THE UNIVERSITY OF TENNESSEE

MARTIN

Bachelor of Science Degree in Nursing

Student Nurse
Handbook

2022 – 2023

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE Suite 850

Atlanta, GA 30326

1-404-975-5000

TABLE OF CONTENTS

UT Martin is an Equal Opportunity Institution

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

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

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

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

Philosophy of the UTM Department of Nursing

Mission and Philosophy

The faculty of the Department of Nursing accepts the philosophy of the University of Tennessee at Martin supporting the goal to educate and engage responsible citizens to lead and serve in a diverse world.

The Department of Nursing's mission is to prepare caring, compassionate, professional nurse generalists committed to advancing the profession of nursing through leadership and service in diverse healthcare communities and the world.

The Department of Nursing believes a professional nurse is committed to making safe clinical judgments supported by evidence to implement patient-centered care for diverse individuals, families, and groups across the lifespan. The nurse considers patients' self-identified, unique, and individual preferences to provide optimal collaborative and compassionate care. The professional nurse utilizes concepts of informatics and technology, quality improvement, and health promotion in leadership roles in various healthcare systems (AACN, 2008; NCSBN, 2015; QSEN, 2015). (See Curriculum Framework, Table 1)

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

Patient-centered care (PCC) includes recognizing the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, spiritual and cultural values, and needs (QSEN, 2015).

Evidence-based practice (EBP) is the process of integrating best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2015).

Clinical judgment is using evidence-based practice to make decisions within the care setting. Professional nursing practice is grounded in the translation of current evidence into one's practice (AACN, 2008).

Teamwork and collaboration (TC) occur when the nurse functions effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care (QSEN, 2015). Communication and collaboration among healthcare professionals are critical to delivery high quality and safe patient care (AACN, 2008).

Safety (S) minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2015). Safe performance of nursing care is considered foundational for the professional nurse and is essential to provide high quality health care (AACN, 2008).

Quality improvement (QI) is the process of using data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2015). Knowledge and skill in quality improvement is necessary to provide high quality health care (AACN, 2008).

Professionalism (P) and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing (AACN, 2008). As professionals, nurses use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. Baccalaureate nurse generalists are members of the profession and in this role are advocates for the patient and the profession (AACN, 2008).

Informatics (IT) involves the use of information and technology to communicate, utilize knowledge management, mitigate error, and support decision making (QSEN, 2015). Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care (AACN, 2008).
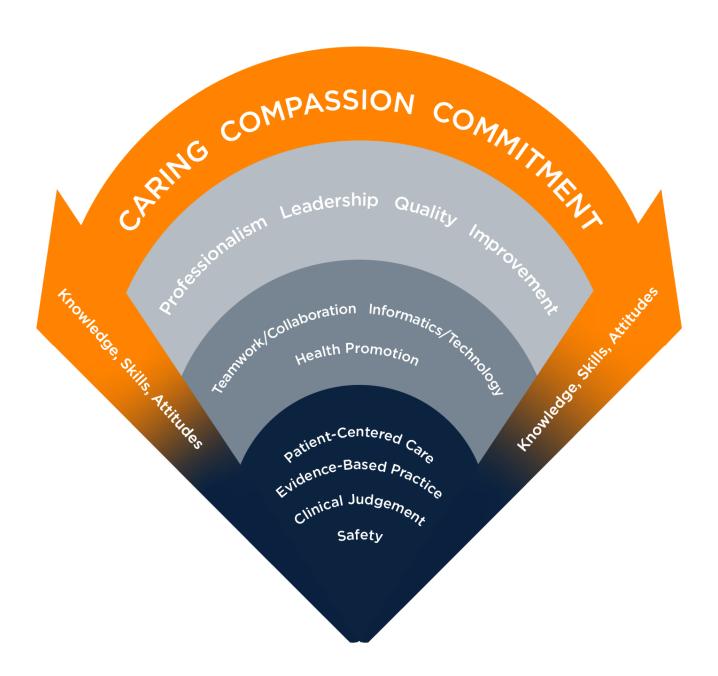
Leadership (L) skills of the baccalaureate nurse generalist emphasize ethical and critical decision making, initiating, and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies (AACN, 2008).

Curriculum Framework
Table 1

End of program student learning outcomes (EPSLOs) for the BSN correlate with nine (9) curricular competencies of:								
Patient-Centered Care	Evidence-Based Practice & Clinical Judgment	Teamwork & Collaboration	Safety	Quality Improvement	Professionalism	Informatics & Technology	Leadership	Health Promotion

The competencies are achieved through synthesis of curricular concepts which are divided into three (3) categories:								
Health & Illness Concepts			**Patient Profile Concepts**		**Professional Nursing Concepts**			
Nutrition	Sexuality	Immunity	Individual/Family/Community	Culture	Ethics & Law	Nursing Process	Professionalism
Oxygenation	Reproduction	Fluid & Electrolytes	Spirituality	Functional Ability	Finance & Economics	Evidence	Patient-Centered
Elimination	Mood & Affect	Acid-Base Balance	Diversity	Development	Healthcare Regulation & Policy	Teaching/Learning	Health Promotion
Comfort	Coping		Motivation/Adherence			Communication	Clinical Judgment/Critical Thinking
Pain	Tissue Integrity	Thermoregulation			Quality Improvement	Technology/Informatics	
Cognition	Perfusion	Sleep			Leadership		
Sensory Perception	Mobility	Metabolism			Advocacy	Safety	Healthcare Resources
		Infection			Caring		Collaboration/Teamwork
		Asepsis					

Leveling of Concepts

Three levels are identified in the nursing curriculum. Nursing courses taken during the sophomore year are placed in Level I, with Levels II and III corresponding to the nursing courses in the junior and senior years, respectively. Use of a holistic approach to person in the philosophy and conceptual framework requires inclusion of all components of each concept throughout the curriculum. The faculty recognizes the need to emphasize different components in each curriculum level; however, some overlap of concepts occurs. The concentric rings of the framework represent the three levels of the program. While all competencies are introduced in the first level, they are expanded at each level as indicated by growth in the diagram. The outside ring represents caring, compassion and commitment encompassing the program and distinguishes our mission to prepare nurse generalists who embody these attributes. The knowledge, skills and attitudes that correlate with the curriculum competencies are embedded across all levels.

CARING COMPASSION COMMITMENT

Knowledge, Skills, Attitudes

Knowledge, Skills, Attitudes

Professionalism Leadership Quality Improvement

Teamwork/Collaboration Informatics/Technology Health Promotion

Patient-Centered Care
Evidence-Based Practice
Clinical Judgement
Safety

End of Program Student Learning Outcomes

End of Program Outcomes

Upon completion of the program the graduate will:
1. Demonstrate synthesis of theoretical and empirical knowledge in developing and implement nursing practice reflecting understanding of the arts sciences, humanities, and the discipline of nursing.
2. Provide safe patient-centered care utilizing clinical judgment and best current evidence.
3. Apply principles of professionalism and leadership to provide patient care across the lifespan in a variety of healthcare settings.
4. Collaborate with patients, families and nursing/interprofessional teams to enhance positive patient outcomes through quality improvement processes.
5. Integrate health promotion practices into the care of diverse individuals, families, and populations in a global society.
6. Utilize appropriate use of informatics and technology to provide safe patient-centered care for diverse individuals, families, and populations across the lifespan.

Level Student Learning Outcomes

Level I
1. Demonstrate comprehension of theoretical and empirical knowledge from the arts, sciences, humanities, and nursing.
2. Provide safe patient-centered care utilizing Level I clinical judgment and best current evidence.
3. Recognize principles of professionalism and leadership used by healthcare teams to provide care for adult patients.
4. Identify quality improvement processes used by nursing and interprofessional teams to enhance positive patient and family outcomes.
5. Initiate health promotion practices in the care of diverse individuals and families in a global society.
6. Demonstrate appropriate use of Level I knowledge concerning informatics and technology in healthcare settings to provide safe, patient centered care for adults.

Level II
1. Demonstrate application of theoretical and empirical knowledge in developing and implementing nursing practice reflecting understanding of the arts, sciences, humanities, and the discipline of nursing.
2. Provide safe patient-centered care utilizing Level II clinical judgment and best current evidence.
3. Apply principles of professionalism and leadership to provide patient care for diverse individuals, families, and populations in a variety of healthcare settings.
4. Initiate collaboration with patients, families, and nursing/ interprofessional teams to enhance positive patient outcomes through quality improvement processes utilizing the Level II knowledge base.
5. Implement health promotion practices for diverse individuals, families, and populations in a global society.
6. Demonstrate appropriate use of Level II knowledge concerning informatics and technology in healthcare settings to provide safe, patient-centered care for diverse populations.

Level III
1. Demonstrate analysis of theoretical and empirical knowledge in developing and implement nursing practice reflecting understanding of the arts sciences, humanities, and the discipline of nursing.
2. Provide safe, patient-centered care utilizing Level III clinical judgment and best current evidence.
3. Apply principles of professionalism and leadership to provide patient care across the lifespan in a variety of healthcare settings.
4. Collaborate with patients, families, and nursing/interprofessional teams to enhance positive patient outcomes through quality improvement processes utilizing the Level III knowledge base.
5. Integrate health promotion practices into the care of diverse individuals, families, and populations in a global society.
6. Demonstrate appropriate use of Level III knowledge base concerning informatics and technology in a variety of healthcare settings to provide safe, patient-centered care across the lifespan.

Bachelor of Science in Nursing Curriculum

Curriculum Description

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

The B.S.N. nursing curriculum is a four-year program which combines general education and nursing, with nursing content beginning in the sophomore year. Students majoring in B.S. Nursing take 72 semester hours of nursing courses and 48 semester hours of required and elective non-nursing courses. Upon successful completion of the B.S.N. program, the graduate is awarded the Bachelor of Science in Nursing degree (B.S.N.) by the University of Tennessee. Graduates with the B.S.N. degree demonstrate the competencies necessary for entry into nursing practice and are eligible to take the National Council Licensure Examination for licensure as a registered professional nurse. The Bachelor of Science in Nursing degree program has full approval of the Tennessee Board of Nursing and full accreditation from the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone 404-975- 5000).

A national need for professional nurses with a wide variety of practice options allows great flexibility and mobility for graduates. Graduates with a baccalaureate in nursing can choose from provision of direct patient care, teaching, administration, research, case management and marketing positions in hospital, community, educational, military, government, industrial and expanded-practice settings. Graduate degrees at the master and doctoral levels allow greater specialization and further expand job opportunities.

Designation of a Minor

Nursing does not offer or require a minor; however, a nursing student may declare a minor in a non-nursing subject area and have the minor listed on the permanent record under the following conditions:

1. minors must be officially approved and described in the university catalog.
2. all requirements for the minor as set forth by the granting department must be met.
3. courses taken to satisfy the minor may also be used to satisfy nursing requirements even if no minor were declared.
4. the student is responsible to notify academic records and complete any required paperwork necessary to declare a minor.

Admission, Advanced Standing, Retention, and Readmission

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

Admission

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

Admission to the B.S.N. clinical program is separate from admission to the university. Applicants must submit a separate application to the Department of Nursing for admission to clinical nursing. Applications must be received in the Nursing office by February 15 before the fall semester in which admission to B.S.N. clinical nursing courses is desired.

Pre-requisite courses for admission to the clinical nursing program are Mathematics 100-110, 140, 185, or 251; Microbiology 251; Psychology 101; Zoology 251 and Zoology 352 or transfer equivalent courses. A grade of D or F in any of these specified required courses may affect admission to the clinical nursing program. Students may only repeat one science one time. The applications are screened for selection on a competitive basis by the Department of Nursing Admissions and Policies Committee.

Students accepted to begin B.S.N. nursing courses are required to:
1. have met all UT Martin admission requirements.
2. complete a nursing pre-entrance exam as designated by UT Martin Department of Nursing. The student is responsible to pay the TEAS test fee. Additional information regarding the nursing pre-entrance exam can be found on the UT Martin Department of Nursing website. The applicant's score will be used in the selection process.
3. be certified in Basic Life Support for Healthcare Providers (BLS) before beginning Nursing 213 clinical experiences, specifically American Heart Association Basic Life Support for the Healthcare Provider. (American Red Cross is no longer accepted by clinical facilities).
4. maintain a grade of C or above in all required courses (otherwise the student will not be allowed to begin the B.S.N. program) and a cumulative GPA of 2.75 or above.
5. demonstrate evidence of physical and mental health by submitting the appropriate health form to the Department of Nursing on or before the first day of nursing class. Failure to do so cancels eligibility and acceptance to the B.S.N. program. The student is legally and ethically accountable and responsible to provide safe nursing care. Therefore, a student may be required to be evaluated by a qualified individual before client contact is permitted if the faculty believes that the student is physically or psychologically impaired for clinical experience.
6. maintain negative reports on drug screen and felony background checks.
7. provide documentation of current screenings and immunizations as required by the Centers for Disease Control and Prevention (CDC) and clinical site guidelines in addition to those required by UT Martin.
8. provide documentation of current personal health insurance by the first day of semester in which student is enrolled in clinical nursing courses. For students who need personal health insurance, student group health insurance is available through the university. Contact Student Health Services at (731) 881-7750.

Advanced Standing Admission

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

1. submit an application for Advanced Standing to the Admissions and Policies Committee of the Department of Nursing by February 15 for admission to fall semester clinical nursing courses and by August 1 for admission to Spring semester clinical nursing courses.
2. be eligible for admission to the university.
3. meet all admission requirements to the nursing program.
4. submit documents that verify reasons for leaving the previous nursing program.
5. submit a letter of good standing from the director of previous nursing program.
6. successfully pass any written exams and skills evaluations required by the Department of Nursing to demonstrate nursing competencies comparable to the placement level requested.
7. if Licensed Practical/Vocational nurse, successfully pass Nursing 213 Fundamentals I & II, Nursing 250 by challenge examinations (will include skills evaluation). Nursing 222 Professional Nursing I, Nursing 225 Pharmacology and Nursing 242 Health Assessment will be required.

Retention

1. To continue in the nursing curriculum, each student must maintain a college grade point average of 2.0 or above and a C or above in all nursing courses.
2. Progression in clinical nursing with grades less than C in non-nursing (general education) courses is permitted provided prerequisite and corequisite requirements are met. Students must remove D and F grades in all required courses in the curriculum before graduation.
   a. A prerequisite is a course that must be completed with a C or above prior to taking the desired course.
   b. A corequisite is a course that must be taken at the same time as the desired course or completed previously with a grade C or above. Withdrawal from one corequisite will also require withdrawal from the other corequisite course(s).
3. Students must maintain a satisfactory grade in the nursing lab portion of each clinical nursing course and must have a C or above in the theory portion of each required nursing course in order to obtain a final grade of at least a C in the course. The theory portion in clinical courses includes passage of a medication calculation examination.
4. If unsatisfactory clinical performance is characterized by dangerous, inappropriate, or irresponsible behavior which actually or potentially places the welfare of the client or family in jeopardy, the student will be removed from clinical client care and will receive a failing grade for that course.
5. American Heart Association Basic Life Support for Healthcare Providers (BLS) certification must be kept current while enrolled in nursing courses.
6. Students enrolled in clinical nursing courses are required to maintain student liability insurance through the university.
7. Students must take a Dosage Calculation Exam each semester and receive a passing score (80% or above) to remain in the program. Two opportunities will be given during the first week of classes to obtain a passing score. If unsuccessful with an 80% on the second attempt, the student will be dismissed from the nursing program with the option to re-apply.
8. Students enrolled in clinical courses are subject to random drug screens and background checks by the Department of Nursing or clinical agency.

9. Students enrolled in clinical courses must keep health screens and immunizations current as required by the Centers for Disease Control and Prevention (CDC) and clinical agency guidelines.
10. Personal health insurance coverage must be maintained while enrolled in clinical nursing courses.

Readmission

1. Be admitted to the University of Tennessee at Martin as a degree-seeking undergraduate student.
2. A period of one year may elapse before a student is readmitted to the B.S.N. clinical nursing program since nursing courses are taught in sequence and are offered only once a year.
3. Minimum cumulative college GPA of 2.75.
4. The applicant will be required to retake Kaplan Integrated Tests given in corequisite nursing courses and/or the previous level of nursing.
5. For readmission, the applicant must meet designated benchmarks on Kaplan Integrated tests, and/or complete Kaplan remediation, and successfully pass skill evaluations.
6. Readmission is contingent on space availability.
7. All students will be evaluated on an individual basis with consideration given to each student's potential for successfully completing the program, which includes both clinical and academic performance.
8. A minimum grade of "C" is required in all prerequisite courses.
9. Science Courses that are seven (7) years or older will not be transferrable. (This does not apply to RN-BSN applicants.)
10. Recommendation Letter from a nursing faculty member.
11. Withdrawals from the nursing program will count as one (1) D regarding consideration for readmission.
12. Readmission to the BSN program at University of Tennessee at Martin is not guaranteed.
13. Previous clinical and class performance will be considered. The applicant will be required to demonstrate evidence of retention of knowledge and skills acquired from previous nursing courses.
14. Candidates may be required to complete an interview process.
15. Application for readmission must be submitted by February 15th for fall semester, and August 1st for spring semester.

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

Graduation Requirements.
To receive a Bachelor of Science in Nursing degree (B.S.N.) all students must:
1. satisfy the university's general education requirements for a bachelor's degree.
2. attain a grade of C or above in each of the B.S.N. curriculum requirements.
3. attain 70% correct on the Kaplan Nursing Assessment Test, a standardized exam, or complete Kaplan remediation if score is less than 70% correct.
4. complete the B.S.N. degree program.

RN to BSN Option

Students already licensed as Registered Nurses may complete the B.S.N. degree program and meet the general requirements for a bachelor's degree as follows:

1. complete required non-nursing courses for which equivalent college credits have not already been received. Credit may be received for some courses through challenge or CLEP exams.
2. receive credit for Nursing 213, 222, 250, 355, 342, and 407 by fulfilling one of the following options:
   a. registered nurses with associate degrees in nursing — transfer the courses taken in their associate degree programs in nursing for credit and presentation of a current unencumbered registered nurse license in the state of residence.
   b. registered nurses with hospital diplomas — present record of a hospital diploma transcript and a current unencumbered registered nurse license in the state of residence as validation of knowledge and registration of the proficiency validation with the registrar.
3. complete Nursing 351 Transition to Professional Nursing in place of Nursing 305.
4. take the remainder of required nursing courses. Students may request to challenge Nursing 225, 412 and 405. Three years of clinical experience within the last five years will be required to challenge either Nursing 405, 412, or 443. Students will have the option to complete a portfolio for 405, 412, and 443.
5. complete 58 semester hours from an accredited four-year school (may include challenge exams).

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

Fall Semester		Spring Semester	

Freshman

Course	Cr. Hrs.	Course	Cr. Hrs.
English 111	3	Communications 230	3
Math 140*	3	English 112	3
Zoology 251	4	Microbiology 251	4
Psychology 101	3	Social Sciences elective	3
General Studies 101	2	Zoology 352	4
	15		17

Sophomore

Course	Cr. Hrs.	Course	Cr. Hrs.
NURS 213/213L Foundations of Nursing	6	NURS 225 Pharmacology	4
NURS 215 Pathophysiology	3	NURS 242/242L Health Assessment	5
NURS 222 Professional Nursing I	1	NURS 250/250L Adult Health I	6
Humanities elective	3		
Math 210	3		
	16		15

Junior

Course	Cr. Hrs.	Course	Cr. Hrs.
NURS 305/305L Adult Health II	6	NURS 352 Evidence-Based Practice	3
NURS 342/342L Mental Health Nursing	6	NURS 355/355L Adult Health III	6
Humanities elective	3	NURS 363 Professional Nursing II	1
		Fine Arts elective	3
		Growth & Development elective	3
	15		16

Senior

Course	Cr. Hrs.	Course	Cr. Hrs.
NURS 407/407L Maternal-Child	7	NURS 412/412L Adult Health IV	6
NURS 405/405L Population Health	5	NURS 443/443L Leadership Mgmt	5
Humanities elective	3	NURS 463 Professional Nursing III	2
	15		13

*Guidelines for selecting elective courses:

Fine Arts (Aesthetics) – 3h: Art 110, 210, 211; Dance 110; Music 111, 112; Theatre 110, 111
Humanities – 9h: Eng 250, 251, 260, 261, 270, 271; French 250; Germ 250; Span 250; Hist 121, 122, 201, 202 Phil 110, 120, 130, 160
Social Sciences—6h; Must take Psych 101 and choose one of the following—Health 111, Social Work 220, Sociology 201, 202
Growth & Development—3h; Psych 313, CFS 211

Course Descriptions
Level I Courses

NURS 213 Foundations in Nursing (6) Beginning course in nursing which emphasizes care of adult patients. Core content includes basic psychomotor skills, documentation, patient safety, and infection control in sub-acute and long-term healthcare settings.
Three hours lecture and six hours lab.
Prerequisites: Acceptance to clinical nursing program, Basic Life Support for Healthcare Provider certification, Zoology 251, 352, Microbiology 251.
Corequisites: NURS 215, 222

NURS 215 Pathophysiology (3) Presents basic knowledge of pathophysiology as utilized and applied in current nursing practice. Selected major health problems and concepts are explored, including clinical manifestations and treatments.
Three hours lecture.
Prerequisites: Acceptance to clinical nursing program, ZOOL 251, 352, Micro 251, or instructor's approval.
Corequisites: NURS 213, 222

NURS 222 Professional Nursing I (1) Focuses on professional role development in nursing. Content includes the profession of nursing and attributes of professionalism; healthcare competencies, including quality and safety education for nurses; and the healthcare delivery system. Also includes introduction to the UTM Department of Nursing philosophy, curricular framework, competencies, and program outcomes.
Two hours seminar.
Prequisites: Acceptance to clinical nursing program or instructor's approval.
Corequisites: NURS 213, 215

NURS 225 Pharmacology (4) Examines classifications, uses, actions, and effects of major drug groups and nursing responsibilities for safe drug administration, including patient teaching. Includes drugs used for acute, chronic, and mental health care problems. The course also includes information for calculations needed to accurately figure fractional dosages, equivalencies, safe dosages, and infusions as needed to safely implement medication administration for patients.
Four hours lecture.
Prerequisites: Acceptance to clinical nursing program, Math 100 and 110 or 140 or higher-level math course, or instructor's approval.
Corequisites: NURS 242, 250

NURS 242 Health Assessment (5) Emphasizes concepts and skills of health assessment.
Prepares the nurse to assess and analyze the physical and psychosocial status of adult patients. Includes interpretation and analysis of laboratory and diagnostic tests.
Four hours lecture and two hours lab.
Prerequisites: NURS 213, or instructor's approval.
Corequisites: NURS 225, 250

NURS 250 Adult Health I (6) Introduces prioritization of evidence-based care of adults with common acute and chronic health problems with predictable outcomes. Additional basic psychomotor skills are introduced. Care is provided in acute care settings.
Two hours lecture and eight hours lab.
Prerequisites: NURS 213, 215, 222
Corequisites: NURS 225, 242

Level II Courses

NURS 305 Adult Health II (6) Emphasizes use of the nursing process for prioritization of evidenced based care of adults with acute and chronic health problems seen in acute care settings. Collaboration, teamwork in provision of patient-centered care will be utilized for health promotion and attaining optimal health outcomes. More complex psychomotor skills will build upon understanding presented in prior courses. Care is provided in a variety of healthcare settings.
Three hours lecture and six hours lab.
Prerequisites: NURS 225, 242, 250
Corequisites: NURS 342
Students cannot use credit for both NURS 305 and NURS 351 toward graduation requirements.

NURS 342 Mental Health Nursing (6) Emphasizes concepts and principles necessary to understand patients and families as they progress through life experiences, utilizing evidenced based practice for promoting and restoring mental health across the lifespan while implementing therapeutic communication to assist them in meeting their mental health needs.
Three hours lecture and six hours lab.
Prerequisites: NURS 225, 242 and 250
Corequisites: NURS 305

NURS 352 Evidence Based Practice (3) Introduces students to evidence-based practice (EBP) in nursing. Content includes review of the scientific process, introduction of the research process, and major research designs. Students will review and critique selected nursing research studies and develop an evidence-based practice project. Emphasis is placed on the application of research studies to nursing practice.
Three hours lecture.
Prerequisites: Math 210 and NURS 305, 342, or instructor's approval.
Corequisites: NURS 355, 363

NURS 355 Adult Health III (6) Continues to emphasize use of the nursing process for prioritization of evidenced based care of adults with acute and chronic health problems seen in acute care settings. Collaboration, teamwork in provision of patient-centered care will be utilized for health promotion and attaining optimal health outcomes. More complex psychomotor skills will build upon understanding presented in prior courses. Care is provided in a variety of healthcare settings
Three hours lecture and six hours lab.
Prerequisites: NURS 305, 342
Corequisites: NURS 352, 363

NURS 363 Professional Nursing II (1) Builds on the concepts introduced and developed in Professional Nursing I. The professional nursing role is explored further to gain a deeper understanding of additional concepts including technology/informatics and the utilization of healthcare resources.
Two hours seminar.
Prerequisites: NURS 305, 342 or instructor's approval.
Corequisites: NURS 352, 355

Level III Courses

NURS 405 Population Health (5) Focuses on global health by examining the philosophy, strategies, and priorities of actions to promote equality in health worldwide. Students will use concepts of epidemiology, health disparities, vulnerable populations, community assessment, health program planning, and research to improve health care of groups and populations utilizing community health services in a variety of community settings. Two hours lecture and six hours lab.
Prerequisites: NURS 352, 355, 363
Corequisites: NURS 407

NURS 407 Maternal Child Nursing (7) Maternal Child Nursing examines the normal developmental tasks and related health needs and issues of childbearing and childrearing. Emphasis is placed on the pathophysiologic and psychologic changes during the maternity cycle, neonatal, and childhood periods. Normal growth and development theories are applied to age-appropriate care to the acutely and chronically ill child. Students use evidence-based practice to apply the nursing process in providing care to patients.
Five hours lecture and four hours lab.
Prerequisites: NURS 352, 355, 363
Corequisites: NURS 405

NURS 412 Adult Health IV (6) Advanced course in nursing which emphasizes complex collaborative care of adult patients with emergent and multi-system health problems. Core content includes recognition and treatment of clinical deterioration, prevention of failure to rescue, and emergency triage in a variety of acute/critical care settings.
Three hours lecture and six hours lab.
Prerequisites: NURS 405, 407 or 351, or instructor's approval.
Corequisites: NURS 443, 463, or instructor's approval.

NURS 443 Leadership and Management (Professional Role Development) (5) Facilitates the transition from student to the role of the professional nurse as a leader and manager in the delivery of health care. The course provides a strong emphasis on the development of leadership, including the organization, planning, staffing, managing change, responsibilities in delegation, and patient advocacy. Clinical goals include advanced progression of independence and confidence in nursing practice, implementing clinical decision making, and theoretical application of nursing leadership and management concepts.
Two hours lecture and six hours lab.
Prerequisites: NURS 405, 407
Corequisites: NURS 412, 463, or instructor's approval.

NURS 463 Professional Nursing III (Concept Synthesis) (2) Students learn to comprehensively integrate theory and practice as they approach the completion of the nursing major and transition into the role of professional nurse. The focus is on integration of professional nursing skills and concepts developed throughout the nursing program in preparation for entry into practice.
Four hours seminar.
Prerequisites: NURS 405, 407, or instructor's approval.
Corequisites: NURS 412, 443, or instructor's approval.

RN-BSN Only Courses

NURS 313 Health Assessment (5) The course for Registered Nurses expands on concepts and skills of health assessment introduced at the technical level. Provides the RN with a broader knowledge base required in baccalaureate nursing education. Prepares the nurse to assess and analyze the physical and psychosocial status of patients.
Four hours lecture and two hours lab.
Prerequisites: Licensure as a Registered Nurse or instructor's approval.
Students cannot use credit for both NURS 242 and 313 toward graduation requirements.

NURS 351 Transition to Professional Nursing (6) A transition course for Registered Nurses taken in place of NURS 305. Expands on nursing content introduced at the technical level to provide the RN with the broader knowledge base required in baccalaureate nursing education.
Three hours lecture and six hours lab.
Prerequisites: Licensure as a Registered Nurse or instructor's approval.
Students cannot use credit for both NURS 351 and NURS 305 toward graduation requirements.

DEPARTMENTAL POLICIES AND PROCEDURES

Class and Laboratory Attendance Policies

Lecture

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

Exams

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

Scheduling

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

Practical and Clinical Laboratory Experiences

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

experience. If the student refuses the evaluation, the instructor may require the student to leave the clinical laboratory area and not attend future labs until approved by the instructor.

10. Students will be required to have clinical laboratory experiences at ANY of the facilities where clinical labs are scheduled. These may be located in Bolivar, Dyersburg, Huntingdon, Jackson, Martin, Paris, Union City, Paducah, Mayfield, Murray, and other locations as needed. Each student is responsible for travel to and from any assigned clinical facility.

11. Students, in the event of an injury while involved in activities as a student in the UTM nursing program, will be responsible for expenses incurred following the injury.

12. Students are NOT authorized to leave the clinical agency without permission of the instructor.

13. Practice supplies must be purchased at the beginning of each academic year or semester as specified by the Level.

14. Students may have learning experiences outside of scheduled lab time when the instructor deems the experience would facilitate learning needs. The clinical rotation schedule will be given to students at the earliest possible date to facilitate planning by the student.

Policy Regarding Personal Digital Devices in the Clinical Setting

Purpose: To provide guidelines for use of personal digital devices (PDD) in the clinical setting.
Scope: This policy applies to all clinical nursing students in, and faculty of, the nursing program at the University of Tennessee at Martin.
Policy: The following policy provides guidelines for use of Personal Digital Device (PDD) in the clinical setting. A PDD is defined as any electronic device (e.g., Personal Digital Assistant [PDA], smart phone, computers/tablets, cameras, and cell phones) capable of recording/retention of electronic information including but not limited to text, pictures, audio-video recording. Failure to adhere to the PDD policy may result in failure of the clinical portion of a course and subsequent dismissal from the nursing program.

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

References:
1. About HIPAA Privacy Rule http://www.cdc.gov/nhsn/FAQ_HIPPArules.html
2. Environmental Cleaning MRSA http://www.cdc.gov/mrsa/environment/keyboards

Inclement Weather Policies

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

Grading Policies

Course Grade

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

These grades are based upon the following percentage scale:

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

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

Theory Evaluation

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

Theory Grade

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

Test Review

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

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

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

Written Work Evaluation

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

Medication Dosage Calculation Evaluation

Students must take a Dosage Calculation Exam each semester and receive a passing score (80% or above) in order to remain in the program. Two opportunities will be given during the first week of classes. The 1st attempt will count for 5% of the theory grade in a designated clinical course each semester: (Level I second semester N250, Level II first semester N305, second semester N355, Level III first semester N407, and Level III second semester N412). Remediation will be given between the two attempts. Students must attain 80% on the second attempt in order to remain in the program. If unsuccessful in attaining 80% on the second attempt, students will be dismissed from the clinical nursing program but will have the option to reapply for admission to appropriate Level and nursing course(s).

Clinical Lab Evaluations

Grading policies for clinical labs are presented at the beginning of each semester. Students will achieve either a satisfactory or unsatisfactory rating. An unsatisfactory lab grade will result in failure of the course. A **Clinical Incident (CI)** is defined as any incident where the effectiveness of nursing care is likely to have a significant negative or adverse impact on the patient/family/healthcare organization or the failure to adhere to guidelines as set forth in the BSN Student Handbook, course syllabi, or at clinical instructor's discretion. This document will become part of the student's file.

University of Tennessee at Martin Department of Nursing

Clinical Incident Report

Clinical Incident (CI) is defined as any incident where the effectiveness of nursing care is likely to have a significant negative or adverse impact on the patient/family/healthcare organization or the failure to adhere to guidelines as set forth in the BSN Student Handbook, course syllabi, or at clinical instructor's discretion. This document will become part of the student's file.

Student Name: _____   **Date of Incident:** _____
Clinical Instructor: _____
Clinical Course: _____
Clinical Facility: _____

Description of Incident:

Needs Improvement or Unsatisfactory rating is related to the following course objective(s) or level outcome(s)
_____

Comments:

Student Signature: _____**Faculty Signature:** _____ **Date:** _____

Skills Evaluations

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

The purpose of the evaluation is to determine safe performance of nursing techniques and identify areas that need improvement.

Guidelines for evaluation
1. The student will have a maximum of three (3) attempts to pass any skills evaluation. When a student receives an unsatisfactory skill evaluation, the student must remove this "unsatisfactory" evaluation by the specified date to receive a satisfactory lab grade even though the remainder of lab grades are satisfactory.

2. The first unsatisfactory evaluation will result in a requirement for mandatory practice with the campus lab instructor within one (1) week after the evaluation.

3. A second unsatisfactory evaluation will result in a "*needs improvement*" rating in the area of safe implementation of nursing interventions for the client/client system's health status (Clinical Evaluation Forms: Section IV.A.3.) on the student's clinical evaluation for that semester.

4. A third unsatisfactory evaluation will result in an unsatisfactory rating in the same area (Clinical Evaluation Forms: Section IV.A.3.) and a clinical lab failure.

5. Demonstration of a pattern requiring repeat evaluations on multiple skills may result in a clinical failure. The lab instructor supervises skills during clinical lab experiences. If any skill is performed unsatisfactorily, the skill evaluation process may be initiated.

Physical Demands
Clinical nursing students are expected to be able to perform the following but are not limited to:
1. Frequent invasive and non-invasive patient contact.
2. Exposure to patient body fluids as well as exposure to hazardous or poisonous materials.
3. Ability to react quickly to emergency situations.
4. Ability to handle and administer medications, including (with supervision) narcotics as needed.
5. Ability to read and write to communicate orally and in writing with other individuals.
6. Functional hearing; functional vision, including color, night, and peripheral vision.
7. Ability to lift and carry up to 50 lbs., without assistance, and push and pull up to 250 lbs.
8. Ability to stand, walk, climb stairs, sit in one place, squat, kneel, reach, bend, crawl, and twist.
9. Ability to perform repetitive hand and wrist motion as well as using hands for gripping and squeezing; ability to use hands and feet together for repetitive, coordinated motions.
10. Good hand-eye coordination.

Criteria for Satisfactory or Unsatisfactory Evaluations

1. To obtain a satisfactory lab evaluation in nursing courses, the student must not exceed the number of "*needs improvement*" permitted for that course or receive an unsatisfactory rating in any area.
2. The number of "*needs improvement*" allowed on the clinical evaluation will be a progression based upon the Clinical Evaluation tool (Appendix A), which identifies performance behavior categories and *Midterm/Final Clinical Evaluation.*
3. During skill evaluations, one unsatisfactory rating on a critical component of that skill will result in an unsatisfactory evaluation.

Summary of Grading Components

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

Skills Fair

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

Standardized Achievement Tests

The Department of Nursing has selected the Kaplan Integrated Testing System as its platform for administration of standardized achievement tests. The purposes of administering standardized achievement tests are to:

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

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

Academic Integrity

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

Physical Examination

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

Disclosure regarding Background Reports

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

Tobacco Products Use

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

Travel Liability

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

Hazardous Materials Management Policy

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

Policy Guidelines:
1. Hazardous materials in the campus lab include:
   a. Isopropyl alcohol bottles and sponges
   b. Iodine sponges
   c. Needles, syringes, and IV catheters
   d. Lancets
   e. Cleaning solutions for mannequins
   f. Ampules and vials
   g. Powder for gloves
   h. Artificial blood - ethylene glycol
   i. Latex, plastics, and vinyl

2. Orientation to Hazardous Material Policy shall include:
   a. Demonstration of use of hazardous materials.
   b. Demonstration of appropriate disposal of hazardous materials.
   c. Steps to take in case of injury.
   d. Evaluation of understanding of hazardous material policy.
   e. Students with known allergies to any substance are to notify the instructor.
3. Disposal of hazardous materials will be done in the following manner:
   a. Needles, lancets, and broken glass are to be discarded into specifically labeled containers to be sealed and incinerated after container is filled.
   b. Liquids, unless otherwise indicated, are to be discarded into the sink and flushed down the drain with adequate amounts of water.
   c. Sponges and empty containers are to be discarded into plastic lined trashcans.
4. Steps to take if injury occurs:
   a. Notify faculty member, lab supervisor, or campus safety and security.
   b. Administer appropriate first aid per Red Cross guidelines as posted in the lab area.
   c. Refer the person to student health or appropriate health care institution as necessary.
   d. Documentation of the incident will be kept in the person's file.
5. Each faculty member and student will accept responsibility for the safe use of hazardous materials in the campus lab by signature.

Bloodborne Pathogens Policy

In compliance with the 2012 Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens standards, the Department of Nursing has developed a plan for education concerning bloodborne pathogens and the prevention of Hepatitis B. The objective is to promote the protection of students and faculty through education and control of exposure to bloodborne pathogens. The Department of Nursing will provide annual or biannual educational opportunities with documentation. Those not complying with the stated policy will not be allowed to practice in a clinical agency under the auspices of the UTM Department of Nursing until the request has been satisfactorily met. The student will be responsible for signing a waiver provided by the Department of Nursing or for providing proof of vaccination to the Department of Nursing.

1. **Exposure Determination**

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

2. **At Risk Skills**

    Level I

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

    Level II

Level I skills	Triple lumen urinary catheter
ABG's	PEG tube management
IV therapy (insertion, pump, IVPB)	Enteral feedings/pumps
Phlebotomy	Colostomy management
Infectious wound care	Ileostomy management
TPN	Urinary ostomies

    Level III

Levels I & II skills	Ventilator management
Newborn assessment	Arterial lines
Postpartum assessment	Pulmonary artery line
Pediatric assessment	Pacemaker, (permanent and
Central lines	temporary)
Fetal monitoring	EKG's
Tracheostomy care	
Chest tube management	

3. **Protection Measures**
    Standard Precautions are to be used in all cases of client contact.

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

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

6. **Education-Students**
    Educational opportunities and reinforcement will be provided biannually. Education will consist of:
    a. General explanation of signs of HBV/HIV along with modes of transmission and reinforcement of Standard Precautions.
    b. Each course coordinator is responsible for student education.

7. **Documentation**

   At student educational sessions, each student will sign an appropriate statement validating they have received educational reinforcement concerning bloodborne pathogens.

Vaccine/Titers/Tuberculosis Testing

TB skin test with negative results (within the past year) or proof of chest x-ray (within past 3 years). Hepatitis B, MMR (measles, mumps, and rubella) and Varicella immunity confirmed by titer. Confirmation of Flu Vaccine (must be complete by September 1), or documentation of refusal (Clinical agencies require specific documentation of reason for refusal and guidelines to participate in patient care in the facility).

COVID-19 Policy

Please review UTM website, and the CDC website (cdc.gov) for a list of symptoms, testing recommendations, vaccination, and steps to help prevent the spread of COVID-19. Refer to course syllabi for campus and clinical protocol.

Student Employment Policy

The Department of Nursing does not recommend employment during the academic year. If employed, however, work schedules are NOT to interfere with class or lab schedules (i.e., arriving late or leaving early). Students will be asked to leave the clinical area if excessive fatigue is demonstrated.
Students are not to represent themselves as a UTM student nurse or wear the student uniform when working. Student liability insurance is valid only during clinical lab experiences.

Health/Liability Insurance

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

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

Nursing Uniform Dress Code

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

For the purpose of study or research when no client contact occurs (if health agency permits) students may wear either full uniform or lab coat with student nurse photo ID badge and UTM ID card over appropriate dress

clothes (**NO SHORTS, JEANS, STRETCH PANTS, LEGGINGS, SLEEVELESS TOPS, BARE MIDRIFFS, or TIGHT CLOTHING. TATTOOS MUST NOT BE VISIBLE**).

1. **Uniform**
   a. UTM approved uniform style with insignia.
   b. UTM Department of Nursing Student Nurse identification badge (always worn in clinical area).
   c. Long or short sleeve solid white shirt may be worn under uniform top if desired—Only WHITE.
   d. Pant length must touch the top of the shoe/no cuffing/rolling/stacking/pant hem-type alterations.
   e. Uniform may be worn to UTM classes and lab when necessary.
   f. Uniform should never be worn in public places including locations for social entertainment.

2. **Shoes/Socks**
   a. Shoes must be mostly leather (must be non-permeable).
   b. Shoes must be solid white, black, or navy in color.
   c. No holes, vents, or open backs are allowed (no Crocs or similar styles allowed).
   d. Socks must be solid in color and match shoes.

3. **Lab Coats**
   If allowed by the Agency, the UTM Department of Nursing lab coat may be worn over the uniform. The lab coat must have the UTM insignia on the left sleeve and be worn with the UTM Department of Nursing Student Nurse Identification badge.

4. **Hair**
   a. Hair should be off the collar when in uniform or lab coat (male/female).
   b. Hair headbands should be a basic plastic/metal band (without sport emblems/or decorative embellishments).
   c. The headband should be no wider than one inch, and solid navy or black in color.
   d. Hair/and hair extensions should not be of an unnatural hair color such as pink/purple/blue/green etc.

5. **Nails**
   a. Clean**,** not to extend beyond the tips of the fingers.
   b. Only clear nail polish is allowed.
   c. Acrylic tips or other artificial nails are not allowed.

6. **Jewelry/Body Art**
   a. Ring—wedding band only on the appropriate finger.
   b. Earrings—only one small post earring per earlobe.
   c. Necklace—none.
   d. Bracelet (wrist and ankle)—none.
   e. Watch with a second hand.
   f. Tongue/Facial/Ear—no studs/spacers/hoops/additional jewelry.
   g. No visible tattoos.

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

Clinical Nursing Activities

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

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

Emergency Codes - Clinical Agencies

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

Standards of Conduct

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

Maintenance of Ethical and Professional Standards - Nursing

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

Social Media Guidelines

Refer to University Undergraduate/Graduate Catalog Guidelines at
http://www.utm.edu/departments/univrel/_pdfs/Social%20Media%20Guidelines%20-%20UTM.pdf

Reasons for Suspension or Remedial Action

I. Acts of misconduct*
1. A student enrolled in The UTM Department of Nursing is subject to disciplinary action up to and including suspension for engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in on, or off, University-owned, or controlled property:
   a. Commission of an offense classified as a felony by Tennessee's criminal statutes, or by Federal criminal statutes.
   b. Unlawful use, possession, or sale of drugs or narcotics, whether felonious.
   c. Plagiarism, falsification of records, or other act which substantially impugns the integrity of the student.
   d. Other unprofessional and unethical conduct which would bring disrepute and disgrace upon both the student and the nursing profession and which would tend to substantially reduce or eliminate the student's ability to effectively practice that profession.

2. A student applying for admission to The UTM Department of Nursing shall also be subject to the above provisions and may be denied admission based on failing to maintain the aforementioned ethical and professional standards.
3. Any student who fails to notify the Chair of the Department of Nursing any misdemeanor or felony charges within five (5) days of charge may be subject to dismissal from the Department of Nursing. See Tennessee Board of Nursing Rules and Regulations 1000-01-12 **https://www.ncsbn.org/1000-01.20111103.pdf and Code of Nursing Title 63-7-115 https://www.tnaonline.org/wp-content/uploads/2016/21/npa-jan-2010.pdf**

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

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

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

I. Unsatisfactory Behavior Pattern in Applying the Nursing Process

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

III. Procedure for Suspension or Remedial Action
1. Acts of misconduct
   a. Report of misconduct is to be verified and documented by student's instructor, advisor, Department Chair, or other appropriate University official.
2. Department of Nursing Faculty Association is to make recommendation for action to Chair who will make recommendation through the appropriate channels.
3. Unsatisfactory Clinical Performance and Behavior Pattern
   a. Documentation by clinical instructor with available supporting information.
   b. Conference scheduled by clinical instructor with student as soon as possible after a problem has been identified.
   c. Student will be given the opportunity to respond verbally and in writing, if desired, to the documented unsatisfactory behaviors.
   d. Student is to be notified in writing of any disciplinary action up to and including suspension from the clinical portion of the nursing course.
   e. Student notification will also include information regarding student's right to appeal.

Grievance Policy

The Appeal System in the Department of Nursing

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

Class Grievances

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

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

State Board Applications and NCLEX Applications

Each student must complete applications for taking the National Council Licensure Exam (NCLEX) during the spring term prior to graduation. Application fees for the Tennessee Board of Nursing (TBN) and state regulatory fees and the National Council of State Boards of Nursing NCLEX application are required. All fees are subject to price change. Pictures must be submitted with the application and must meet the specifications outlined by TBN. All applications are submitted through the Department of Nursing. A transcript request form must be completed allowing the Department of Academic Records to release a copy of the student's transcript to the Department of Nursing. Transcripts must accompany applications sent to the Tennessee Board of Nursing to take the exam. Detailed instructions will be given prior to filing deadline.

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

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

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

Student Activities and Awards

Student Representation

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

II. Student Affairs Committee
Three students (one Sophomore, one Junior, and one Senior elected by the respective classes as described in the Student Executive Council section). One student from each program level with the SNA President representing his/her level and (if possible) Student Affairs representative. Function is to provide input from the students in the development and evaluation of student policies, activities, and other student affairs.

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

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

Student Nurses Association

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

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

The UTM Nursing Honor Society purposes are to: recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Candidates for membership shall be voted upon by the Society. Student membership is based on:
1. Enrollment in a baccalaureate nursing program.
2. Completion of one-half of the required nursing component of the curriculum.
3. Demonstration of leadership ability in nursing.
4. Achievement of at least a GPA of 3.00 on a four-point scale.
5. Rank in the highest 35% of the class in scholarship.

Pi Tau Student Nurse Awards Criteria
Excellence in Practice
1. Must be a Pi Tau member.
2. Demonstrates breadth of knowledge in area of clinical nursing practice.
3. Enhances the image of nursing through nursing practice.
4. Develops creative approaches to nursing practice that contribute to quality client care.
Excellence in Education
1. Must be a Pi Tau member.
2. Student with the highest GPA.
Excellence in Leadership
1. Must be a Pi Tau member.
2. Influences leadership in nursing through visionary and innovative approaches to leadership.
3. Creates an environment that enhances the image of nursing/nurses.
Research Award
1. Conducts distinguished research in nursing, or writes scholarly works related to nursing theory and/or nursing research.
2. Develops a poster presentation that is informative and creative.
Outstanding Student Nurse Award
1. Member or nonmember.
2. An individual that demonstrates the overall spirit of nursing in practice, leadership, and exhibits the essence of nursing.

Nurses Christian Fellowship

Nurses Christian Fellowship (NCF) is an organization that embraces nursing students regardless of denomination, race, culture, or gender. The NCF is open to all regularly enrolled nursing students who are interested in learning more about God. In response to God's love, grace, and truth: The purpose of Nurses Christian Fellowship, as a ministry of InterVarsity Christian Fellowship/USA, is to establish and advance in nursing within education and practice, witnessing communities of nursing students and nurses who follow Jesus as Savior and Lord: Growing in love for God, God's Word, God's people of every ethnicity and culture and God's purposes in the world. Meetings for NCF are held each month during the school semester.

Carol McElvain Memorial Award

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

Triple C Award

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

Scholastic Recognition

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

Scholarship Information

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

General Nursing Department Information

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

Practice-Areas
Designated areas are available at times scheduled around lecture/lab during the day and by arrangement with lab coordinator.
No student is permitted to be in the practice areas after 5:00 P.M. unless an instructor of the Department of Nursing is present or prior arrangements were made.

Disaster Plan

Tornado Warning
When a tornado warning is issued, Public Safety will notify the building manager. He/she will then notify floor contacts that a warning is in effect. Floor contacts (and/or representatives in their offices) will notify other occupants on their floors that a warning is in effect. If a tornado is spotted, notification received, or upon activation of the warning sirens that a tornado is near: All building occupants should secure their offices or classrooms and proceed to the inner hallway of the building.

Do not leave the building; it's best to seek shelter indoors.
Warn others of the need to seek shelter.
Get under sturdy furniture, if available, to protect your head and neck.
Close the doors and stay inside until the tornado has passed.
After the tornado has passed, exit damaged buildings, and proceed to your rally point or another safe location. If trapped, bang on something to make noise rather than yelling for help. Report your condition and location as soon as possible.

Evacuation – Fire

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

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

Close all doors prior to evacuation including stairway doors.

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

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

Earthquake

Drop to the ground.

Cover your head and neck with your arms and seek shelter by getting under a sturdy desk or table if nearby; and Hold On to your shelter and be prepared to move with it until the shaking stops. If there is no table or desk near you, drop to the ground and then if possible, move to an inside corner of the room. Be in a crawling position to protect your vital organs and be ready to move if necessary and cover your head and neck with your hands and arms. Do not stand in a doorway, as the door may swing shut.

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

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

Do not run downstairs and stay clear of windows and heavy appliances.

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

Active Shooter

Response to an active shooter requires individual decision making. The emergency notification from the campus will provide the last known location of the threat but the shooter might have moved. In most cases the best action is to barricade in response to a campus active shooter alert.

You should evacuate (RUN) only if you are reasonably sure you know where the shooter is, and you have a clear path to an exit.

If an active shooter is reported or encountered:

Run

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

Have an escape plan in mind.

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

Prevent others from entering the building.

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

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

Hide

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

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

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

Quietly report to 911

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

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

Fight

As a last resort, and only if your life is in immediate danger, attempt to stop the attacker by:
Working as a group if possible, improvising weapons, committing to your actions, acting with physical aggression.
Be prepared for the police response:
Follow all instructions given by police officers.
Understand their first actions will be to address the threat.
Make sure empty hands are in plain view.
Tell them any information you know about the shooter.

Bomb Threat

If someone calls in a bomb threat:
Stay calm.
If your phone has caller ID, record the number displayed.
Gain the attention of someone else close by and have them call 911 immediately.
Try to keep the caller on the phone long enough to complete the Bomb Threat Check Sheet.
Ask the questions on the check sheet.
If you should see a suspicious object or package, report it to the Department of Public Safety. DO NOT TOUCH it or move it in any way.
Work with arriving emergency personnel to assist them in evaluating the situation.
Prepare for an orderly evacuation if directed to do so by police or emergency personnel.
Activating the fire alarm is appropriate to evacuate a building if the threat is considered imminent.

Permission and Certification Forms

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

GENERAL PERMISSION

_____   _____

            Name (printed)   Date

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

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

_____

            Signature   Date

Witness:_____

            Signature   Date

Reviewed and Approved August 2022

Copy 1 - Department of Nursing
Copy 2 – Student

The University of Tennessee at Martin
Department of Nursing

CONFIDENTIALITY STATEMENT FOR STUDENT NURSES

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

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

_____
Print name

_____
Signature   Date

Witness: _____
                                        Date

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

Reviewed and Approved August 2022
Copy 1 – Department of Nursing
Copy 2 – Student

The University of Tennessee at Martin
Department of Nursing

CONFIDENTIALITY STATEMENT FOR STUDENT NURSES: PDD

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

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

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

Reviewed and Approved August 2022
Copy 1 – Department of Nursing
Copy 2 – Student

_____
Print name

_____
Signature   Date

Witness: _____

Date

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

Copy 1 – Department of Nursing
Copy 2 – Student

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

Specific Permissions

_____ _____
Name (printed)   Date

RELEASE OF INFORMATION*

I give the Chair or any faculty member of the UTM Department of Nursing who is familiar with my nursing education record, the following permission
1. to use my ACT score, grades, GPA, Achievement Test Scores, etc. for the purpose of study and research. and
2. to release references to health care agencies or institutions of higher learning.

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

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

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

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

_____ _____
 Identification Number   Signature   Date

Faculty Witness: _____
                                    Signature   Date

*I will notify the Department of Nursing in writing if I withdraw my permission.
Reviewed and Approved August 2022

Appendix A: Clinical Evaluations

The University of Tennessee at Martin Department of Nursing
Clinical Evaluation Tool

Level I (NURS 213, 250)

Student: _____

Faculty: _____ **Course:** _____ **Semester:** _____

The evaluation of core competencies is based on the expected Level 1 knowledge base.

Seven (7) or more cumulative *Needs Improvements* or three (3) or more *Clinical Incident Reports* will result in an overall *Unsatisfactory* on the overall evaluation and failure of the course. See course syllabus and/or BSN Student Handbook for further information.

S=Satisfactory   NI=Needs Improvement   U=Unsatisfactory

Core Competencies						
Patient-Centered Care:	**Mid-Term**			**Final**		
Patient-centered care (PCC) includes recognizing the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, spiritual and cultural values, and needs. **BSN Essentials VII, IX; QSEN 1**	**S**	**NI**	**U**	**S**	**NI**	**U**
Apply the nursing process to facilitate patient's adaptation in wellness and illness.						
Provide culturally sensitive patient-centered care.						
Assess the patient's level of physical and emotional comfort.						
Consider patient's spiritual needs in providing nursing care.						
Evidence-Based Practice:	**Mid-Term**			**Final**		
Evidence-based practice (EBP) is the process of integrating best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Clinical judgment is using evidence-based practice to make decisions within the care setting. Professional nursing practice is grounded in the translation of current evidence into one's practice. **BSN Essential III; QSEN 3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Incorporate evidenced-based practice into the delivery of patient-centered care.						
Base individualized care plan on patient values, clinical expertise, and evidence.						
Develop critical thinking skills to apply knowledge gained from the physical and behavioral sciences and the humanities in the nursing decision-making process.						

Teamwork and Collaboration:	**Mid-Term**			**Final**		
Teamwork and collaboration (TC) occur when the nurse functions effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care. Communication and collaboration among healthcare professionals are critical to delivery high quality and safe patient care. **BSN Essential VI; QSEN 1,3,4,5**	**S**	**NI**	**U**	**S**	**NI**	**U**
Discuss the inter-and intra-professional communication, collaborative and advocacy skills needed to deliver patient-centered nursing care.						
Utilize therapeutic communication techniques in providing patient-centered care.						
Communicate changes in patient status to the professional health team.						
Initiate request for assistance when appropriate to the situation.						
Informatics & Technology:	**Mid-Term**			**Final**		
Informatics (IT) involves the use of information and technology to communicate, utilize knowledge management, mitigate error, and support decision making. Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. **BSN Essential IV; QSEN 6**	**S**	**NI**	**U**	**S**	**NI**	**U**
Utilize relevant technology for patient care and documentation.						
Demonstrate use of appropriate knowledge concerning informatics and technology in healthcare settings to provide safe, patient-centered care for adults.						
Utilizes informatics and technology while providing confidentiality of electronic health records.						
Demonstrate how to navigate and document within the electronic health record.						
Health Promotion:	**Mid-Term**			**Final**		
Health promotion (HP) is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important	**S**	**NI**	**U**	**S**	**NI**	**U**

	Mid-Term			Final		
components of baccalaureate generalist nursing practice. **BSN Essentials V, VII, IX; QSEN 1, 2,3**						
Demonstrate health promotion practices in patient-centered care.						
Provide care for the patient based on comprehension of nursing knowledge.						
Provide health promotion interventions according to patient needs and health status.						
Initiate health promotion practices in the care of diverse individuals and families in a global society.						

Professionalism:	**Mid-Term**			**Final**		
Professionalism (P) and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. As professionals, nurses use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. Baccalaureate nurse generalists are members of the profession and in this role are advocates for the patient and the profession. **BSN Essentials VIII, IX; QSEN 1,2,3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Demonstrate professionalism in interactions with peers, faculty, patients, and other health care team members.						
Comply with the Code of Ethics, Standards of Practice, and policies of the University of Tennessee at Martin Department of Nursing and clinical agencies.						
Recognizes principles of professionalism and leadership used by healthcare teams to provide care for adult patients.						
Maintain a positive attitude and interact with the healthcare team members, faculty, and fellow students in a positive, professional manner.						

Leadership:	**Mid-Term**			**Final**		
Leadership (L) skills of the baccalaureate nurse generalist emphasize ethical and critical decision making, initiating, and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies. **BSN Essentials II, IX; QSEN 2,3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Recognize leadership traits and roles among the healthcare team.						
Provide evidence of preparation for clinical learning experiences.						

Utilize appropriate nursing diagnoses and set priorities.						

Quality Improvement:	**Mid-Term**			**Final**		
Quality improvement (QI) is the process of using data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Knowledge and skill in quality improvement is necessary to provide high quality health care. **BSN Essentials VII, IX; QSEN 4**	**S**	**NI**	**U**	**S**	**NI**	**U**
Identify quality improvement processes used by nursing and healthcare teams to enhance positive patient and family outcomes.						
Focus efforts to improve quality of health care.						

Safety:	**Mid-Term**			**Final**		
Safety (S) minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Safe performance of nursing care is considered foundational for the professional nurse and is essential to provide high quality health care. **BSN Essentials III, IV; QSEN 2, 4**	**S**	**NI**	**U**	**S**	**NI**	**U**
Provide safe patient-centered care using best current evidence.						
Use safety standards to minimize risk of harm to patients and providers.						
Initiate nursing interventions safely according to patient health status.						
Perform psychomotor skills safely, in accordance with standards of practice, facility and departmental policies.						

Midterm Clinical Evaluation Comments:

Student _____ **Date** _____

Faculty _____ **Date** _____

Unsatisfactory or Needs Improvement Area (s)	Remediation Strategy
Patient Centered-Care	
Evidence-Based Practice & Clinical Judgment	
Safety	
Teamwork/Collaboration	
Informatics/Technology	
Health Promotion	
Professionalism	
Leadership	
Quality Improvement	

Final Clinical Evaluation Comments:

Student _____   Date _____

Faculty _____   Date _____

The University of Tennessee at Martin Department of Nursing
Clinical Evaluation Tool

Level II (NURS 305, 342, 355)

Student: _____

Faculty: _____ **Course:** _____ **Semester:** _____

The evaluation of core competencies is based on the expected Level II knowledge base.

Five (5) or more cumulative *Needs Improvements* or two (2) or more *Clinical Incident Reports* will result in an overall *Unsatisfactory* on the overall evaluation and failure of the course. See course syllabus and/or BSN Student Handbook for further information.

S=Satisfactory   NI=Needs Improvement   U=Unsatisfactory

Core Competencies						
Patient-Centered Care:	**Mid-Term**			**Final**		
Patient-centered care (PCC) includes recognizing the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, spiritual and cultural values, and needs. **BSN Essentials VII, IX; QSEN 1**	S	NI	U	S	NI	U
Apply the nursing process to facilitate patient's adaptation in wellness and illness.						
Provide culturally sensitive patient-centered care.						
Assess the patient's level of physical and emotional comfort.						
Consider patient's spiritual needs in providing nursing care.						
Evidence-Based Practice:	**Mid-Term**			**Final**		
Evidence-based practice (EBP) is the process of integrating best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Clinical judgment is using evidence-based practice to make decisions within the care setting. Professional nursing practice is grounded in the translation of current evidence into one's practice. **BSN Essential III; QSEN 3**	S	NI	U	S	NI	U
Incorporate evidenced-based practice into the delivery of patient-centered care.						
Base individualized care plan on patient values, clinical expertise, and evidence.						
Develop critical thinking skills to apply knowledge gained from the physical and behavioral sciences and the humanities						

in the nursing decision-making process.						

Teamwork and Collaboration:	**Mid-Term**			**Final**		
Teamwork and collaboration (TC) occur when the nurse functions effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care. Communication and collaboration among healthcare professionals are critical to delivery high quality and safe patient care. **BSN Essential VI; QSEN 1,3,4,5**	**S**	**NI**	**U**	**S**	**NI**	**U**
Discuss the inter-and intra-professional communication, collaborative and advocacy skills needed to deliver patient-centered nursing care.						
Utilize therapeutic communication techniques in providing patient-centered care.						
Communicate changes in patient status to the professional health team.						
Initiate request for assistance when appropriate to the situation.						

Informatics & Technology:	**Mid-Term**			**Final**		
Informatics (IT) involves the use of information and technology to communicate, utilize knowledge management, mitigate error, and support decision making. Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. **BSN Essential IV; QSEN 6**	**S**	**NI**	**U**	**S**	**NI**	**U**
Utilize relevant technology for patient care and documentation.						
Demonstrate use of appropriate knowledge concerning informatics and technology in healthcare settings to provide safe, patient-centered care for adults.						
Utilizes informatics and technology while providing confidentiality of electronic health records.						
Demonstrate how to navigate and document within the electronic health record.						

Health Promotion:	**Mid-Term**			**Final**		
Health promotion (HP) is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important	**S**	**NI**	**U**	**S**	**NI**	**U**

	Mid-Term			Final		
components of baccalaureate generalist nursing practice. **BSN Essentials V, VII, IX; QSEN 1, 2,3**						
Demonstrate health promotion practices in patient-centered care.						
Provide care for the patient based on comprehension of nursing knowledge.						
Provide health promotion interventions according to patient needs and health status.						
Initiate health promotion practices in the care of diverse individuals and families in a global society.						
Professionalism:	**Mid-Term**			**Final**		
Professionalism (P) and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. As professionals, nurses use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. Baccalaureate nurse generalists are members of the profession and in this role are advocates for the patient and the profession. **BSN Essentials VIII, IX; QSEN 1,2,3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Demonstrate professionalism in interactions with peers, faculty, patients, and other health care team members.						
Comply with the Code of Ethics, Standards of Practice, and policies of the University of Tennessee at Martin Department of Nursing and clinical agencies.						
Recognizes principles of professionalism and leadership used by healthcare teams to provide care for adult patients.						
Maintain a positive attitude and interact with the healthcare team members, faculty, and fellow students in a positive, professional manner.						
Leadership:	**Mid-Term**			**Final**		
Leadership (L) skills of the baccalaureate nurse generalist emphasize ethical and critical decision making, initiating, and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies. **BSN Essentials II, IX; QSEN 2,3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Recognize leadership traits and roles among the healthcare team.						
Provide evidence of preparation for clinical learning experiences.						
Utilize appropriate nursing diagnoses and set priorities.						

	Mid-Term			Final		
Quality Improvement:	**S**	**NI**	**U**	**S**	**NI**	**U**
Quality improvement (QI) is the process of using data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Knowledge and skill in quality improvement is necessary to provide high quality health care. **BSN Essentials VII, IX; QSEN 4**						
Identify quality improvement processes used by nursing and healthcare teams to enhance positive patient and family outcomes.						
Focus efforts to improve quality of health care.						

	Mid-Term			Final		
Safety:	**S**	**NI**	**U**	**S**	**NI**	**U**
Safety (S) minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Safe performance of nursing care is considered foundational for the professional nurse and is essential to provide high quality health care. **BSN Essentials III, IV; QSEN 2, 4**						
Provide safe patient-centered care using best current evidence.						
Use safety standards to minimize risk of harm to patients and providers.						
Initiate nursing interventions safely according to patient health status.						
Perform psychomotor skills safely, in accordance with standards of practice, facility and departmental policies.						

Midterm Clinical Evaluation Comments:

Student _____   **Date** _____

Faculty _____   **Date** _____

Unsatisfactory or Needs Improvement Area (s)	Remediation Strategy
Patient Centered-Care	
Evidence-Based Practice & Clinical Judgment	
Safety	
Teamwork/Collaboration	
Informatics/Technology	
Health Promotion	
Professionalism	
Leadership	
Quality Improvement	

Final Clinical Evaluation Comments:

Student _____ **Date** _____

Faculty _____ **Date** _____

The University of Tennessee at Martin Department of Nursing
Clinical Evaluation Tool

Level III (NURS 405, 407, 412, 443)

Student: _____

Faculty: _____ Course: _____ Semester: _____

The evaluation of core competencies is based on the expected Level III knowledge base.

Three (3) or more cumulative *Needs Improvements* or one (1) or more *Clinical Incident Reports* will result in an overall *Unsatisfactory* on the overall evaluation and failure of the course. See course syllabus and/or BSN Student Handbook for further information.

S=Satisfactory   NI=Needs Improvement   U=Unsatisfactory

Core Competencies						
Patient-Centered Care:	**Mid-Term**			**Final**		
Patient-centered care (PCC) includes recognizing the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, spiritual and cultural values, and needs. **BSN Essentials VII, IX; QSEN 1**	**S**	**NI**	**U**	**S**	**NI**	**U**
Apply the nursing process to facilitate patient's adaptation in wellness and illness.						
Provide culturally sensitive patient-centered care.						
Assess the patient's level of physical and emotional comfort.						
Consider patient's spiritual needs in providing nursing care.						
Evidence-Based Practice:	**Mid-Term**			**Final**		
Evidence-based practice (EBP) is the process of integrating best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Clinical judgment is using evidence-based practice to make decisions within the care setting. Professional nursing practice is grounded in the translation of current evidence into one's practice. **BSN Essential III; QSEN 3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Incorporate evidenced-based practice into the delivery of patient-centered care.						
Base individualized care plan on patient values, clinical expertise, and evidence.						
Develop critical thinking skills to apply knowledge gained from the physical and behavioral sciences and the humanities						

in the nursing decision-making process.						

Teamwork and Collaboration:	**Mid-Term**			**Final**		
Teamwork and collaboration (TC) occur when the nurse functions effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care. Communication and collaboration among healthcare professionals are critical to delivery high quality and safe patient care. **BSN Essential VI; QSEN 1,3,4,5**	**S**	**NI**	**U**	**S**	**NI**	**U**
Discuss the inter-and intra-professional communication, collaborative and advocacy skills needed to deliver patient-centered nursing care.						
Utilize therapeutic communication techniques in providing patient-centered care.						
Communicate changes in patient status to the professional health team.						
Initiate request for assistance when appropriate to the situation.						

Informatics & Technology:	**Mid-Term**			**Final**		
Informatics (IT) involves the use of information and technology to communicate, utilize knowledge management, mitigate error, and support decision making. Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. **BSN Essential IV; QSEN 6**	**S**	**NI**	**U**	**S**	**NI**	**U**
Utilize relevant technology for patient care and documentation.						
Demonstrate use of appropriate knowledge concerning informatics and technology in healthcare settings to provide safe, patient-centered care for adults.						
Utilizes informatics and technology while providing confidentiality of electronic health records.						
Demonstrate how to navigate and document within the electronic health record.						

Health Promotion:	**Mid-Term**			**Final**		
Health promotion (HP) is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important	**S**	**NI**	**U**	**S**	**NI**	**U**

components of baccalaureate generalist nursing practice. **BSN Essentials V, VII, IX; QSEN 1, 2,3**						
Demonstrate health promotion practices in patient-centered care.						
Provide care for the patient based on comprehension of nursing knowledge.						
Provide health promotion interventions according to patient needs and health status.						
Initiate health promotion practices in the care of diverse individuals and families in a global society.						

Professionalism:	**Mid-Term**			**Final**		
Professionalism (P) and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. As professionals, nurses use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. Baccalaureate nurse generalists are members of the profession and in this role are advocates for the patient and the profession. **BSN Essentials VIII, IX; QSEN 1,2,3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Demonstrate professionalism in interactions with peers, faculty, patients, and other health care team members.						
Comply with the Code of Ethics, Standards of Practice, and policies of the University of Tennessee at Martin Department of Nursing and clinical agencies.						
Recognizes principles of professionalism and leadership used by healthcare teams to provide care for adult patients.						
Maintain a positive attitude and interact with the healthcare team members, faculty, and fellow students in a positive, professional manner.						

Leadership:	**Mid-Term**			**Final**		
Leadership (L) skills of the baccalaureate nurse generalist emphasize ethical and critical decision making, initiating, and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies. **BSN Essentials II, IX; QSEN 2,3**	**S**	**NI**	**U**	**S**	**NI**	**U**
Recognize leadership traits and roles among the healthcare team.						
Provide evidence of preparation for clinical learning experiences.						
Utilize appropriate nursing diagnoses and set priorities.						

	Mid-Term			Final		
Quality Improvement: Quality improvement (QI) is the process of using data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Knowledge and skill in quality improvement is necessary to provide high quality health care. **BSN Essentials VII, IX; QSEN 4**	**S**	**NI**	**U**	**S**	**NI**	**U**
Identify quality improvement processes used by nursing and healthcare teams to enhance positive patient and family outcomes.						
Focus efforts to improve quality of health care.						

	Mid-Term			Final		
Safety: Safety (S) minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Safe performance of nursing care is considered foundational for the professional nurse and is essential to provide high quality health care. **BSN Essentials III, IV; QSEN 2, 4**	**S**	**NI**	**U**	**S**	**NI**	**U**
Provide safe patient-centered care using best current evidence.						
Use safety standards to minimize risk of harm to patients and providers.						
Initiate nursing interventions safely according to patient health status.						
Perform psychomotor skills safely, in accordance with standards of practice, facility and departmental policies.						

Midterm Clinical Evaluation Comments:

Student _____   **Date** _____

Faculty _____   **Date** _____

Unsatisfactory or Needs Improvement Area (s)	Remediation Strategy
Patient Centered-Care	
Evidence-Based Practice & Clinical Judgment	
Safety	
Teamwork/Collaboration	
Informatics/Technology	
Health Promotion	
Professionalism	
Leadership	
Quality Improvement	

Final Clinical Evaluation Comments:

Student _____   **Date** _____

Faculty _____   **Date** _____

INDEX