and formal nature. The student should exhaust the informal means before filing a formal complaint. The student directly affected must make the appeal. In the case of appealing a grade, the appeal must be made during or within five days following the conclusion of the course involved (prior to the beginning of another semester).

The four steps to be followed when presenting an informal grievance are:

1. The appeal must begin with the student discussing the problem with the instructor or person involved.
2. Evidence of attempted resolution must precede any further action.
3. The issue will be presented to the level coordinator who will attempt to resolve the matter. If resolution is not possible, the level coordinator will choose from the following options according to the nature of the problem
 - a. Place the student issue on the next level meeting agenda. The student will attend the level meeting to present his or her case. A predetermined amount of time will be allotted for both the student's presentation and the presentation of the faculty member involved. After both presentations, time will be allowed for further discussion. After further discussion, both the student and faculty member will exit the meeting. The committee may opt to further discuss the situation before voting, or may move directly to the vote. The student will receive written notification of the committee's decision and recommendations from the committee if appropriate. These proceedings may be tape-recorded. If tape-recorded, the tape will be given to the Department Head directly after the meeting.
 - b. Recommend that the student meet with the Head of the Nursing Department as indicated in Step 4.
4. If the grievance is not resolved after steps 1-3 and/or within a reasonable time, the student will take the issue to the Head of the Nursing Department. If the Department Head should be the person involved, step 3 above should be omitted and the grievance will then progress to the Dean of the College of Natural and Health Sciences.

If these informal steps have not resolved the problem, the student may submit a written request to the Department Head, asking that a formal grievance committee consider the grievance. (Refer to the University Student Handbook for the formal grievance procedure.)

In case of a grievance resulting from a violation of student regulation, federal law, or the Arkansas Tech Affirmative Action Plan, the Department Head shall take immediate action to resolve the problem. If the grievance involves questions of opinion not covered in stated policies, the Department Head shall counsel with the student to resolve the grievance.

The student is referred to the ATU catalog and handbook for the policy in detail.

STUDENT NON-ACADEMIC GRIEVANCE PROCEDURE

Any alleged non-academic grievance (hereinafter referred to as "grievance") which a student may have regarding a University employee, an institutional regulation, and/or the interpretation and application of such regulation, may be considered under this procedure. Grievance procedures are of both an informal and formal nature, and the informal means should be exhausted before filing a formal grievance. A non-academic grievance may include instances of discrimination which create conditions affecting a student's academic performance or learning environment.

INFORMAL GRIEVANCE PROCEDURE

The procedure for an informal grievance is as follows:

1. The person should first discuss her/his grievance with the person responsible for the action, interpretation, or application leading to the problem.
2. If the grievance remains unresolved, the complainant may discuss it with the appropriate supervisory official.
3. If the circumstances of the grievance prevent the use of the above listed steps, or if the appropriate official does not resolve the grievance within five (5) college days, the complainant may discuss the grievance with the administrative head of that portion of the institution out of which the problem arose. In all cases, this should be one of the Vice Presidents or the Director of Athletics.
4. If the grievance resulted from a violation of stated student regulations, federal law, or the Arkansas Tech University affirmative action plan, the administrative head shall take immediate steps to enforce the stated regulation, law, or plan, and resolve the grievance.
5. If the grievance involves questions of opinion not covered in stated policies, the administrative head shall counsel with the complainant and departmental official(s) to resolve the grievance if possible.

FORMAL GRIEVANCE PROCEDURE

When a grievance has not been resolved by informal means, the student may submit a written request to the appropriate administrative head to have the grievance considered by a formal grievance committee. In no case will such a request be granted prior to five (5) college days after an informal grievance has been initiated and the appropriate administrative head notified.

1. A request for a formal grievance hearing should include the written nomination of one member of the Student Services staff and one employee from the administrative area involved. (The second nomination may come from any administrative area by mutual agreement of the student and the administrative head.)
2. The administrative head will select two (2) of the three (3) students on the Student Services Committee to complete the committee, which will be chaired by the administrative head, who will not vote, but only coordinate the hearing.
3. The Vice President for Student Services, or designate, shall serve as secretary and advisor to the committee, but will not vote. In matters concerning civil rights and equal opportunity, the affirmative action officer shall also serve as advisor, but shall have no vote.
4. The grievance committee will hear the grievance with such witnesses and evidence as it deems germane and shall present its recommendations in writing to the administrative head within three (3) college days of the hearing. The administrative head will render a decision within three (3) days. Copies of the findings, recommendation, and decision will be made available to all parties.
5. The decision of the administrative head may be appealed in writing to the President, with a copy to the administrative head, within ten (10) college days of receipt of the decision.
6. The decision of the President shall be final and binding.

Communications

Maintaining good communication between nursing students and faculty members is very important. This communication is generally very good.

Methods of sharing information within the Department include:

1. The primary method of communication in an on-line course is via email or discussion boards. Telephone conversations are also a method of communication. Students need to check the discussion boards and their student email at a minimum of 3 times a week.

STUDENT EXPECTATIONS

Accountability

Students must maintain the highest standards of integrity, ethical, and legal behavior at all times. (See American Nurses Association Standards of Nursing Practice included in NURN 4003 syllabus.) Serious violation of any of these standards may result in the dismissal of the student from the program. This behavior must be exhibited in all theory and practicum-related situations. The student is responsible to maintain familiarity with the standards described in all nursing syllabi. The following are examples of some practicum related situations:

1. Information regarding clients and families must be kept absolutely confidential.
2. Students are expected to report to the practicum setting on time and be prepared to meet assigned objectives.
3. Students are expected to comply with the Health Insurance Portability and Accountability Act of 1996.

Documentation

When signing any documentation in the clinical setting, the student should sign his/her name followed by "ATUNS".

Example: Mary Green, ATUNS

This also applies to students who are already licensed as LPN or RN. Licensed students may not sign their licensure initials after their name while functioning in the student role in the clinical setting.

Nails and Artificial Nails Policy

Students are not permitted to wear artificial fingernails or long natural nails. Fingernail polish is not to be worn on clinical days. A good rule to follow is that when the fingers are held up, no nails can be seen past the fingertips.

SCHOLASTIC NON-COGNITIVE PERFORMANCE STANDARDS*

Department of Nursing Student's Responsibilities: Failure to comply with the requirements of any of the following items or other policies in the Department of Nursing Student Handbook and the Catalog may result in a conference with the appropriate Department Head or his/her designee to discuss the difficulty. Should the problems warrant immediate action, the Department Head may recommend the student be placed on disciplinary probation or dismissed from the College. The following is a description of the scholastic, non-cognitive performance responsibilities of a student in the nursing program at Arkansas Tech University.

Demeanor – The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in-group situations and makes good use of feedback and evaluations.

Maturity – The student functions as a responsible, ethical, law-abiding adult.

Cooperation – The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Inquisitiveness – The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

Responsibility – The student has nursing college performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority – A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance – The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

Communication – The student demonstrates an ability to communicate effectively with peers, teachers, patients, and others.

Professional Role – The student conducts self as a professional role model at all times and in compliance with ANA Standards of Practice and the Arkansas State Board of Nursing Rules and Regulations regarding professional conduct. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

Judgment – The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Ethics – The student conducts self in compliance with the ANA Code of Ethics.

Moral Standards – The student respects the rights and privacy of other individuals and does not violate the laws of our society.

Arkansas Tech University Department of Nursing reserves the right to dismiss a student at any time on grounds the University and Department of Nursing judge to be appropriate. Each student by his/her own admission to the University and Department of Nursing recognizes this right of the University and the Department of Nursing.

***Adopted from UAMS, September 23, 2005**

FINANCES

Financial Aid

Arkansas Tech University provides financial assistance to eligible students in the form of scholarships, loans, and grants. Nursing students are eligible for the same financial aid as other enrolled students.

Nursing Scholarships and Loans

1. Dr. Charles and Joyce Wilkins provide a tuition scholarship to the senior with the highest grade point average.
2. Some hospitals and health agencies have loan programs available to nursing students in exchange for a specific period of employment following graduation.
3. The Yell County Medical Society provides a scholarship.
4. Junior Auxiliary of Russellville provides a scholarship for Upper Division nursing students.
5. Hazelle Thrasher Memorial Scholarship Fund provides scholarships for Upper Division nursing students.
6. The First United Methodist Church of Russellville provides a nursing scholarship.
7. Nell Teeter Balkman Nursing Scholarship provides partial tuition for Upper Division Nursing students.

Details concerning aid specific to nursing students are available in the Financial Aid Office in the Doc Bryan Building and the Department of Nursing.

Fees and charges are listed in the ATU Catalog and the schedule of courses published prior to each semester.

Scholarships

Scholarships and financial aid are listed in the ATU catalog. Application for some of the scholarships is available in the Department of Nursing office. Students may go by the Financial Aid office and ask for the “scholarship form”. This form allows the student to write down all scholarships of interest. This form is returned to the Financial Aid.

FINANCES (continued)

Costs

Below are items that you will incur in the Upper Division Nursing courses. This list does not comprise all costs but will aid you to be better financially prepared.

*Special Fees:

Senior Year

Liability Insurance	\$10.00	ID Badge	\$5.00
Research Day.	\$15- 30.00 Plus Travel(optional)	Class Pin.	\$85-200.00
Travel Expenses to & from Clinical.	\$50-100.00	Graduation	\$25.00
Textbooks.	\$400/800/Semester		

*These are estimated fees. Prices are subject to change.

There are some times when additional purchases may be required of all students. When nearing graduation, for example, students may be asked to purchase pictures of themselves for use in the Department composite photo of each class that is prepared and displayed in the nursing building.

STUDENT NURSE'S ASSOCIATION

All nursing students are encouraged to become members of the Department of Nursing Student Nurse's Association (SNA) as a first step toward professionalism. The ATU SNA is the local organization of the State and National Student Nurse's Association. It functions to create a community that serves the student through social, service, and professional activities that are both educational and enjoyable. The SNA elects officers and two nursing faculty advisors to serve for each academic year. The parent organization is the American Nurses' Association (ANA).

Each fall, members elect junior and senior student representatives to serve on the Nursing Department's Curriculum and Welfare committees and the Self Study Committee. The representatives have full membership privileges as outlined in the Nursing Faculty By-Laws. They collaborate with faculty in making suggestions for the development or revision of policies, curriculum changes, and in general program evaluation. Student representatives also communicate actions of the committees to fellow students. Students do not participate in the selection of students for admission to the Nursing Program or when students' confidentiality would be violated on any committee.

Arkansas Tech nursing students are encouraged to seek office and to serve on state and national student nurse committees. State SNA officers are elected during the Arkansas Student Nurse's Association convention that is held early in the fall of each year. State and National Student Nurse's Association application membership forms are available in the Nursing Department office, from the SNA officers, and the faculty advisor. Membership dues are established at the national level and are currently *\$35.00 per year. Local SNA membership is \$5.00 per year.

Benefits of National SNA membership include reduced rates for nursing liability insurance, a newsletter to keep students informed about current issues in nursing, scholarly activities, fellowship with other nursing students, and an opportunity to serve the community.

Participation in the ATU Student Nurse's Association activities is considered to be a show of professionalism. One benefit of this participation is the opportunity to earn up to two (2.0) professional points to be applied toward any one-course grade above 75. The points will only be used if adding them to the number grade results in an improvement in the letter grade. Spring professional points may be applied to summer courses.

Registered nurses have a choice of belonging to SNA or ArNA or both.

* Fees are subject to change

UNIVERSITY COMMITTEE MEMBERSHIP

Nursing students are eligible for membership on the various University committees through the Student Government Association (SGA). Members of these committees participate with faculty and administration in the general guidance of the University.

Accidental Sharps Injuries and HIV/HBV Exposure Policy

It is the policy of the Arkansas Tech University Department of Nursing to provide a follow-up program for students and faculty following HIV/Hepatitis B (HBV) exposure incidents. This includes accidental sharps injuries and exposure to blood and body fluids. “Student” applies to student or faculty who are exposed.

Following an accidental sharps injury or exposure to blood/body fluids, the student should immediately report the situation to the faculty member in charge of clinical assignment. The faculty member assists the student in completing the clinical agency’s incident report form and seeks appropriate treatment for the injury, following the clinical agency’s guidelines and ATU Nursing Department guidelines. The Nursing Department Head (or Assistant Head) is notified by the faculty member as soon as possible.

Forms that must be completed following a sharps injury or blood/body fluid exposure include:

1. The clinical agency’s Incident Report form
2. The ATU Nursing Department Clinical Incident Report form
3. The Source Consent form, if source consent is required by the agency
4. Consent for HIV and HBV test completed by the student
5. Assumption of Risk and Waiver form, if the student refuses HIV/HBV testing

PRE-TEST COUNSELING GUIDELINES

OBJECTIVE:

The objective of the pre-test counseling guidelines is to inform the student or faculty member who has been exposed to blood or body fluids of the possible or probable medical, economic, and social consequences of HIV and HBV antibody testing.

INFORMATION TO BE COVERED:

- Review of the antibody test, including meanings of positive and negative results, testing times, and procedures for testing

- Review of initial written incident report with the student

- Discuss issues such as:
 - ◆ relationship changes, marital difficulties and contact notification

 - ◆ insurance issues such as non-payment of testing and the possibility of future requests or reporting of HIV testing

 - ◆ potential psychological and emotional reactions to negative and positive results (see “Possible Risk of Testing”)

 - ◆ information about risk reduction behaviors, general health measures, pregnancy avoidance, and the generalized viral syndrome some people experience at seroconversion

POSSIBLE RISKS OF TESTINGS:

- severe psychological reactions, including anxiety, nightmares, sleep disturbances, depression, and suicidal behavior
- disrupted interpersonal relations, including potential for rage reactions and their extreme manifestations, such as homicidal behavior
- social ostracism and self-imposed social withdrawal
- relationship problems (blaming partners, sexual dysfunction, disrupted ability to make plans as a couple)
- stigmatism and discrimination if a positive antibody status is made known to others outside of confidentiality guarantees
- employment and insurance problems including future hiring situations
- preoccupation with bodily symptoms
- a false sense of security and denial if the test results are negative

PAYMENT:

Payment for drug therapy, lab tests, and physician visits are the responsibility of the student.

Arkansas Tech University pays for testing of the source patient if not an agency patient.

FOLLOW-UP APPOINTMENT:

A follow-up appointment for notification of test results should be made. If the student does not allow the Department of Nursing designee to be informed first, he/she is **STRONGLY** encouraged to notify the counselor **IMMEDIATELY** of the test results. This will allow for appropriate follow-up, as well as provide support for the student.

POST-TEST COUNSELING GUIDELINES:

The post-test counseling session is to assist the student to cope with immediate psychological reactions, cope with the test results and manage information, and develop a personal health plan.

The student is encouraged to have the HIV test repeated at 6 weeks, 3 months, and 6 months after the last possible exposure. Appointments should be consistently met.

Information should include:

- interpretation of test results
- recommendations for medical follow-up and discussion of infection symptoms
- discussion of a personal health plan (rest, nutrition, stress-reduction behaviors, possible participation in clinical drug trials)
- referral for continued psychological and education services, including involvement in a support group
- recommendations for prevention of transmission
- recommendations concerning the follow-up of sexual partners and children
- review of potential discrimination (personal and professional)

*** As in the case of any policy guidelines, Arkansas Tech University reserves the right to change them or to make appropriate revisions, additions, amendments, or corrections. Faculty/students will be notified of any changes.

ACCIDENTAL SHARPS INJURIES AND HIV/HBV EXPOSURE POLICY (continued)

**ARKANSAS TECH UNIVERSITY
Department of Nursing**

CONSENT FOR HIV AND HEPATITIS B TEST

I agree to have a sample of my blood taken for the purpose of testing for the Human Immunodeficiency Virus Antibody (HIV (AIDS Screen) and for Hepatitis B Virus Surface Antibody (Anti-HBs) and surface antigens. I acknowledge that I am financially responsible for the cost of the tests and follow-up treatments, if any, prescribed due to tests results.

The reason for this test is that I have been exposed to another's blood or body fluid during my course, work assignment or clinical and the criteria has been met that requires follow-up screening test and prophylactic treatment.

One test is for antibodies to the virus that causes AIDS. It does not diagnose AIDS or tell whether a person will get AIDS. Additional tests for HIV will be repeated at 6 weeks, 12 weeks, and 6 months. In the case of a positive result, I will be referred to my private physician and the result reported to the Arkansas State Department of Health, as required by law.

A second test is done to indicate if I have Anti-HBd. In the case of a positive result without history of previous vaccination, I will be referred to my private physician. Confidentiality is maintained in regards to record keeping and personnel policies in compliance with federal, state and local laws.

Please Initial One:

_____ I authorize test results to be given to Arkansas Tech University Department Head of the Department of Nursing or his/her designee, who will notify me of screening results and recommended follow-up medical care and counseling.

_____ I prefer to be informed of the tests results directly by the agency performing such test. I authorize the agency performing the tests to release the tests results to the Arkansas Tech University Department of Nursing Head or his/her designee for counseling and for recommendations as to follow-up medical care.

Witness _____

Signature _____

Date

Date

Witness

Date

ACCIDENTAL SHARPS INJURIES AND HIV/HBV EXPOSURE POLICY (continued)

**ARKANSAS TECH UNIVERSITY
Department of Nursing**

**ASSUMPTION OF RISK AND WAIVER FORM
RELATING TO REFUSAL TO TAKE HIV AND HEPATITIS B TESTING**

I understand that due to my occupational or clinical exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to have the Hepatitis B Virus Surface Antibody (Anti-HBs) and have been informed that regardless of the results I should be vaccinated with Hepatitis vaccine at my own expense. However, I decline Hepatitis B Virus Surface Antibody (Anti-HBs) and Antigen tests at this time. I understand that by declining the vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. I also understand that by declining the test and vaccine, that should I contract HBV prior to being vaccinated, I have willfully and voluntarily consented to the following agreement: I understand that by declining this test, I hereby and for myself, my heirs, executors, administrators, successors and assigns release, acquit and forever discharge Arkansas Tech University, Inc., and its successors in interest, assigns, employees, agents, officers, and directors of and from any and all claims, actions, causes of action, demands, rights, damages, costs, loss of service, expenses and compensation whatsoever, which the undersigned may hereafter accrue on account of or in any way growing out of any and all known and unknown, foreseen and unforeseen bodily and personal injuries and property damage and the consequences thereof resulting or to result from exposure to another's blood or body fluid which occurred on or about the day of _____, 20__ as a student of Arkansas Tech University Department of Nursing. I understand and agree that by refusing this test the person whose blood or body fluids I was exposed to will not be tested.

I understand that due to my occupational or clinical exposure to blood or other potentially infectious materials, I may be at risk of acquiring the Human Immunodeficiency Virus (HIV). I have been given the opportunity to have testing for the HIV virus at a minimal charge to myself. However, I decline this at this time. I understand that by declining this test, I hereby and for myself, my heirs, executors, administrators, successors and assigns release, acquit and forever discharge Arkansas Tech University, Inc., and its successors in interest, assigns, employees, agents, officers, and directors of and from any and all claims, actions, causes of action, demands, rights, damages, costs, loss of service, expenses and compensation whatsoever, which the undersigned may hereafter accrue on account of or in any way growing out of any and all known and unknown, foreseen and unforeseen bodily and personal injuries and property damage and the consequences thereof resulting or to result from exposure to another's blood or body fluid which occurred on or about the ____ day of _____, 20__, as a student of Arkansas Tech University Department of Nursing. I understand and agree that by refusing this test the person whose blood or body fluids I was exposed to will not be tested.

ACCIDENTAL SHARPS INJURIES AND HIV/HBV EXPOSURE POLICY (continued)

I the undersigned, hereby declare and represent that the injuries sustained may be permanent, progressive and may take several years to manifest itself as AIDS (Acquired Immune Deficiency Syndrome). Recovery therefore is uncertain and indefinite, and in making this Release it is understood and agreed that the undersigned relies wholly upon the undersigned's judgment, belief and knowledge of the nature, extent, effect and duration of said injuries and liability therefore. This release is made without reliance upon any statement or representation of the party or parties hereby released or their representatives or by any physician or surgeon by them employed.

The undersigned further declares and represents that no promise, inducement or agreement not herein expressed has been made to the undersigned, and that this Release contains the entire agreement between the parties hereto, and that the terms of this Release are contractual and not a mere recital.

Witness

Signature

Date

Date

Witness

Date

ACCIDENTAL SHARPS INJURIES AND HIV/HBV EXPOSURE POLICY (continued)

**ARKANSAS TECH UNIVERSITY
Department of Nursing
SOURCE CONSENT FORM**

I, _____, consent to the collection of bloods as requested by _____ at Arkansas Tech University, for the purpose of testing for the Human Immunodeficiency Virus Antibody (HIV) or (AIDS Test) and for Hepatitis B Virus Surface Antibody (Anti-HBs) and surface antigens. The reason for requesting this test is that an Arkansas Tech University student or employee has been exposed to my blood or bodily fluid and the results of my test will be used in determining the need for further treatment of that person. I furthermore authorize the release to Arkansas Tech University's Department of Nursing Head or his/her designee of any and all medical information obtained during the exam and testing procedure agreed to herein. I understand that the examination and testing procedures mentioned above will be conducted at no charge to me. Confidentiality will be maintained in keeping with federal, state and local laws.

Signature

Date

Witness

Date

Witness

Date

HISTORY OF THE ARKANSAS TECH UNIVERSITY BACHELOR OF SCIENCE IN NURSING PIN



The nursing pin, as we know it today evolved from a badge worn by knights during the Crusades. The Crusades, which swept northern Europe, were to last for almost 2000 years (1096-1291). The deaconess movement, suppressed by the Western churches, became all but extinct. Military nursing orders evolved as a result of the Crusades. The Knights Hospitallers of St. John was one such order. It was organized to staff two hospitals that were located in Jerusalem. The knights, organized as a nursing order, were required, at times, to defend the hospital and its patients. For this reason they wore a suit of armor under their habits. On the habit was the Maltese cross. The same cross was to be used later on a badge designed for the Nightingale School. The badge became the forerunner of the nursing pin, as we know it today. The symbolism of the pin dates back to the sixteenth century, when the privilege of wearing a coat of arms was limited to noblemen who served their kings with distinction. As centuries passed the privilege was extended to schools and to craft guilds, and the symbols of wisdom, strength, courage, and faith appeared on buttons, badges, and shields. The pins of many schools of nursing are fashioned after a cross of some kind.

Each nursing program designs its own pin. Graduates and others recognize each other from the pin no matter where they work all over the world. The first class to graduate from the Arkansas Tech University Bachelor of Science in Nursing Program in 1980 chose the shield design with a lamp (with a flame) in the center to symbolize the knowledge needed to direct and administer care to patients of all ages in various stages of wellness, illness, and rehabilitation. The lamp is embedded in a wreath to denote life and caring. Because the class was proud to be the first graduates of the Bachelor of Science in Nursing Program in Russellville, Arkansas, they emblazed Nursing across the top and Baccalaureate at the lower end of the lamp and wreath. They had Arkansas inscribed on the top left side and Tech on the top right side, and University beginning on the lower left side and ending on the lower right side so graduates everywhere would recognize each other. The pin is one inch in actual size. The die from the first sketch was cast on September 17, 1979. A chain is an option. The colors are Arkansas Tech University's colors green and gold.

APPENDICES

APPENDIX A

HOW TO STUDY FOR NURSING COURSES

Before Class:

As minimum preparation for class, utilize the following guide for pre-reading the reading assignment before the lecture.

1. Read the unit objectives in the course syllabus.
2. Read the introduction to the unit in the text.
3. Read the title to the chapter(s). These will give you an idea of where the material is starting and where it is leading.
4. Read each major heading in the chapter.
5. Look over any typographical aids, i.e., italic, boldface, etc. Pay particular attention to definitions of terms.
6. Look over any visual aids, i.e., graphs, pictures, diagrams, tables, figures, etc.
7. Read the chapter summary.
8. Estimate how long it will take you to read the entire chapter and make a plan for when and where you will read the chapter.

After material is presented in class:

1. Write down any questions that you have or flag any areas that need clarification.
2. Read the chapter if you have not done so.
3. Expand your notes and/or highlight text to further clarify other important material.
4. Complete any learning activities.
5. If applicable, read and respond to posting(s) on discussion board.

Before examinations:

1. Review notes, text, and assignments.
2. Review the syllabus section pertaining to the topic. Analyze each objective to see that you have met that objective.
3. Finally, study for any deficiencies revealed by analyzing unit objectives

APPENDIX C

PROFESSIONAL NURSING POINTS REGISTERED NURSE

Fall 20____
Spring 20____

Professional nursing points are percentage points which are added to a student's grade at the end of a course. These points represent extra non-required work and participation.

Professional nursing points are determined and utilized in the following manner:

- Students may earn a maximum of two (2) percentage points each semester.
- Points will **only** be added to a "passing" grade (75% or above).
- The student will submit the Professional Nursing Points Application to the SNA advisor for verification and signature at the end of the semester.
- The SNA advisor will forward the application to the appropriate level coordinator.
- Professional nursing points will be automatically added to the course grade that will most benefit the student.

B. REGISTERED NURSE	POSSIBLE POINTS	POINTS
1. SNA Membership (\$33 dues)	Encourage	
2. ANA Membership (\$112 dues)	Encourage	
3. RN specialty membership (dues unknown) (ex. Gerontology, Intensive Care, etc.).	Encourage	
4. Each professional meeting or workshop attended (Local, State, National).	0.3 each meeting	
5. Chair of professional project committee on ANA or Specialty Group.	0.2 each project	
6. Each professional committee project worked on but could not attend meeting.	0.2 each project	
7. Each professional committee project worked on and also attend meeting.	0.2 each project	
8. Officer of ANA or Specialty Group.	0.2 each semester	
9. Bring a new member to ANA or specialty nursing meeting.	0.3 each semester	

PROGRESSIVELY DOCUMENT WORKSHOPS, ETC., BY SUBMITTING COPIES OF CERTIFICATES WITH DATES, TOPIC, PRESENTER, AND PLACE TO FACULTY TEACHING IN YOUR CURRENT COURSE WORK.

PRINTED NAME: _____

STUDENT SIGNATURE: _____

Date: _____

ADVISOR SIGNATURE: _____

APPENDIX D

GUIDELINES FOR PART-TIME REGISTERED NURSE STUDENTS

1. Part-time RN to BSN students are expected to meet admission criteria for the upper division of nursing.
2. Students must achieve a “C” or better in all course work to progress through the curriculum.
3. Course work will progress as follows:

<p>1st Fall Semester</p> <p><u>NURN 4002</u> Nursing Informatics</p> <p><u>NURN 4003</u> Scope of Professional Practice</p>	<p>1st Spring Session</p> <p><u>NUR 4303</u> Nursing Research</p> <p><u>NUR 4013</u> Law, Ethics, & Issues in Nursing</p>	<p>1st Summer Semester</p> <p><u>3^o Elective</u></p>
<p>2nd Fall Semester</p> <p><u>NURN 4034</u> Leadership & Management in Nursing</p> <p><u>3^o Elective</u></p>	<p>2nd Spring Session</p> <p><u>NURN 4024</u> Community Health Nursing</p>	<p>2nd Summer Semester</p> <p><u>NURN 4045</u> Practicum Synthesis</p>

<p>1st Spring Semester</p> <p><u>NURN 4002</u> Nursing Informatics</p> <p><u>NURN 4003</u> Scope of Professional Practice</p>	<p>1st Summer Session</p> <p><u>NUR 4303</u> Nursing Research</p>	<p>1st Fall Semester</p> <p><u>NURN 4034</u> Leadership & Management in Nursing</p> <p><u>3^o Elective</u></p>
<p>2nd Spring Semester</p> <p><u>NURN 4013</u> Law, Ethics, & Issues in Nursing</p> <p><u>3^o Elective</u></p>	<p>2nd Summer Session</p> <p><u>NURN 4024</u> Community Health Nursing</p>	<p>2nd Fall Semester</p> <p><u>NURN 4045</u> Practicum Synthesis</p>

4. NURN 3304 Health Assessment & NUR/BIOL 3803 Applied Pathophysiology should be completed prior to entry into the upper division courses.

APPENDIX E

GUIDE FOR CITING ELECTRONIC MEDIA

This information taken from

(<http://www.apastyle.org/elecmedia.html>)

INTRODUCTION

This guide is based on the information obtained from Electronic References by the APA. It is offered only as a guideline. The student is encouraged to obtain a full copy (CD-ROM or Text) of the APA Manual, 5th edition to use as a reference in typing a term paper.

SOURCES ON THE INTERNET

The Internet is a worldwide network of interconnected computers. Although there are a number of methods for navigating and sharing information across the Internet, by far the most popular and familiar is the graphical interface of the World Wide Web. The vast majority of the Internet sources cited in APA journals are those that are accessed via the Web.

The variety of materials available on the Web, and the variety of ways in which it is structured and presented, can present challenges for creating and using references. Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines:

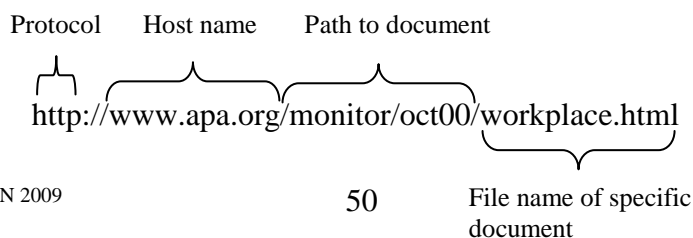
1. Direct readers as closely as possible to the information being cited; whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work.

Documents available via the Internet include articles from periodicals (e.g., newspaper, newsletter, or journal); they may stand on their own (e.g., research paper, government report, online book or brochure); or they may have a quintessentially Web-based format (e.g., Web page, newsgroup).

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). Whenever possible, identify the authors of a document as well.

The URL is the most critical element: If it doesn't work, readers won't be able to find the cited material, and the credibility of your paper or argument will suffer. The most common reason URLs fail is that they are transcribed or typed incorrectly; the second most common reason is that the document they point to has been moved or deleted.

The components of a URL are as follows:



The protocol indicates what method a Web browser (or other types of Internet software) should use to exchange data with the file server on which the desired document resides. The protocol recognized by most browsers are hypertext transfer protocol (ftp); other Internet protocols listed in this paragraph should be followed by a colon and two forward slashes (e.g., <http://>).

The host name identifies the server on which the file resides. On the Web, it is often the address for an organization's home page (e.g., <http://www.apa.org> is the address of for APA's home page). Although most host names start with "www", not all do (for example, <http://journals.apa.org> is the home page for APA's electronic journals, and <http://members.apa.org> is the entry page to the members-only portion of the APA site). The host name is not always case sensitive; for consistency and ease of reading, always type in lowercase letters.

The rest of the address indicates the directory path leading to the desired document. This part of the URL is case sensitive; faithfully reproduce uppercase and lowercase letters and all punctuation. It is important to provide the directory path, and not just the host name, because home pages and menu pages typically consist mainly of links, only one of which may be to the document or information you want the readers to find. If there are hundreds of links (or even just 10 to 20), readers may give up in frustration before they have located the material you are citing.

If you are using a word-processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or period.

Test the URL's in your references regularly when you first draft a paper, when you submit it for peer review, when you're preparing the final version for publication, and when you're reviewing the proofs. If the document you are citing has moved, update the URL so that it points to the correct location. If the document is no longer available, you may want to substitute another source (e.g., if you originally cited a draft and a formally published version now exists) or drop it from the paper altogether.

Electronic References

The following is excerpted from the new 5th edition of the Publication Manual. Some elements of the fifth edition's style guidelines for electronic resources differ from previously published guidelines.

Citations in Text of Electronic Material

To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in the text. Always give page numbers for quotations (see section 3.34). Note that the words *page* and *chapter* are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation *para*. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1)

1. Internet articles based on a print source

At present, the majority of the articles retrieved from online publications in psychology and the

behavioral sciences are exact duplicates of those in their print versions and are unlikely to have additional analyses and data attached. This is likely to change in the future. In the meantime, the same basic primary journal reference (see examples 15) can be used, but if you have viewed the article only in its electronic form, you should add in brackets after the article title “Electronic version” as in the following fictitious example:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduate [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

If you are referencing an online article that you have reason to believe that has been changed (e.g., the format differs from the print version or page numbers are not indicated) or that includes additional data or commentaries, you will need to add the date you retrieved the document and the URL.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 13, 2001, from <http://jbr.org/articles.html>

2. Article in an Internet-only journal

Fredrickson, B. L. (2002, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

3. Article in an Internet-only newsletter

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al (1998, July). Videocounseling for families of rural teens with epilepsy – Project update. *Telehealth News*, 2(2). Retrieved from <http://www.telehealth.net/subscribe/newslettr4a.html>

- * Use the complete publication date given on the article.
- * Note that there are no page numbers.
- * In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is still all that can be provided in the reference.
- * Whenever possible, the URL should link directly to the article.
- * Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word processing program to insert) a hyphen at the break.

Nonperiodical documents on the Internet

4. Stand-alone document, no author identified, no date

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

- * If the author of a document is not identified, begin the reference with the title of the document.

5. Document available on university program or department Web site

Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imaging educational futures*. Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site:
<http://www.ilt.columbia.edu/publications/papers/newwing1.html>

* If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

Other Electronic Sources

Electronic Copy of a journal article, three to five authors, retrieved from database

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78, 443-449. Retrieved October 23, 2000, from PsycARTICLES database.

* When referencing material obtained by searching an aggregated database, follow the format appropriate to the work retrieved and add a retrieval statement that gives the date of retrieval and the proper name of the database.

General Form for Electronic References

Note: Some elements of the 5th edition's style guidelines for electronic resources differ from previously published guidelines.

Electronic sources include aggregated databases, online journals, Web sites or Web pages, newsgroups, Web- or e-mail-based discussion groups, and Web- or e-mail-based newsletters.

Online Periodicals:

Author, A. A., Author, B. B., & Author, C. C. (2000). Title of article. *Title of Periodical*, xx, xxxxxx. Retrieved month day, year, from source.

Online Document:

Author, A. A. (2000). *Title of work*. Retrieved month day, year, from source.