All UAM School of Nursing programs are approved by the Arkansas State Board of Nursing (ASBN). The AASN and BSN programs are accredited by the National League for Nursing Commission for Nursing Education Accreditation (CNEA).

Revised 4/17/2019
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I speak on behalf of all nursing faculty and staff when I say welcome to the University of Arkansas at Monticello School of Nursing. We are thrilled you chose UAM to earn your nursing degree. We believe learning is a team effort and are excited to learn with you.

The faculty and staff care deeply about your success. We will challenge you to strive for excellence. You will discover that this challenge leads to your growth and development as a nurse generalist and scholar through participation in classroom and clinical experiences. The challenge may not always be easy. Please know that your faculty, staff, and administration are here to help you along the path.

Colin Powel stated “There are no secrets to success. It is the result of preparation, hard work, and learning from failure.” Remember this quote through your journey in the School of Nursing. We look forward to getting to know you and developing a positive working relationship. Our goal is your success. Welcome to our family!

Dr. Brandy Haley
Dean and Associate Professor
School of Nursing
University of Arkansas at Monticello  
School of Nursing  
Mission, Philosophy, and Organizing Framework  
Bachelor of Science in Nursing (BSN) Degree

Mission

The University of Arkansas at Monticello is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Secondary Schools. All programs of the School of Nursing are approved by the Arkansas State Board of Nursing (ASBN). The baccalaureate programs are fully accredited by the National League for Nursing Commission for Nursing Education Accreditation (CNEA). The overall mission of the School of Nursing is to strive for excellence in the preparation of professional nurse generalists. This mission is accomplished through the following goals:

- the preparation of graduates to provide nursing care for individuals, families, and communities within a variety of health care settings;
- the encouragement of critical thinking to guide therapeutic nursing interventions that promote, maintain, and restore health; and
- the development of accountability through a commitment to professional nursing practice and lifelong learning.

Philosophy

The faculty of the School of Nursing holds the following beliefs about the major concepts of person, environment, health, professional nursing and professional nursing education:

PERSON

Person is viewed as an individual, a family, and/or a community and is a holistic adaptive system in constant interaction with an increasingly interconnected global environment. This interaction creates a complex and developing person who has common and unique needs throughout the life span. These needs guide the person to use innate and acquired coping mechanisms in four adaptive modes to produce responses that promote goal adaptation and need integrity.

ENVIRONMENT

Environment includes all internal and external stimuli that affect development and responses. Environmental stimuli influence the person to produce responses that promote goal adaptation and need integrity.

HEALTH

Health is a process of being and becoming an integrated holistic person by continuously adapting to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote, maintain, and restore health. Health is viewed as a continuum throughout the lifespan that is influenced by the person’s risk reduction behaviors and adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.
PROFESSIONAL NURSING

Professional nursing is an art and a science. Caring and value-based beliefs are integral to professional nursing. The goal of nursing is to assist the person to develop risk reduction behaviors and adaptive responses and, thus, promote, maintain, and restore health throughout the lifespan. Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to apply research findings, which improve nursing practice.

The professional nurse uses leadership skills in communicating, collaborating, and negotiating with consumers and other members of the health care team in the delivery and promotion of health services. Prepared at the baccalaureate level, the nurse enacts three major roles: provider of care, coordinator of care, and professional.

PROFESSIONAL NURSING EDUCATION

Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist. Baccalaureate education prepares students for entry level professional practice across a variety of settings with culturally diverse populations and provides a foundation for graduate study. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values. The teaching/learning process fosters mutual respect and trust, intellectual development, reflection, critical thinking, and lifelong learning.

Organizing Framework

The faculty’s beliefs about person, environment, health, professional nursing, and professional nursing education provide the basis for identification of strands that support the curriculum. These strands (Table 1), meshed with the Roy Adaptation Model (Table 2), form the foundation for actualizing the School of Nursing’s philosophy and organizing framework.

PERSON

Person includes the individual, family, and/or community as a holistic adaptive system in constant interaction with an increasingly interconnected global environment. To meet adaptation goals, the person behaves purposefully to achieve need integrity in four adaptive modes throughout the lifespan. Needs and adaptive modes identified by Roy (2009) are depicted in Table 2. Adaptation goals are related to survival and development.

In the physiological mode, the way the person responds to stimuli from the environment enables the person to adapt and achieve physiological need integrity. The basic needs inherent in physiological integrity are: activity and rest, sensation, fluid and electrolytes, protection, nutrition, endocrine, elimination, oxygenation, and neurologic. When the person’s physiological needs are met through adaptive responses, physical integrity is achieved.

The self-concept mode focuses on the psychological aspects and the spirituality of the person, which reflect the beliefs and feelings the person has about self. The self-concept mode is composed of the physical self and the personal self. When the person’s self-concept needs are met through adaptive responses, psychic integrity is achieved.
The role function mode focuses on the roles the person assumes in society and how the person behaves toward others. Within each role, the person assumes a set of expectations which includes instrumental and expressive behaviors. When the person’s role function needs are met through adaptive responses, social integrity is achieved.

The interdependence mode focuses on receptive and contributive behaviors. Two types of relationships are emphasized in the interdependence mode: significant others and support systems. When the person’s interdependence needs are met through adaptive responses, affectional adequacy is achieved.

ENVIRONMENT

Environment is the constantly changing world in which internal and external stimuli exist within and around the person, affecting development and stimulating responses through coping mechanisms. Coping mechanisms are innate and acquired behaviors that the person uses in response to changing environmental stimuli.

Environment influences behavior, roles, values, and beliefs of the individual, family and community. The individual shares in the creation of relationships through which knowledge, attitudes, values, and spirituality are acquired. The individual, throughout the lifespan, makes choices and sets priorities based on past, current, and anticipated experiences and must act responsibly to create environmental changes which promote goal adaptation and need integrity. A family is a group of individuals bound by common and unique needs. A community is a group bound by similar needs, goals, culture, and/or geographic location.

HEALTH

Health is a process of being and becoming an integrated holistic person through adaptation in each of the four modes. Health is viewed as a continuum throughout the lifespan that is influenced by the person’s risk reduction behaviors and responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.

PROFESSIONAL NURSING

Professional nursing is an art and a science. Caring and value-based beliefs form the foundation of evidence-based practice. The goal of nursing is to assist the person to develop risk reduction behaviors and adaptive responses and, thus, promote, maintain, and restore health. Assisting the person to manage environmental stimuli through developing adaptive responses promotes health. The goal of nursing is accomplished through the nursing process. When the nursing process is implemented, the person enters into a relationship with the nurse and becomes the client. The client is the receiver of culturally sensitive nursing care.

The nursing process requires use of critical thinking to make judgments about the client’s responses and includes the following steps: assessment, nursing diagnosis, planning, implementation and evaluation of the outcomes of care. The professional nurse uses the nursing process to support successful goal adaptation or to identify ineffective responses and design a plan of care with the client to promote goal adaptation and need integrity. The professional nurse enacts three roles: provider of care, coordinator of care, and professional. Enactment of these roles requires collaboration and negotiation with clients and other members of the health care team.
The provider of care role requires assessment of client behaviors at various developmental stages and identification of adaptive or ineffective responses. The nurse uses assessment data in collaboration with the client to establish nursing diagnosis(es), goals, and priorities according to the best available research evidence. Based on this assessment data, the nurse designs and implements culturally sensitive care through therapeutic nursing interventions that promote, maintain, and restore health. The nurse and client evaluate the outcomes of care for effectiveness in promoting adaptation.

The coordinator of care role requires collaboration with the client and members of the health care team to provide comprehensive health care services. The coordinator of care role includes: (a) evaluation of strategies and resources to initiate changes that improve nursing practice and the health care system; (b) delegation and supervision of client care activities; (c) managing health care technology to improve outcomes of care; and (d) understanding the effects of population-based planning on the health care system.

The professional role requires assuming responsibility and accountability for providing holistic care based on established American Nurses Association (ANA) Scope and Standards of Practice (2010), the ANA Guide to the Code of Ethics for Nurses: Interpretation and Application (2010) and the ANA Social Policy Statement (2008; 2010 Reissue) Professional role responsibilities include: (a) using leadership and management skills, cost-effective strategies, and knowledge of the political and legal system to communicate, collaborate, and negotiate with members of the health care team and consumers to improve health care; (b) lifelong learning through continued personal and professional development to promote excellence in nursing; (c) involvement in community service; and (d) application of research findings to improve nursing practice.

**PROFESSIONAL NURSING EDUCATION**

Professional nursing education is a process which guides an individual in the acquisition of nursing knowledge, skills, attitudes, values, and preparation for professional nursing as a generalist across a variety of settings with culturally diverse populations. This process is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated. In collaboration, the teacher and learner initiate, direct, and are accountable for meaningful learning experiences. The teaching/learning process fosters intellectual development, reflection, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each is a process of intellectual inquiry and is implemented through mutual respect and trust, effective interpersonal relationships and communication. The teacher facilitates learning by using various strategies based on the UAM School of Nursing Teaching/Learning Principles. The individual progresses from simple to complex levels of learner behaviors. Evaluation of nursing education includes assessment of learner, teacher, and program outcomes.
University of Arkansas at Monticello  
School of Nursing  
BSN Strands with Outcomes

At the completion of the Bachelor of Science in Nursing (BSN) program, the graduate will be prepared to:

<table>
<thead>
<tr>
<th>STRANDS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Critical thinking</td>
<td>1. Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice.</td>
</tr>
<tr>
<td>Research</td>
<td>2. Reflect critical thinking to critique and apply research findings in nursing practice.</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>3. Use the nursing process to provide therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and/or communities throughout the lifespan.</td>
</tr>
<tr>
<td>Leadership</td>
<td>4. Apply leadership and management skills to provide cost effective quality health care, implement and support change, and serve as a client advocate in a variety of settings.</td>
</tr>
<tr>
<td>Communication</td>
<td>5. Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.</td>
</tr>
<tr>
<td>Teaching/Learning</td>
<td>6. Educate individuals, families, and communities using teaching/learning principles that promote, maintain, and restore health.</td>
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### CURRICULAR STRANDS

(Nursing Process, Critical Thinking, Communication, Research, Leadership, Teaching/Learning)

<table>
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<th>MODES</th>
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<tr>
<td>Physiological</td>
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<td>Role Function</td>
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<td>Interdependence</td>
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<td>NEEDS</td>
<td>Activity &amp; Rest</td>
<td>Fluid &amp; Electrolytes</td>
<td>Endocrine</td>
<td>Oxygenation</td>
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<td>Sensation</td>
<td>Protection</td>
<td>Elimination</td>
<td>Neurologic</td>
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<td>Receptive Behaviors</td>
<td>Nutrition</td>
<td>Instrumental Behaviors</td>
<td>Personal Self</td>
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<td></td>
<td>Contributive Behaviors</td>
<td>Physical Self</td>
<td>Expressive Behaviors</td>
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**NEED INTEGRITY**

- Physical
- Psychic
- Social
- Affectional Adequacy
University of Arkansas at Monticello  
School of Nursing  
Student Learning Outcomes – BSN

The student learning outcomes for the School of Nursing BSN graduate include demonstration of:

- the ability to critically think using a problem solving process that is goal directed and ethical based on standards of professional nursing practice as evidenced by average scores of ≥75% written examinations and passing the NCLEX-RN, the licensing examination, the first time;
- an understanding of nursing research and evidence-based nursing practice as evidenced by scores of ≥75% on evidenced-based practice summaries and the Nursing Research course project;
- therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by meeting clinical objectives and passing the registered nursing licensing examination (NCLEX-RN) the first time;
- the ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of ≥75% on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible);
- communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of ≥75% on all process recordings and presentations; and
- the ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain, and restore health as evidenced by scores of ≥75% on all teaching plans.
University of Arkansas at Monticello
School of Nursing
Mission, Philosophy, and Organizing Framework
Associate of Applied Science in Nursing (AASN)

Mission

The University of Arkansas at Monticello is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Secondary Schools. The program is approved by the ASBN. The associate program is fully accredited by the CNEA. The overall mission of the School of Nursing is to strive for excellence in the preparation of technical nurse graduates. This mission is accomplished through the following goals:

- the preparation of graduates to provide nursing care for individuals, families, and families in communities within a variety of health care settings;
- the encouragement of critical thinking to guide therapeutic nursing interventions which promote, maintain, and restore health; and
- the development of accountability through a commitment to professional nursing practice and lifelong learning.

Philosophy

The faculty of the School of Nursing holds the following beliefs about the major concepts of person, environment, health, technical nursing and technical nursing education:

PERSON

Person is viewed as an individual, a family, and/or families in communities and is a holistic adaptive system in constant interaction with a changing environment. This interaction creates a complex and developing person who has common and unique needs throughout the life span. These needs guide the person to use innate and acquired coping mechanisms in four adaptive modes to produce responses which promote goal adaptation and need integrity.

ENVIRONMENT

Environment includes all internal and external stimuli that affect development and responses. Environmental stimuli influence the person to produce responses that promote goal adaptation and need integrity.

HEALTH

Health is a process of being and becoming an integrated holistic person by continuously adapting to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote, maintain, and restore health. Health is viewed as a continuum throughout the lifespan that is influenced by the person’s risk reduction behaviors and adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.
TECHNICAL NURSE

Technical nursing is an art and a science. The goal of nursing is to assist the person to develop adaptive responses and, thus, promote, maintain, and restore health throughout the life span. Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to use research findings which improve nursing practice. The technical nurse uses management skills in communicating and collaborating with consumers and other members of the health care team in the delivery and promotion of health services. The technical nurse enacts three major roles: provider of care, coordinator of care, and member of the discipline of nursing.

TECHNICAL NURSING EDUCATION

Technical nursing education is the process by which students are introduced to the role of the Associate Degree Registered Nurse. This process is best accomplished in an institution of higher learning. Although the set of competencies expected at each level of nursing practice is different, there is a common base of interpersonal and intellectual competencies which provide the foundation of nursing practice upon which each advanced level is built. The depth and scope of the knowledge base, therefore, differentiates the levels of nursing practice. Technical nursing education builds upon the foundation of fundamental nursing knowledge and skills acquired at the level of education of the licensed practical nurse (LPN) and integrates the concepts and principles of the natural and social sciences. Technical nursing education prepares students for entry level practice in structured settings and provides a foundation for baccalaureate study. The process of technical nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values. The teaching/learning process fosters intellectual development, critical thinking, and lifelong learning.

Organizing Framework

The faculty’s beliefs about person, environment, health, technical nursing, and technical nursing education provide the basis for identification of strands that support the curriculum. These strands, meshed with the Roy Adaptation Model, form the foundation for actualizing the School of Nursing’s Associate of Applied Science in Nursing Degree Philosophy and Organizing Framework.

PERSON

Person includes the individual, family, and/or families in communities as a holistic adaptive system in constant interaction with a changing environment. To meet adaptation goals, the person behaves purposefully to achieve need integrity in four adaptive modes throughout the lifespan. Needs and adaptive modes identified by Roy (2009) are depicted in Table 1. Adaptation goals are related to survival and development.

In the physiological mode, the way the person responds to stimuli from the environment enables the person to adapt and achieve physiological need integrity. The basic needs inherent in physiological integrity are: activity and rest, sensation, protection, nutrition, fluid and electrolytes, elimination, endocrine, oxygenation, and neurologic. When the person’s physiological needs are met through adaptive responses, physical integrity is achieved.

The self-concept mode focuses on the psychological and spiritual aspects of the person which leads to the beliefs and feelings the person has about self. The self-concept mode is composed of the physical self and the personal self. When the person’s self-concept needs are met through adaptive responses, psychic integrity is achieved.
The role function mode focuses on the roles the person assumes in society and how the person behaves toward others. Within each role, the person assumes a set of expectations which include instrumental and expressive behaviors. When the person’s role function needs are met through adaptive responses, social integrity is achieved.

The interdependence mode focuses on receptive and contributive behaviors. Two types of relationships are emphasized in the interdependence mode: significant others and support systems. When the person’s interdependence needs are met through adaptive responses, affectional adequacy is achieved.

ENVIRONMENT

Environment is the constantly changing world in which internal and external stimuli exist within and around the person, affecting development and stimulating responses through coping mechanisms. Coping mechanisms are innate and acquired behaviors the person uses in response to changing environmental stimuli. Environment influences behavior, roles, values, and beliefs of the individual, family, and families in communities. The individual shares in the creation of relationships through which knowledge, attitudes, values, and spirituality is acquired.

The individual, throughout the lifespan, makes choices and sets priorities based on past, current, and anticipated experiences and must act responsibly to create environmental changes which promote goal adaptation and need integrity. A family is a group of individuals bound by common and unique needs. Families in communities are groups bound by similar needs, goals, culture, and/or geographic location.

HEALTH

Health is a process of being and becoming an integrated holistic person by adaptation in each of the four adaptive modes. Health is viewed as a continuum throughout the lifespan that is influenced by the person’s adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.

TECHNICAL NURSING

Technical nursing is an art and a science. The goal of nursing is to assist the person to develop adaptive responses and, thus, promote, maintain, and restore health throughout the life span. Assisting the person to manage environmental stimuli through developing adaptive responses promotes health. The goal of nursing is accomplished through the nursing process. When the nursing process is implemented, the person becomes the client. The client is the receiver of nursing care.

The nursing process requires use of critical thinking to make judgments about the client’s responses and includes the following steps: assessment, nursing diagnosis, planning, implementation, and evaluation. The technical nurse uses the nursing process to support successful goal adaptation or to identify ineffective responses and develop a plan of care with the client to promote goal adaptation and need integrity. The technical nurse enacts three roles: provider of care, coordinator of care, and member of the discipline of nursing. Enactment of these roles requires collaboration with clients and other members of the health care team.
The provider of care role requires an assessment of client behaviors at various developmental stages and identification of adaptive or ineffective responses. The nurse uses assessment data in collaboration with the client to establish nursing diagnosis(es), goals, and priorities. Based on this assessment data, the nurse develops and implements a plan of care through therapeutic nursing interventions to promote, maintain, and restore health. The nurse and client evaluate the outcomes of care for effectiveness in promoting adaptation.

The coordinator of care role requires collaboration with the client and members of the health care team to provide comprehensive health care services. The coordinator of care role includes evaluation of strategies and resources to implement changes that improve nursing practice and the health care system.

The member of the discipline role requires assuming responsibility and accountability for providing care based on established American Nurses Association (ANA) Scope and Standards of Practice (2010), the ANA Guide to the Code of Ethics for Nurses: Interpretation and Application (2010) and the ANA Social Policy Statement (2008; 2010 Reissue) Responsibilities of this role include: (a) using management skills and cost-effective strategies to improve health care, (b) knowledge of legal standards and the political system, (c) using communication and collaboration in serving as a client advocate, (d) commitment to lifelong learning, and (e) supporting change to improve health care.

**TECHNICAL NURSING EDUCATION**

Technical nursing education is a process that guides an individual in the acquisition of nursing knowledge, skills, attitudes, values, and preparation for entry level practice in structured settings. This is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated. Although the set of competencies expected at each level of nursing practice is different, there is a common base of interpersonal and intellectual competencies which provide the foundation of nursing practice upon which each advanced level is built. The depth and scope of the knowledge base, therefore, differentiates the levels of nursing practice. In collaboration, the teacher and learner initiate, direct, and are accountable for meaningful learning experiences. The teaching/learning process fosters intellectual growth, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each is a process of intellectual inquiry and is implemented through effective interpersonal relationships and communication. The teacher facilitates learning by using various strategies based on the UAM School of Nursing teaching/learning principles. The individual progresses from simple to complex levels of learner behaviors. Evaluation of nursing education includes assessment of learner, teacher, and program outcomes.
University of Arkansas at Monticello  
School of Nursing  
AASN Strands with Outcomes

At the completion of the Associate of Applied Science in Nursing (AASN) program, the graduate will be prepared to:

<table>
<thead>
<tr>
<th>STRANDS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Critical thinking</td>
<td>1. Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of nursing practice.</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>2. Use the nursing process to provide therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the life span.</td>
</tr>
<tr>
<td>Management</td>
<td>3. Apply management skills to provide cost effective quality health care, support change, and serve as a client advocate.</td>
</tr>
<tr>
<td>Communication</td>
<td>4. Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.</td>
</tr>
<tr>
<td>Teaching/Learning</td>
<td>5. Educate individuals, families, and families in communities using teaching/learning principles that promote, maintain, and restore health.</td>
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AASN Organizing Framework

**CURRICULAR STRANDS**

*(Nursing Process, Critical Thinking, Communication, Management, Teaching/Learning)*

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<td>Role Function</td>
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</tr>
<tr>
<td>Interdependence</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>Activity &amp; Rest Sensation</th>
<th>Receptive Behaviors</th>
<th>Contributive Behaviors</th>
<th>Personal Self</th>
<th>Physical Self Instrumental Behaviors</th>
<th>Expressive Behaviors Fluid &amp; Electrolytes Protection Nutrition</th>
<th>Elimination Endocrine Oxygenation Neurologic</th>
</tr>
</thead>
</table>

**NEED INTEGRITY**

- Physical
- Psychic
- Social
- Affectional Adequacy
University of Arkansas at Monticello  
School of Nursing  
Student Learning Outcomes – AASN

The student learning outcomes for the School of Nursing AASN graduate include demonstration of:

- the ability to critically think using a problem solving process that is goal directed and ethical based on standards of nursing practice as evidenced by average scores of ≥75% on written examinations and meeting clinical objectives;
- therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by meeting clinical objectives and passing the licensing examination (NCLEX-RN) the first time;
- the ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of ≥75% on delegation examination items and management journals;
- communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by average scores of ≥75% on all process recordings and presentations; and
- the ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain, and restore health as evidenced by scores of ≥75% on all teaching plans.
Definitions

Acquired coping mechanisms – deliberate responses that are developed throughout the lifespan.

Adaptive modes – related to the way human systems respond to stimuli from the environment.

Adaptive responses – behaviors that promote need integrity and adaptation goals.

Caring – encompasses the nurse’s empathy for, connection with, and provision of therapeutic interventions for the client.

Client – the receiver of nursing care.

Community – a group bound by similar needs, goals, culture, and/or geographic location.

 Consumers – users of health care services and persons active in improving the rights and power of health care services buyers.

Contributive behaviors – giving love, respect, and value toward other persons.

Critical thinking – using an analytic problem solving process to make judgments that are goal directed, ethical, and based on standards of professional nursing practice.

Culturally sensitive care – nursing care that is provided with awareness of important issues and concerns of a person’s culture.

Development – the sequential acquisition of growth.

Environment – the constantly changing milieu in which internal and external stimuli exist within and around the person, affecting development and stimulating responses through coping mechanisms.

Evidence-based practice – the use of current best evidence in making decisions about the care of clients, the planning and implementation of health services, and the development of health policy.

Expressive behaviors – feelings and attitudes toward other persons.

External stimuli – system input from the environment that elicits an adaptive or ineffective response.

Family – a group of individuals bound by common and unique needs.

Generalist – a professional nurse prepared to care for individuals, families, and communities in a variety of settings.

Genomics – how a gene is expressed within a person or family.

Health – a continuum that is influenced by the person’s adaptive responses that may promote goal adaptation and need integrity.
**Health care team** – an interdisciplinary group including the client, health professionals, and members of other disciplines.

**Holistic** – the individual, family, and community viewed from a physiological, psychological, social, cultural, and spiritual perspective.

**Ineffective responses** – behaviors that do not promote need integrity and goals of adaptation.

**Innate coping mechanisms** – automatic responses that are genetically determined.

**Instrumental behaviors** – goal oriented actions.

**Intellectual inquiry** – the examination and development of new ideas or new ways to examine previously accepted ideas.

**Internal stimuli** – system input that originates within self.

**Lifelong learning** – the perpetual acquisition of knowledge, skills, attitudes, values and beliefs.

**Maintain** – therapeutic nursing interventions intended to prevent further deterioration in health by treating human responses to chronic disease or injury.

**Need integrity** – achievement of the goals of adaptation.

**Nurturing** – caring behaviors that influence development and adaptation.

**Negotiation** – intervention to advocate in the client’s interest to obtain improved outcomes of care.

**Outcomes of care** – evaluation of the results of nursing care.

**Population-based planning** – identification of the current and future health care resources required to meet the needs of a target population.

**Personal self** – appraisal of one’s worth.

**Physical self** – appraisal of one’s physical being.

**Professional nurse** – a baccalaureate nurse generalist prepared to care for individuals, families, and communities in a variety of settings.

**Promote** – therapeutic nursing interventions directed to prevent pathological changes.

**Receptive behaviors** – receiving love, respect, and value in relationships.

**Restore** – action directed toward therapeutic nursing interventions implemented to limit the progression of disease or disability and restore the client to optimal health.

**Risk reduction behaviors** – measures initiated by the person to promote adaptation and need integrity.
**Scholarship** – the disciplined pursuit of understanding of phenomena, through critical thought processes, to enrich understanding relevant to improvement of the well-being of a person throughout the lifespan.

**Spirituality** – the search for meaningful answers to questions about life, illness, and death through relationships with self, others and a supreme being.

**Survival** – the process of meeting basic needs to sustain life.

**Technical Nurse** – nurse prepared to care for individuals; families, and families in communities in structured settings.
References


The teacher and learner facilitate learning by using various strategies based upon the following Teaching/Learning principles:

1. If learners know what they are expected to learn, they will learn more efficiently.

2. Learners should be given frequent reinforcement for exhibiting desired behaviors, attitudes, and skills, thus, enhancing progress.

3. Learned skills or bits of knowledge repeated often will be remembered longer.

4. Active participation enhances learning.

5. Practicing what is learned in a variety of situations facilitates the transfer of learning to new situations.

6. Learning built on previous knowledge and experience is more meaningful and occurs at a faster rate.

7. A moderate amount of anxiety is essential for learning to occur but high levels of anxiety hamper learning.

8. Individuals must be motivated in order to learn. Learning is a strong motivator for some, whereas others need more tangible external reinforcement.

9. Varying teaching techniques enhances learning and facilitates achievement of objectives.

10. Learners learn at different rates.

11. Learners are motivated when they: are interested; can see the end of the learning process; can recognize the material is directly related to a realistic goal; and are convinced they can reach the goal.
General Information

Disclaimer

Care has been taken to ensure that the information contained within this handbook is accurate and complete at the time of distribution; however, due to constraining events and/or circumstances which may necessitate change, the School of Nursing faculty reserves the right to amend any information contained within this handbook. Students will be informed in a timely manner of any changes made.

Students with Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located the Student Success Center, room 201F; phone 870-460-1226; Fax: (870) 460-1926; TDD: (870) 460-1626.

Service Animals

The School of Nursing (SON) is committed to assisting in the care and well-being of our nursing students at all points of their education careers. This includes providing a safe environment for all members of the SON. All students in the SON are required and expected to meet all health and safety regulations as directed by law, the university, and health agencies in which our students attend. The SON oversees the collection, monitoring, and reporting of compliance-related items to our clinical agencies.

Under the American Disability Act (ADA), a service animal is defined as animal that has been trained to perform tasks or do work for the benefit of a person with a disability. Any other wild or domestic animals, whether trained or untrained, are not considered a service animals under federal law. The task or work of the animal must be directly related to the person’s disability. Neither the ADA nor Arkansas service animal law includes comfort animals.

Students with a registered service animal may bring their animal into any public accommodation. That student is responsible for any damage the animal causes. The ADA allows any public accommodation to exclude the service animal if it poses a direct threat to the health and safety of others, becomes aggressive, is not housebroken, or the animal is not under control. Students with a service animal must register with the UAM Student Disability Office for approval. Attendance at clinical facilities requires coordination with facility guidelines. The student must complete program requirements successfully to progress in the nursing program.

Academic Conduct

The UAM guidelines describing penalties for academic misconduct will be followed.

Academic Advisors

Academic advisors are faculty within the School of Nursing who assist students in planning their educational program. It is the student’s responsibility to meet with his or her advisor at least once each semester to establish that the student is progressing toward meeting the requirements for the nursing program.
Appointments/Offer Hours

The academic advisor is available during regularly scheduled office hours to meet with students. Office hours and an appointment sheet are posted on each faculty member’s door. Office hours are also included in each course syllabi. Students desiring an advising appointment are expected to schedule an appointment if possible. Advisors will see students without an appointment during office hours if time is available.

Preregistration

Preregistration periods for the University are documented on the University Calendar. Following successful completion of current course work, students who have been accepted into a School of Nursing program will automatically be enrolled in nursing coursework during preregistration for the upcoming semester by the dean of the School of Nursing.

High Risk Students

A high-risk student is any student enrolled in a nursing course who is in danger of academic failure, NCLEX-RN failure, withdrawing from the nursing program, and/or any student with an average grade of less than 75% after two exams or at midterm in any nursing course.

A student making unsatisfactory progress in a clinical rotation is also considered high-risk for failure. Senior nursing students in jeopardy of failing NCLEX-RN, as evidenced by consistent minimal passing grades are also considered high risk students.

High risk students will be referred to the appropriate campus resources as necessary. Available resources include:

2. Writing Center – Writing skills, grammar, and spelling.
3. Scholarship Office – Nursing scholarships are available and may be requested through the scholarship office in Harris Hall room 307.
4. Campus Nurse (located in the UAM Risher Wellness Center) – For health problems and referrals.
5. Health Wellness Center (located in the UAM Risher Wellness Center) – For active stress management.

The Course Coordinator will counsel high risk students and explore strategies for improving chances for academic success. After failing a second unit examination, the student must meet with the School of Nursing dean for counseling. The student, faculty, and/or dean are expected to cooperatively develop and agree upon a plan for academic success. The student is expected to adhere to the plan. Counseling records will be maintained for all conferences.

Student Success Plan

A test-taking workshop will be provided for all nursing students in the fall semester. Participation in the workshop is mandatory. At-risk students will continue to be referred to Academic Alert and UBIT (as indicated), as well as the SON Remediation Committee for counseling and a remediation plan. Completing proctored remediation assignments according to individualized plans are mandatory. Students who do not comply with remediation requirements will be dismissed from the nursing program.
Estimated Expenses Incurred During Nursing School

In addition to standard university student fees and expenses, there will be costs specific to the nursing school programs. These include but are not limited to the expenses listed below. Use of multiple clinical sites within a hundred-mile radius of the campus requires reliable transportation and may require overnight travel. Senior BSN and AASN nursing students have two, two-day clinical rotations in Little Rock during the last semester. Expenses are the responsibility of each student. The university does not provide transportation, child care, or monetary reimbursement for clinical or nursing school related activities.

The following estimates reflect anticipated expenses for upper level School of Nursing students (Table 1: Expenses):
Table 1: Estimated Expenses during Nursing School

**Required Expenses**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Background Check</td>
<td>$49.50</td>
</tr>
<tr>
<td>Drug Screening</td>
<td>$49.50</td>
</tr>
<tr>
<td>Skills Bag</td>
<td>$215.00 (BSN program - prices may fluctuate)</td>
</tr>
<tr>
<td></td>
<td>$86.00 (AASN program – prices may fluctuate)</td>
</tr>
<tr>
<td>Uniform (1)</td>
<td>$220.00 (estimate)</td>
</tr>
</tbody>
</table>

*Uniforms and lab coat with School of Nursing patch/emblem and plain white leather shoes*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stethoscope</td>
<td>Prices Vary</td>
</tr>
<tr>
<td>Lab/Clinical Equipment/Orientation</td>
<td>Prices Vary</td>
</tr>
<tr>
<td><em>(orientation fees, bandage scissors, watch with a sweep second hand, penlight, retractable tape measure (cm/inch), blood pressure cuff, 2 black ball point ink pens and small pocket notebook)</em></td>
<td></td>
</tr>
<tr>
<td>One set of Navy Scrubs</td>
<td>$30.00 (estimate – purchase on your own)</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>$25.00 (estimate)</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$2200.00 – $2600.00 (BSN program - estimate)</td>
</tr>
<tr>
<td></td>
<td>$1800.00 - $2000.00 (AASN program - estimate)</td>
</tr>
<tr>
<td></td>
<td>$900.00 - $1100.00 (RN to BSN program - estimate)</td>
</tr>
</tbody>
</table>

 *(Total estimate price is for entire program but not all recommended texts)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN Review Course</td>
<td>$530.00 (divided over the number of semesters enrolled)</td>
</tr>
<tr>
<td>Student Nurse Association Dues through the National Student Nurse Association</td>
<td></td>
</tr>
<tr>
<td>New Member</td>
<td>$25.00</td>
</tr>
<tr>
<td>Renewal</td>
<td>$30.00</td>
</tr>
<tr>
<td>2 years</td>
<td>$50.00</td>
</tr>
<tr>
<td>Arkansas Student Nurse Association Convention Registration Fee</td>
<td>$30.00 – $45.00 (estimate)</td>
</tr>
</tbody>
</table>

**For Graduating Seniors**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN Application Fee</td>
<td>$200.00</td>
</tr>
<tr>
<td>ASBN NCLEX Application Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>ASBN Temporary License Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Criminal Background Check</td>
<td>$100.00</td>
</tr>
<tr>
<td>Photographs</td>
<td>$25.00 – $40.00 (estimate)</td>
</tr>
<tr>
<td>UAM Nursing Pin</td>
<td>$40.95 – $230.00 (estimate depending on your choice of style)</td>
</tr>
<tr>
<td>New Uniform (1)</td>
<td>$40.00 – $50.00 (if needed)</td>
</tr>
</tbody>
</table>

NOTE: Other expenses may be incurred for graduation that are not specific to the nursing program and may include but are not limited to graduation fees, graduation invitations, and graduation rings. The School of Nursing makes every effort to reflect correct prices, but prices may fluctuate without the School’s knowledge.

**Optional Expenses**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back Support</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

**Required Expenses**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B Vaccine Series (if needed)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Varicella Vaccine (if needed)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Influenza Vaccine</td>
<td>Price varies</td>
</tr>
</tbody>
</table>
Administrative Specialist II/Telephone/Printer

The School of Nursing Secretary works diligently to support student needs while completing necessary tasks for the dean and faculty. The School of Nursing asks that the student remain patient when requesting assistance and display time management skills designed to meet required deadlines. The secretary arranges appointments with the School of Nursing faculty, receives and dates time sensitive course documents, maintains student files, and assists with the procurement of CAI and nursing videos. Students are not allowed beyond the secretary’s desk space or in the faculty work room. Students are not to use the School of Nursing printer in the secretary’s office or ask the secretary to make copies. Printers for student use are located in the UAM Library. Students are not routinely allowed to use the School of Nursing phone for personal calls. Students wishing to contact faculty may call the School of Nursing Office at 870-460-1069. If unable to reach a particular faculty member, students should leave a message with the School of Nursing secretary or faculty voicemail. During clinical hours, faculty must be contacted one (1) hour prior to the start of clinical using phone numbers found in the course syllabus.

Bookstore

The University bookstore sells all required textbooks, uniforms, skills equipment, and other supplies needed for nursing. In addition, the bookstore provides other merchandise based on student, faculty, and staff needs, such as: Scantron forms, computer accessories, UAM T-shirts, fraternity and sorority supplies, UAM logo items, cards, posters, gifts, snacks, and many other items.

Computer Services

Computer laboratories are located in the School of Nursing, Sorrells Hall room 105, the Library and Technology Center, and various other sites on the UAM campus. A list of available computer software is on file in the School of Nursing secretary’s office. Computer programs are available to students to improve their understanding of nursing concepts. Programs are also available to assist students with NCLEX-RN review. Computers may also be used for word processing, accessing e-mail, and the internet. Students are required to obtain a UAM e-mail address from information technology services. Students are responsible for regularly checking their UAM e-mail.

Financial Aid Resources

Financial aid is available to UAM students from a wide variety of sources. Applications for nursing scholarships are available in the Scholarship Office in Harris Hall (first floor) and through Academic Works on the UAM Admissions webpage. Any student seeking additional information about financial assistance should contact the Financial Aid Office which is located on the second floor of Harris Hall, telephone 870-460-1050. Scholarship recipients are posted on the scholarship board in Sorrell’s hall.

Library

The UAM Library is centrally-located on campus and affords a quiet and comfortable environment for study and research. There is a wide range of nursing literature to assist students in increasing their knowledge of various nursing topics and issues. Faculty will, in some courses, place books and articles on reserve to be read throughout the semester. These articles are not to be taken from the library. Students are encouraged to become familiar with the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Health Source: Nursing Academic Edition, Medline, Science Direct, and PubMed databases.
Skills/Simulation Laboratory Guidelines

The Nursing Skills/Simulation Laboratory is located on 2nd floor in Sorrells Hall, room 214. The Simulation Handbook is stored on the School of Nursing Website under “Simulation” and will be reviewed with students during simulation orientation and as the handbook is updated. Students are encouraged to use these facilities for the practice of required nursing skills. Life-sized, anatomically-correct manikins, supplies, and equipment are available. In order to maintain a professional and functional simulation lab, students must adhere to the policies and procedures set forth. Students are not allowed to have any food or beverages in the simulation area. When using the skills lab for practice, students must sign in and out by indicating actual time in, time out, and skills to be practiced followed by initials. The sign in sheet will be kept in the SON secretary’s office. Students will be required to leave student ID and/or vehicle keys when signing in. Upon signing out, the student ID/vehicle keys will be returned to the student.

Ratio of Clinical Simulation Hours to Clinical Hours
The SON uses a ratio of 1:3 for clinical simulation hours (1 simulation hour = 3 clinical hours). Faculty may count pre and post simulation assignments as time toward the clinical hours required for each course.

School of Nursing General Simulation Objectives
Each simulation experience will:

- Address the educational pedagogy and domains of learning;
- Correspond to the student’s knowledge level and experience;
- Remain congruent with overall program outcomes;
- Incorporate evidence-based practice;
- Incorporate holistic care principles; and
- Be achievable within an appropriate timeframe.

Simulation/Lab Dress Code

- When using the lab for clinical simulation, students will present with proper clinical attire. Adherence to the dress code is an expected responsibility.
- Student photo ID must be worn in upper right corner of the uniform with the ID facing outward and secured with a clear badge holder. No ornamental badge holders allowed.
- Metal, magnetic name badge must be worn on the lab coat and positioned on the left side.
- Dress in clean wrinkle-free uniform, and/or lab coats.
- Shoes must be all white, enclosed, and leather. If shoes have strings, the strings must be clean. If shoes have a logo, it must be small.
- Socks must be white crew (no ankle, short, or no-show socks will be worn).
- Hair secured and up off collar. Hair ornamentation must be minimal and the color of hair, uniform, or neutral. Hair should be within the natural range of colors (blonde, brunette, black, auburn).
- Nails short (should not extend over fingertips). No nail polish, acrylic nails, or artificial nails.
- Jewelry must be limited to plain gold, silver, titanium, black, brown or white wristwatch and plain band rings.
- Only one small stud type earring allowed in each ear (diamonds, pearl, plain gold or silver).
- No other forms of visible body piercing allowed. This includes eyebrow piercing, tongue rings, nose rings, cartilage rings, etc.
- No bracelets or necklaces, hoops or dangling earrings.
- No hats or caps.
- No excessive make up.
- No perfume.
- No body odor.
- No visible tattoos.
- No gum chewing.
- No Fitbits, smart watches or other electronic devices.

Students are responsible for maintaining the integrity of their uniforms throughout the program. The color must be navy and free from wrinkles or tears. Students who violate the dress code may be dismissed from clinical.

**Conduct while in the Simulation/Skills Laboratory**

- Professional conduct is mandatory.
- No excessively loud noise or disruptive behavior.
- No cell phone usage. Students are not permitted to be on cell phones at any time during simulation.

**Equipment/Manikins**

- All persons requesting to use simulation equipment must have a reasonable orientation.
- Handle manikins with care. This equipment is costly. Damage will occur if the equipment is allowed to become wet, if it is dropped, tampered with, or incorrectly used.
- Wash hands before providing care to manikins.
- If a manikin must be removed from the bed, place in a wheelchair. Do not place manikins on desks or bedside table.
- Wear clear vinyl gloves when handling all manikins.
- Do not use betadine or iodine on manikins. It will permanently stain them.
- Keep ink pens, newsprint, and papers with copy ink away from manikins. These will also permanently stain manikins.
- Manikins must be cleaned after every use. Clean with Clorox wipes (do not use bleach) or mild soap and water. Rule: If the cleaner comes in a can do not use!
- After usage, remove tape from manikins and equipment. Clean any tape residue.
- After usage, remove any lubricant residue.
- Do not place any items on top of the manikins.
- Do not use colored gloves, linens, or colored clothing that could stain manikin.
- Use only water-based products with manikin.
- Food and drink should not come in contact with manikins.
- Notify instructor if manikins or any equipment is in need of repair.
- Laptops are for simulation use only. Students are not to login to laptops in the Simulation Lab.

**Lab Maintenance**

- Always leave the lab in a manner that projects the image of a professional health care setting. It must always be left ready for usage.
- No food or drink in the lab.
Return all supplies to their proper storage place after use.
Beds must be re-made after practice or check offs.
Do not sit on beds unless it is for practice or check offs.
Do not sit on tables, bedside tables, or desks.
Put away all supplies after practice sessions or check offs.
Soiled linens must be placed in hamper.
Supplies are not to be placed on the floor for storage.
If supplies cannot be located or are in need of repair (including linens) notify instructor.
Sharps must be disposed of properly in the red sharps containers.
If trash cans are filled to capacity the instructor is responsible for asking custodians to empty them.
Lab will be cleaned after each usage.
Students should assure that the door is locked when leaving the lab.
Instructor will remove all soiled linens in hamper and take to School of Nursing secretary for laundering.

Audio-Visual/CAI Check out Procedure

The School of Nursing maintains a library of software and videotapes. Videos are to be checked-out with the School of Nursing secretary. The student checking-out the material will leave an ID (driver’s license or UAM ID) with the Secretary until he or she returns the material. Only single copies of videos are available, so group viewing is encouraged. The student who checks out the material is held responsible for its care and return. All materials released to students are to be used in Sorrells Hall.

Parking Regulations

Any student who drives a motor vehicle on campus must have the vehicle registered with the Public Safety Office. Campus traffic regulations forbid students from parking in areas reserved for faculty, visitors, or handicapped individuals.

Security

The Office of Public Safety (campus security) helps provide an environment conducive to the students’ educational pursuits. All nursing students are advised to contact Public Safety for concerns with personal safety or security of personal items. The Office of Public Safety can be reached 24 hours a day by calling 870-460-1000. Outside emergency telephones are located throughout the campus.
Sorrells Hall closes at 4:30 p.m. unless special circumstances require it to be open later. If leaving the building after dark, students are urged to use the buddy system to walk to their automobile. To protect personal belongings, students should leave books, purses, and other personal items locked in their car or at home during clinical hours. Small items can be carried in uniform pockets. **NEITHER UAM NOR THE CLINICAL FACILITY WILL BE RESPONSIBLE FOR LOST OR STOLEN ITEMS, INCLUDING JEWELRY.**

Student Identification (ID) Cards

ID cards identify UAM students for purposes of athletic events, student programs, meals, library use, and various other activities. IDs are made at the first of each semester for new students and are intended to last throughout the student’s enrollment at UAM. There is a fee for ID replacement.
**Student Lounge**

A student lounge is provided for nursing students to relax before and between classes. Food and drinks may be consumed in the lounge area only. **Students are not to eat or drink near computers.** Keeping the lounge clean is the responsibility of students. Failure to maintain the lounge in a clean and orderly manner or consuming drinks/food near computers may result in its closure.

**Health and Wellness Center**

As a nursing student, you will be asked to take care of clients with mental and physical health problems. In order to promote health in clients, you must also take care of your own mental and physical health. Students are urged to participate in some form of physical exercise as well as stress-reducing activities. The UAM Wellness Center is available for students to develop higher levels of cardiovascular and respiratory fitness, flexibility, strength, and nutritional excellence. The long-range goal of the Center is lifestyle changes. The Wellness Center is located next to the University Center and can be contacted at 870-460-1051.

**Student Health Services**

UAM maintains a Student Health Services Office staffed by a full-time Registered Nurse (RN). The RN treats minor ailments, provides general health information, administers prescribed physicians’ orders, assists in emergencies, maintains student health records, and acts as a referral in health care matters. The Student Health Services Office is located in the Risher Wellness Center and can be contacted at 870-460-1051.

**Testing and Career Services**

The purpose of Career Preparation Services is to assist students to prepare for academic and career success. The staff assists with career assessment and help students make informed choices regarding academic majors. Career Services is located in room 201 in the Student Success Center, 870-460-1454.

**Tutoring Lab**

These services provide fundamental enrichment skills for students’ educational growth. Peer tutoring in selected academic subjects is available to any student. Learning Support Services is located in room 203 in The Student Success Center, telephone 870-460-1054. Students requiring academic counseling may be referred to the Assistant Vice Chancellor of Student Engagement, located in the University Center, 870-460-1053.
Policies and Regulations

When one enters a professional program, one becomes a part of that profession and is thereby obligated to assume the highest standards of the profession. This remains true throughout one’s academic and professional life.

Civility and Professional Conduct

In an effort to articulate and cultivate habits for being a member of the UAM SON community, we have adopted the following statement and community norms to help guide its members in their interactions.

The UAM School of Nursing is dedicated to creating and maintaining a civil and professional community of success that supports respectful discourse, openness to opposing points of view, and passionate dialogue with an intention to secure common ground.

To achieve civility and professionalism within the program and facilitate a culture of success, it essential for its members to uphold the following norms:

- Assume goodwill – approaching situations positively;
- Communicate respectfully – listening actively and being timely;
- Send the mail to the right address – taking the problem to the person involved and not going around or behind the involved person or up the chain of command without first attempting resolution with the involved person; and
- We are all responsible for creating a civil, professional, and inclusive learning environment.

Actions that are uncivil will result in a verbal or written counseling record. A pattern of incivility may result in further disciplinary action.

Classroom Behavior/Disruption Policy

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member’s discretion, consider the missed class time as an unexcused absence. Faculty should, following a student dismissal from class, request that the student to meet with them in an effort to assure that the student’s classroom conduct will be appropriately modified. The first dismissal from the classroom for disruptive or distracting behaviors serves as a warning. Faculty member should document the basis for the dismissal and the content/outcome of the meeting. Any threat of harm to others or actions that may threaten the safety of others can result in foregoing step 1 and immediately enforcing step 2.

It may be necessary for the faculty member to file a University Behavioral Intervention Plan (UBIT) notice after the first ejection.

Any time an instructor believes individuals in a class are in imminent danger, the class should be dismissed and University Police immediately contacted at the EMERGENCY NUMBER 460-1000.

If a student is dismissed a second time, with appropriate documentation of the ejection, the faculty member will take the following actions:

1. Immediately notify the dean/chair/director of the unit of the incident.
2. Notify the student in writing that he or she is in violation of university behavioral standards listed in the student handbook. Upon receiving such notification, the student must meet the faculty member within two (2) class/academic days to attempt to resolve the issue. No action or penalty shall be imposed until the student has been informed in writing of the charge, given an opportunity to present his or her defense, and been informed of his or her right to appeal the case to the Dean of Students or Director of Student Services at the Colleges of Technology. During this process, as long as the student is not perceived as a threat to the safety of the instructor or the other students, the student has the right to remain in class if he or she engages in no disruptive or distracting conduct. If the student is perceived to be a threat to safety of the instructor or other students, the instructor may impose an immediate interim suspension. In such cases, the instructor must immediately file a UBIT report and notify his/her supervisor. During the interim suspension, further investigation will take place, the findings of which will serve university officials as the basis for formulating appropriate action. An interim suspension is the only exception to a student’s right to remain in class until action has been taken.

3. If the student and faculty member are unable to come to resolution, the student shall take the grievance to the department chairperson (or academic dean if the faculty member is the department chairperson) within two (2) class/academic days following the discussion with the faculty member. The department chairperson or academic dean shall attempt to resolve the grievance within two (2) class/academic days by meeting with the student and faculty member.

4. After the above procedures have been followed, the student may, upon notification to the faculty member and department chairperson/academic dean, file an appeal in writing within two (2) class/academic days to the Dean of Students or Director of Student Services at the Colleges of Technology. If the student does not wish to appeal the case, the faculty member shall immediately initiate the administrative class withdrawal process by notifying the Dean of Students or Director of Student Services at the Colleges of Technology. The Dean of Students or Director of Student Services at the Colleges of Technology shall notify the student within two (2) class/academic days of the pending action and schedule a conference with the student. Following the conference, the Dean of Students or Director of Student Services at the Colleges of Technology will administratively withdraw the student from the class in which he or she was enrolled and impose an appropriate student behavioral sanction. Exception: An instructor can request administrative withdrawal of a student from a class if sound evidence exists that his/her personal safety or the safety of the students in the classroom is in jeopardy. In addition, an UBIT report must also be processed.

**Definition of Improper Conduct**

The School of Nursing subscribes to the definition of improper conduct and associated penalties indicated in the UAM Student Handbook and University catalog. Improper conduct disrupts the academic community and breaches the freedom of other students to progress academically. This includes the Academic Code violations of, but is not limited to:

- **Cheating** – the possession, receipt, use, solicitation, or furnishing of unauthorized aid in an academic endeavor.
- **Plagiarism** – the use of ideas or thoughts of another which are not common knowledge without acknowledging the source(s) or, when applicable, identifying direct quotations.

Cell phones/smart watches, etc., must be turned off during class.

Refer to the Academic Services and Policies section of the UAM Student Handbook (and the
Refer to the SON Handheld Technology Use Policy (Appendix K) for specific guidelines during classroom and clinical experiences.

In addition, students exhibiting unprofessional behavior or any behavior, which breaches the peace or violates the rights of others will be asked to leave the classroom or laboratory. Students may be asked to appear before the PSR Committee. Refer to the UAM Student Handbook for specific policies.

Improper conduct is further described by the School of Nursing in Appendix G, “The School of Nursing Honor Code.” It is to be read, understood, and signed. The original will be filed in the School of Nursing student file and a copy given to the student. The consequences of noncompliance with the SON Honor Code will result in an appearance before the Professional Standards Review Committee with the possibility of dismissal from the program. Students are to maintain relationships with the School of Nursing dean, faculty, and staff which are cordial and respectful. Conduct unbecoming a student preparing for a professional or technical nurse role will be cause for dismissal from the nursing program in which the student is enrolled.

**Cell Phone Usage Policy**

The following policy is intended to define acceptable classroom behavior with regard to cell phones and other electronic devices in order to preserve academic integrity and ensure that students have optimum environmental conditions for effective learning.

As a member of the learning community, each student has a responsibility to other students who are members of the community. The use by students of cell phones and other electronic devices during scheduled classes is prohibited. All such devices must be turned off or put in a silent mode and cannot be visible during class. At the discretion of the instructor, exception to this policy is possible in special circumstances. Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, or other social media in a classroom. Both ear buds and/or ear phones must be removed from ears. If you decide to ignore the policy, you will be asked to leave and may be counted absent.

In testing situations, use of cell phones/smart watches or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the Academic Dishonesty Policy.

**UAM School of Nursing Student Attendance Policy**

Regular class and clinical attendance is expected of all students for the entire class/clinical period. The SON understands on occasion there are extenuating circumstances that prevent a student from attending class (deemed extenuating by the course coordinator and the course faculty). However, there are NO excused tardiness or absences, regardless of extenuating circumstances. Therefore, it is imperative that students always attend class/clinical in case extenuating circumstances arise that prevent class/clinical attendance. This applies to all NURS courses (whether required or elective) to admitted SON students.

Students who will be tardy or absent from class or clinical MUST follow course syllabi instructions for notification. Due to contract requirements for clinical space and limited faculty time, make up clinical time is not available. Students who miss class, lab, simulation or clinical time are expected to meet with the course coordinator within 48 hours. If an alternate assignment is given, the
student must perform satisfactorily or is at risk for failure of the course. If the student is a no call/no show for class/clinical, the student will face disciplinary action, up to dismissal from the program.

- Classroom tardiness: Students who are not present when class starts will not be allowed into the classroom until break time. If the student is tardy on an exam date, the course faculty holds the authority to allow the student to begin the test (only allowing the time remaining) or to take a make-up exam. (3 tardies equals an absence)
- Clinical tardiness: The course faculty may make an alternate clinical assignment based on student time of arrival. Failure of the student to carry out the alternate clinical assignment will result in immediate dismissal from the clinical site and count as an absence. The student must then go immediately to the Dean’s office for counseling/further disciplinary action.

<table>
<thead>
<tr>
<th>Absenteeism in Class</th>
<th>Course meetings per week</th>
<th>Course grade lowered one letter grade with:</th>
<th>Student will fail the course with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 absences</td>
<td>More than 3 absences</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4 absences</td>
<td>More than 4 absences</td>
<td></td>
</tr>
<tr>
<td>3 or more</td>
<td>6 absences</td>
<td>More than 6 absences</td>
<td></td>
</tr>
<tr>
<td>Intersession and Summer courses</td>
<td>1 absence</td>
<td>2 absences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absenteeism in Clinical</th>
<th>Clinical days per week (preplanning day is counted as 1 day)</th>
<th>Student will fail the course with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More than 2 absences</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>More than 4 absences</td>
<td></td>
</tr>
<tr>
<td>3 or 4</td>
<td>More than 6 absences</td>
<td></td>
</tr>
</tbody>
</table>

Each class/clinical day is counted as one day in the above table. If a student misses clinical day one or two, the student may be required to complete an alternate assignment in lieu of clinical paperwork. See course specifics related to assignment. If the student misses both clinical days, regardless of excuse, the student will receive an unsatisfactory clinical grade for that week. A pattern of clinical tardiness puts the student at jeopardy for clinical failure.

**Blood and Body Fluid Infection Control Precautions Policy**

All nursing students are assigned to care for persons with a wide variety of diagnoses, including blood borne illnesses. Nursing students are NOT insured by the University or the clinical facilities for injury and illness exposures which occur in the course of clinical assignments. The UAM School of Nursing strongly recommends that each student obtain personal health insurance.

Due to the nature of nursing, the student will be placed in situations which will place him/her at risk for exposure to infectious diseases. This is an occupational risk for persons working in the health care field. Compliance with standards of infection control as they apply to professional conduct is the responsibility of licensed health care workers and those under the jurisdiction of that professional. The School of Nursing faculty has adopted the Centers for Disease Control and Prevention (CDC) infection control guidelines known as Standard Precautions (SP) to assist students and faculty to practice safely in the clinical area. Students are expected to adhere to SP during laboratory and clinical learning experiences. Students must wear gloves when exposed to any body fluids. Gloves, gowns and goggles should be worn when body fluids may be splashed. If you are exposed to blood or body fluids while in the clinical area, notify the clinical instructor immediately. The clinical instructor will follow the procedure for exposure outlined by the health care facility.
Cardiopulmonary Resuscitation Certification (CPR)

Students enrolled in clinical courses are to submit documentation verifying current Health Care Provider CPR certification from the American Heart Association to the School of Nursing secretary. Students who do not submit documentation of current CPR certification will not be allowed to participate in clinical activities.

Tuberculosis (TB) Skin Test/Chest X-Ray

Nursing students must also submit results of a TB skin test prior to beginning clinical experiences in NURS 311V Concepts in Nursing Care I and NURS 444V Concepts in Nursing Care III. The TB skin test must be kept current throughout the program. It is the responsibility of the student to keep TB skin tests current and to submit proof to course coordinators. A chest X-ray is required to rule out the possibility of tuberculosis if the TB skin test is positive.

Immunizations

The UAM School of Nursing strongly recommends that each student be immunized against Hepatitis B Virus (HBV). The Hepatitis B vaccine series requires several months to complete and students should begin the series early to be in compliance with clinical facility requirements. All students are required to provide proof of injection by date for the following immunizations and skin test: MMR, Td, Influenza, Hepatitis B (or waiver), and Varicella. Immunization records must be hand delivered or sent by mail, fax or scan to the School of Nursing. Proof of Varicella may also be provided by titer for proof of illness. Students who decline or are unable to receive the Hepatitis B vaccine must sign the Hepatitis B Vaccine Waiver form (Appendix B) prior to the first clinical experience, releasing UAM, the School of Nursing, and the clinical facilities from any responsibility in the event the student is exposed to the virus. Students will not be allowed in the clinical areas without either the vaccine or signed waivers on file with the School secretary. Students who have had positive TB results must sign the Student Statement of TB Skin Tests form (Appendix H). Students will be requested to sign the Authorization to Release Required Clinical Related Information form (Appendix F) allowing the SON to release the student immunization status to clinical facilities at the beginning of the academic year. It is the student’s personal and financial responsibility to maintain current immunization status.

Student Representation on the School of Nursing Committees

Student representation on the School of Nursing committees from the BSN junior and senior and AASN classes is an avenue for students to actively participate in the governance of the School of Nursing (Appendix A). Each year, students are elected by peers as representatives for the Admissions Committee, Teaching Resources Committee, and the Curriculum Committees. Students chosen to serve on these committees should have the time and be able to represent the students’ viewpoint. Students who serve on these committees shall have the responsibility of reporting committee activities to their class. Alternates will be selected for each representative. If the representative cannot attend a scheduled committee meeting, the alternate should make plans to attend. Students may only serve on one SON committee per semester.

Admissions Committee

The Admissions Committee makes recommendations on all applications for admission or readmission, reviews admission criteria, develops recruitment strategies, and coordinates
recruitment events. This committee meets at least once per academic semester and as needed. Three student representatives, one each from the BSN junior and senior and AASN classes, serve on this committee. Student representatives will be excused when applicants are discussed.

**Teaching Resources Committee**

The Teaching Resources Committee serves to review and make recommendations regarding supplies, audio-visual materials, computer software, and library holdings for the School of Nursing.

Three student representatives, one each from the BSN junior and senior and AASN classes, serve on this committee, which meets at least once each academic semester.

**Curriculum Committee**

The Curriculum Committee plans, revises and evaluates the curriculum to assure quality education. The Curriculum Committee assures the program of learning adheres to the criteria established by the Arkansas State Board of Nursing, the Commission for Nursing Education Accreditation (CNEA), and the American Nurses Association. Three student representatives, one each from the BSN junior and senior and AASN classes, serve on the committee, which meets at least monthly.

**Professional Standards Review Committee**

The Professional Standards Review Committee (PSR) serves as the final step in the appeal process within the School of Nursing. Students may be referred to the PSR Committee by the School of Nursing dean or a faculty member, or may request a hearing as part of the appeal process. No student representatives serve on this committee.

**Disciplinary Process**

The dean of the School of Nursing or faculty member requesting disciplinary action must adhere to the following process:

1. Submit a counseling record documenting detail of the violation to the PSR Committee Chair.
2. The PSR Committee Chair will schedule a special meeting within five (5) business days if no regular meeting is scheduled.
3. The Course Coordinator will notify the student of the meeting time and place at least 72 hours prior to the meeting.

**SON Student Appeal Process**

1. A student appealing a grade or other disciplinary action is required to adhere to the following process:
2. Submit a written request for a conference to the instructor whose grade or disciplinary action is in question.
3. If the problem is not resolved with the instructor, the student should schedule an appointment with the Course Coordinator.
4. If resolution is still not reached, the student will meet with the School of Nursing dean.
5. The student may then appeal to the Professional Standards Review (PSR) Committee. The student should submit a written request for a hearing to the Committee Chair within 72 hours of the conference with the dean. The PSR Committee Chair will schedule a special
meeting within five (5) business days if no regular meeting is scheduled.

6. The student may then appeal the PSR Committee decision to the UAM Academic Appeals Committee using the procedure outlined in the UAM catalog.

UAM Student Appeal Process Academic Appeals Process

A student may appeal an academic decision. Please see the information below regarding specific types of appeals and appeal steps.

**Appeals of Course Grade**

A student disputing a semester grade should first complete a Grade Appeal/Proof of Mediation form which is online and at the Academic Affairs webpage and available in the Office of Academic Affairs and consult with the instructor of the course. If resolution is not reached, the student should consult with the Academic Unit Head. If the dispute remains unresolved, the student should consult with the Vice Chancellor of Academic Affairs. If no resolution is found, the Academic Appeals Committee will hear an appeal.

*NOTE: The Academic Appeals Committee will only hear grade appeals after mediation of the issue by the Vice Chancellor for Academic Affairs proves unsuccessful.*

**Appeals Due to Suspension for Poor Academic Performance**

Students wishing to appeal suspension or dismissal from the University due to poor academic performance must file an appeal with their campus of enrollment by completing an Academic Appeals Form. Students must file the Academic Appeals Form and supporting documents with the Office of Academic Affairs on the Monticello Campus or the Director of Instruction on the McGehee or Crossett campus. Appeals of suspension which affect a student’s enrollment for the next academic semester will be heard by the Academic Appeals Committee at its regular meeting during the first day (and longer if necessary) of registration at the start of each semester (fall or spring). Should a student be registered for the same number of hours on any of the campuses that includes the Monticello campus, the Monticello Academic Appeals Committee will resolve the issue. Should a student be registered for the same number of hours at both the McGehee and Crossett campuses, the Academic Appeals Committee at the campus location where the student academic issue originates will hear the appeal.

*NOTE: Students denied an appeal and suspended from any campus of the University of Arkansas at Monticello are not permitted to enroll in or attend any other campus of the University of Arkansas at Monticello.*

**Appeals of a Decision by an Academic Officer/Board**

Students wishing to appeal an academic decision originating from a dean, assistant dean, department head, instructor, or departmental ethics/standard board may appeal through the Academic Appeals Committee on the respective campus on which the original violation occurred. Student appeals of this nature should not be an emotional plea but must contain evidence of at least one of the following:

- Irregularities in due process that may have influenced the outcome of the hearing;
- Demonstrated prejudice against the student by any participating board member(s);
- Introduction of new evidence not available at the time of the original decision; or
- The sanction imposed did not fit the offense.

Students wishing to appeal such an academic decision must file an appeal with their campus of enrollment by submitting an Academic Appeals Form and supporting documents with the Office of Academic Affairs on the Monticello campus or with the Director of Instruction on the McGehee or Crossett campus. A required part of the Academic Appeals Form is a word processed letter offering explanation for the appeal. A student who does not supply the Academic Appeals Form and the
supporting letter will be denied an appeal. The Academic Appeal Form contains instructions and requirements regarding the support letter.

The Academic Appeals Form and supporting letter must be received by the Office of Academic Affairs on the Monticello campus or by the Director of Instruction on the McGehee or Crossett campus within 48 hours following receipt of the original decision. (The date and time of delivery of the original decision to the student should be noted on the original decision letter/form by the originating person or body). If those 48 hours encompass a weekend, holiday, or modified calendar, the Academic Appeals Form and supporting letter must be received by 8:30 a.m. the next working day. Documents received after this time will be denied and the original decision will stand. The date and time of receipt of the student’s appeal form and supporting letter will be recorded on the documents by the Office of Academic Affairs on the Monticello campus or by the Director of Instruction on the McGehee or Crossett campus. A copy of the Academic Appeals Form indicating date/time of receipt will be provided to the student upon request.

The Vice Chancellor of Academic Affairs on the Monticello campus or the Director of Instruction on the McGehee or Crossett campus will schedule the Academic Appeals Committee meeting within three (3) working days after receipt of the appeal documents. If during those three days, the University experiences a closing or implements a modified calendar, the appeals committee will convene at the earliest day and time possible.

Representation at Disciplinary Hearings

Neither the accused nor the University shall have legal counsel present unless the student also faces criminal charges. Due to FERPA legislations, parents/legal guardians may not attend judicial hearings, unless consent is given by all involved students. In addition, no other visitors are permitted to attend judicial hearings. (See UAM Catalog pg. 41 Judicial Rights)

Academic Advisement Report

Baccalaureate students must file an official academic advisement report following completion of 70 hours and prior to the completion of 90 hours. The report becomes official when it is signed by the student, advisor, dean, and registrar. This process is designed to assist the student in obtaining a degree. Lack of knowledge or incorrect interpretation of University policies and regulations does not remove the obligation to satisfy all requirements for a degree. The student bears the ultimate responsibility for completing a degree program.

Name and Address Changes

Any student whose name changes while enrolled in the nursing program is to notify the Registrar’s Office and the School of Nursing. Notification is extremely important to effectively maintain documents, filing systems, and data storage. Name changes are particularly important when applying for licensure. Students must be sure the information on their driver’s license is correct since criminal background checks and Arkansas State Board of Nursing applications for licensure are verified by driver’s license. Address and phone number changes are important for many reasons. Please provide the School of Nursing Secretary with address and phone number changes in case the faculty need to contact you and to maintain current files.

Withdrawal from the Program

A student who wishes to withdraw from the nursing program or the University should follow the guidelines in the UAM Catalog.
Readmission to the Nursing Sequence

Any student that has failed/withdrew from the nursing sequence and seeks readmission to the School of Nursing is considered a readmit student. A student who discontinues the nursing sequence for any reason must petition the School of Nursing Admissions Committee by December 1 for consideration for readmission into the BSN program spring semester, March 1 for consideration for readmission into the AASN summer or fall semester, and May 1 for consideration for readmission into the BSN program fall semester. Students are permitted only one readmission. Readmission is not guaranteed. Acceptance for readmission is based on availability of space, documentation of a plan to correct deficiencies, and approval of the Admissions Committee and faculty. Students who are granted readmission due to course failure will be required to follow a remediation plan designed by their remediation counselor (see Student Success Plan in this handbook). Readmission of students who withdraw from a nursing course for reasons other than failure will be considered by faculty on an individual basis after the student has reapplied for admission and has submitted a letter explaining how the problems that led to withdrawal have been remedied. Any student seeking readmission, who has been out of the program for more than one year, must complete another application and submit with a request letter. Students who are readmitted are accountable for the degree requirements in force at the time of readmission. Students who have been out of any nursing sequence for 12 months or greater must comply with new admission criteria effective July 1, 2019.

BSN readmission

A student who discontinues the nursing sequence for any reason must petition the School of Nursing Admissions Committee by December 1 for consideration for readmission into the spring semester and May 1 for consideration for readmission into the fall semester. BSN applicants who are accepted for readmission and have been out of the program for more than one year must restart the nursing sequence with NURS 3333 Health Assessment. A student who is accepted for readmission to any Concepts course within one year of failure or withdrawal must do the following:

- If failed or withdrew from NURS 311V Concepts in Nursing Care I- retake NURS 311V Concepts in Nursing Care I. If successfully completed NURS Skills- audit Skills course, pass all Skills check-offs, and resume the nursing sequence;
- If failed or withdrew from NURS 332V Concepts in Nursing Care II- retake NURS 311V Concepts I course, pass Skills check-offs, and resume the nursing sequence;
- If failed or withdrew from NURS 444V Concepts in Nursing Care III- retake NURS 332V Concepts in Nursing Care II, pass Skills check-offs, and resume the nursing sequence;
- If failed or withdrew from NURS 452V Concepts in Nursing Care IV- retake NURS 444V Concepts in Nursing Care III, pass Skills check-offs, and retake NURS 452V Concepts in Nursing Care IV.

AASN readmission

A student who discontinues the nursing sequence for any reason must petition the School of Nursing Admissions Committee by March 1 for consideration for readmission into the AASN summer or fall semester. AASN applicants who are accepted for readmission and have been out of the program for more than one year must restart the nursing sequence with NURS 1015 Principles of Nursing Care I and pass all Skills check-offs.

A student who reapplies for readmission to any Principles course within one year must do the following:

- If failed or withdrew from NURS 1015 Principles of Nursing Care I- retake NURS 1015 Principles of Nursing Care I; pass Skills check-offs, and resume the nursing sequence;
• If failed or withdrew from NURS 124V Principles of Nursing Care II- retake NURS 124V Principles of Nursing Care II, pass Skills check-offs, and resume the nursing sequence;
• If failed or withdrew from NURS 225V Principles of Nursing Care III- retake NURS 124V Principles of Nursing Care II, pass Skills check-offs, and resume the nursing sequence.

Confidentiality

Violation of the privacy rights of any client, family member, co-worker, UAM student, or faculty is considered an extremely serious example of unprofessional conduct and will be treated accordingly. Further, the student is to read the faculty-provided handbook relevant to the Health Insurance Portability and Accountability Act (HIPAA) of 1996. The student is to then give indication he/she understands the requirements of HIPAA, accepts personal responsibility for adhering to the requirements of HIPAA, and signs a statement to that effect (See Appendix E). A student will be dismissed from the School of Nursing for any violation of confidentiality.

Unlicensed Practice

Students may perform activities usually restricted to licensed nurses in academic and clinical settings only when practicing under the supervision of assigned faculty. Under the regulations governing the practice of nursing in Arkansas, any unlicensed person who performs activities which are limited to licensed nurses is guilty of practicing nursing without a license. Students are not under faculty supervision when employed in health care facilities.

Application for NCLEX-RN

The application information to take the NCLEX-RN in Arkansas is provided by the dean to the student while students are meeting the requirements of NURS 4504 Leadership and Management in Professional Nursing course (BSN) and NURS 225V Principles of Nursing Care III (AASN). The student is responsible for completing the online application process and paying the testing fee. A criminal background check is required by the Arkansas State Board of Nursing when applicants apply to take the licensure examination (NCLEX-RN). A fee is charged for the criminal background check. Finger printing and completion of online forms are the student’s responsibility. All application fees for NCLEX-RN testing are the responsibility of the student.

NCLEX-RN Testing Policy after Three Years of Graduation

Graduates who do not test within three years of graduation will be required to enroll in and successfully complete a UAM School of Nursing approved licensure examination preparatory course before receiving validation to test.

Criminal Background Check

Many healthcare facilities utilized for student clinical experiences require completion of a criminal background check. Therefore, all students entering the UAM School of Nursing programs will be required to complete the criminal background check as instructed by the School of Nursing. Students will receive instructions regarding criminal background checks. Information about the In addition, the Arkansas State Board of Nursing requires a criminal background check by the Federal Bureau of Investigation and by the Arkansas State Police for graduates of nursing schools before taking the Registered Nurse Licensure Examination (NCLEX-RN). Criminal background checks are at the expense of the student and remain confidential.
Students Convicted of a Crime

The Arkansas State Board of Nursing (ASBN) has the authority to deny licensure to any person who has been convicted of a crime. Conviction of a crime may prevent a student from taking clinical courses, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), or becoming licensed to practice as an RN. Successful completion of this program does not assure ABSN’s approval to take the NCLEX-RN per ACA 17-87-312. If you have any questions or have been convicted of crimes of any type go to the following website for more information (http://www.arsbn.org/Websites/arsbn/images/NursePracticeAct.July.2015.SubChapter3.pdf) (http://www.arsbn.org/Websites/arsbn/images/CBCDocumentation.pdf), and make an appointment with the dean of the School of Nursing. Any violations or convictions during nursing school may result in dismissal from the program.

Anti-Tobacco Policy

The University of Arkansas at Monticello is a smoke-free campus. Smoking is prohibited on all University owned or leased property. Property includes, but is not limited to: buildings, facilities, sidewalks, roadways, parking lots, athletic fields and grounds. Smoking is not permitted in either University owned/leased vehicles or personal vehicles parked on University property. The University prohibits the use of any tobacco product inside any University facility or vehicle. The University prohibits the advertising, sale, or distribution of any tobacco product on University owned/leased property. Assistance to individuals in overcoming addiction to tobacco products is available through the local Drew County Health Unit through a program entitled “Stamp Out Smoking.” Parties interested in obtaining resources about smoking cessation may call the Drew County Health Unit or contact the UAM Student Health Nurse.

Drug Policy

The UAM Student Code states, “Possession, use, manufacture, or distribution of alcohol or illicit drugs is prohibited.” This policy applies to students on all University property and at University-sponsored events held off University property. Students should refer to the Drug-Free Schools and Communities Act Amendments of 1989 and the UAM Drug Policy for sanctions under this policy. UAM is a smoke free campus.

SON Drug Testing Policy

The University of Arkansas at Monticello (UAM) School of Nursing (SON) recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The SON is committed to protecting the safety, health, and welfare of its faculty, staff, and students and people who come in contact with its faculty, staff, and students during scheduled learning experiences. The SON strictly prohibits the illicit use, possession, sale, conveyance, distribution, and/or manufacture of illegal drugs, intoxicants, or controlled substances.

As a condition of enrollment, each student will sign a Substance Abuse Policy Release form agreeing to adhere to the SON Substance Abuse Policy. Drug testing may occur prior to the 1st day of clinical, at random, and for cause. Diluent negative results will not be accepted and the student will be required to retest at the student’s expense. Drug testing and follow up lab work for positive screens are at the expense of the student. Any nursing student who tests positive for illegal, controlled, or abuse-potential substances, and who cannot produce a valid and current prescription for the drug will be brought before PSR committee of the SON and may be dismissed from the
program. Medical marijuana is prohibited. Any nursing student who tests positive for marijuana will be dismissed from the program.

In addition, any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, or controlled substances, or is abusing non-prescription or prescription drugs is obligated to report this information to a School of Nursing faculty member or the dean.

Clinical Experiences

Clinical is the site for the student to enact the roles of provider of care, coordinator of care, and member of the discipline or professional. It is designed to allow the student opportunity to apply theoretical concepts to practice. Clinical experiences are arranged in a variety of settings.

Clinical Competencies

Clinical competencies are evaluated as Met (M), Progressing (P), or Unmet (U). Met (M) indicates an ability to initiate or perform independently, or with minimal prompting. Progressing indicates progressing but needs improvement. Unmet (U) indicates the student is unable to perform independently, required repeated prompting, omitted required action(s), and/or performed unsafely. Any serious client endangerment as well as serious professional misconduct (violation of the ANA Code of Ethics or Professional Standards and HIPAA Regulations) may result in immediate dismissal from the nursing program with final approval by the dean of the School of Nursing. A failing grade in either theory or clinical will result in a failing course grade.

Clinical Attendance

See the UAM School of Nursing Student Attendance Policy in prior section.

If a student misses clinical day one or two, the student may be required to complete an alternate assignment in lieu of clinical paperwork. See course specifics related to assignment. If the student misses both clinical days, the student will receive a clinical unsatisfactory grade for that week. A pattern of clinical tardiness puts the student at jeopardy for clinical failure.

Additionally, students are expected to have dependable transportation to and from clinical areas. The University does not provide transportation to clinical activities. Students with small children must have reliable child care, etc. Medical or other appointments during clinical or class time are not acceptable unless it is a case of medical emergency. It is the student’s responsibility to schedule personal appointments at times other than class or clinical time.

In the event a student must be absent from clinical, the student must telephone the clinical facility at least one hour prior to the beginning of the clinical experience for the day. The student should request to speak with the nurse in charge of the assigned area and state his/her name, reason for the absence or tardiness, the name of his/her assigned client(s), and a telephone number where he/she may be reached. The student must also notify the clinical instructor in the manner designated by that instructor. In addition, the student is to also notify the School of Nursing Secretary by 8:30 A.M.
Absenteeism in Clinical Days

<table>
<thead>
<tr>
<th>Clinical days per week (preplanning day is counted as 1 day)</th>
<th>Student will fail the course with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More than 2 absences</td>
</tr>
<tr>
<td>2</td>
<td>More than 4 absences</td>
</tr>
<tr>
<td>3 or 4</td>
<td>More than 6 absences</td>
</tr>
</tbody>
</table>

Clinical Evaluation Process

The student’s clinical experiences are evaluated at designated times and are reviewed jointly by the student and the instructor. The student is responsible for scheduling the appointment with the instructor to review the evaluation. A narrative of the results is signed by the student and the clinical instructor, and becomes a part of the student’s permanent file. The signature is an indication the student has been evaluated and is aware of the results, suggestions, and recommendations of the instructor. Clinical evaluation forms are included in all concepts and principles course syllabi. Clinical performance is progressive throughout the semester and throughout the program of study. The student is expected to progress to a higher level of performance with each succeeding semester. Violations of the ANA Code of Ethics or ANA Standards of Care may result in dismissal from clinical and the program.

Additional Clinical Guidelines

- Students may be required to attend a clinical orientation as scheduled by the course coordinator. Students receiving instruction off-campus are expected to abide by the policies of the School of Nursing and the host institution.
- Students will be permitted to perform nursing procedures at clinical sites only after they have been checked-off in Skills Lab, per the host institution’s policy, and/or with the instructor’s approval. Performance of procedures at clinical sites prior to check-off or without instructor approval will be considered as unsafe practice.
- Proper body mechanics should be used when performing lifting or transferring clients. An elastic back support may be worn in the clinical setting.
- The student is to maintain cordial and respectful relationships with staff.
- Eating/drinking in client areas, at the nurses’ station or on any unit is not allowed.
- Smoking/Smokeless tobacco is not appropriate in the clinical area. Students who smoke must abide by the host institution’s policy. Students who smoke should ensure that smoking odors on their clothing or breath are removed before caring for clients.
- Students must remain in the clinical facility during scheduled hours and must not leave for lunch or breaks.

Clinical Equipment

The student is required to purchase the following equipment for clinical and skills lab activities:

- Bandage scissors
- Watch with a sweep second hand; NO Smart Watches allowed in clinical
- Two black ball-point pens and a small pocket notebook
- Penlight
- Stethoscope
Clinical Dress Code

Students are expected to be neat, clean, and abide by the dress code of the School of Nursing and specific regulations which may be required by the clinical facility.

The UAM nursing uniform and name pin are to be worn only during school sponsored experiences. The following uniforms are required for clinical:

**MALES:**
- Men’s Barco Zip Front Cargo Pant #8555 – Required
- Lab Coat #3124 White (WWVC) – Required
- Men’s Barco Prima Men’s Twill Zip Front Shirt #7489 White – Required
- Warm-Up Jacket #7525 White (WWVC) – Optional

**FEMALES:**
- Student Tunic #8051 White (WWY) – Required
- Women’s Elastic Pant #8320 White (WWY) – Required
- Lab Coat #3124 White (WWVC) – Required
- Double Pocket Cardigan (Women’s Jacket) #7525 White (WW&) – Optional
- Student Dress #8052 White (WWY) – Optional

Nursing emblem must be adhered to the left sleeve of the lab coat, two (2) inches below the shoulder seam. Emblems must be on uniform jackets and lab coats. Student AASN/BSN patches and UAM School of Nursing square patches must be inserted in the uniform top sleeves. The Student patch is worn in the right sleeve insert and the UAM SON patch is worn in the left sleeve insert.

**Other Clinical Dress Code**

- Dress in clean wrinkle-free uniform, and/or lab coats.
- Student photo ID must be worn in upper right corner with ID facing outward and secured with a clear badge holder. No ornamental badge holders are allowed.
- Metal, magnetic name badge must be worn on the lab coat and positioned on the left side.
- Shoes must be all white, enclosed, and leather. If shoes have strings, the strings must be clean. If shoes have a logo, it must be small.
- Socks must be white crew (no ankle, short, or no-show socks will be worn).
- Hair secured and up off collar. Hair ornamentation must be minimal and the color of hair, uniform, or neutral. Hair should be within the natural range of colors (blonde, brunette, black, auburn).
- Nails short (should not extend over fingertips). No nail polish, acrylic nails, or artificial nails.
- Jewelry must be limited to plain gold, silver, titanium, black, brown or white wristwatch and plain band rings.
- Only one small stud type earring allowed in each ear (diamonds, pearl, plain gold or silver).
- No other forms of visible body piercing allowed. This includes eyebrow piercing, tongue rings, nose rings, cartilage rings, etc.
- No bracelets or necklaces, hoops or dangling earrings.
- No hats or caps.
- No excessive make up.
- No perfume.
- No body odor.
- No visible tattoos.
• No gum chewing.
• No Fitbits, smart watches or other electronic devices.
• Men’s facial hair must be well groomed, clean, and short. No facial hair shadows allowed.

Students are responsible for maintaining the integrity of their uniforms throughout the program. The color must be white, without stains or yellowing and free from wrinkles or tears. Students who violate the dress code may be dismissed from clinical.

Professional Dress Code

When street clothes are worn during clinical activities, students are not allowed to wear sandals, stilettos, boots, low necklines, sleeveless shirts, tank tops, shorts, cargo pants, blue jeans, or blue jean style slacks. Low heels, flats, or dress shoes are allowed. No tennis shoes or open-toe shoes are to be worn.

Community Dress Code

When students participate in community activities, students are required to wear navy scrubs, white lab coat and white shoes as indicated in the dress code. All other rules addressed in the dress code apply.

Dismissal from Clinical

Students who are not prepared, or who fail to meet assigned clinical commitments, may be dismissed from the clinical experience. Dismissal from clinical will result in unsatisfactory progress for that clinical assignment. Noncompliance with the School of Nursing guidelines may result in disciplinary action by the Nursing faculty. Violation of the ANA Code of Ethics or ANA Standards of Care may result in dismissal from clinical and the program.

Student Signature in Clinical

A nurse’s signature is an indication of professionalism and accountability. Students are required to identify themselves as providers of care in the clinical setting by signing their first initial and last name followed by the title, NS (nursing student), UAM (e.g., J. Smith, NS, UAM) or as per agency policy. Clinical agencies require that the clinical instructor or agency RN co-sign all student entries made into the client record.

Examinations

Students are expected to take examinations at scheduled times. If it is impossible to take an examination at the scheduled time, the student is responsible for notifying the Course Coordinator prior to the absence. Failure to notify the Course Coordinator in advance of an absence may result in a failing grade for the examination. On the day the student returns to class, arrangements for a make-up examination must be made with the Course Coordinator. Make-up examinations may vary in type and scheduled at the Course Coordinator’s discretion. Nursing examinations may not be repeated in order to receive a higher grade.

Examinations offered in the School of Nursing consist of unit examinations and comprehensive finals for most courses. Examinations will be prepared from various sources of information found in the assigned readings, computer programs, videos, workshops, or any other sources listed in the course syllabus. Questions will measure student achievement of a course learning objective as cited in the syllabus.
Testing Procedure

Students are expected to be on time for all examinations. If tardy, extra time will not be allowed to complete the examination. Students will be instructed on the time allotted for the examination at the beginning of each examination period. Examinations will be collected promptly at the end of the period. Purses, books, cell phones/smart watches, and notebooks must be placed at the front of the classroom. Only pencils, Scantron, and the examination are allowed on desks during a paper examination. Only pencils and a blank sheet of paper are allowed for an electronic examination. The designated answer sheet (Scantron) is to be utilized and is the responsibility of the student to obtain for all paper examinations. Students are to use a No. 2 pencil for marking the scantron. Students are to write their name, the current date, ID number, the name of the course, and the examination number on the Scantron answer sheet.

Students who remove test materials from the room will have their grade for that examination invalidated and they will receive a grade of zero. Students are to keep their eyes on their own paper and are to keep their test and answer sheet flat on the desk. Students are not to take electronic exams in a group setting, unless specifically given permission by the course professor. If a professor/instructor observes behavior that indicates cheating, the student will be asked to turn in the examination and answer sheet, will be ineligible to complete the test, and will receive a grade of zero. Cheating is considered a serious offense and a violation of UAM Academic Conduct Codes and the SON Honor Code. Cheating may result in dismissal from the program.

Test Review

Student attendance at test reviews is mandatory. Test reviews will be conducted according to the following procedure:

- Test review time will be announced after the test has been graded and item analysis is completed. This will occur right after examinations are completed whenever possible. Otherwise, students will be notified of an alternate time.
- Purses, books, cell phones/smart watches and notebooks must be placed at the front of the classroom. No pencils or pens are allowed at the student’s desk during the test review.
- No conversation between students is allowed.
- The test booklet will be available to the student during the review. The students will have their Scantron answer sheet during the review.
- If there are grading questions, the student is to see the course coordinator/instructor.

- Students will be required to remain in the classroom for the duration of test review and until all test materials are collected.

Posting of Grades

No grades/scores will be posted. Examination scores may be obtained during class. Final examination grades and final course grades will not be posted. In addition, no scores will be given over the telephone. A grade of “C” is required to pass each course in the nursing curriculum. In nursing courses, 75% is required to receive a “C.” Students may obtain final grades via the web at UAM through their WeevilNet account.

Incomplete Grades

The option of taking an Incomplete (I) is available to students when, for unusual circumstances acceptable to the Course Coordinator and the dean of the School of Nursing, they are unable to
complete course requirements prior to the end of the course term. Review the UAM catalog for guidelines regarding an incomplete grade.

**Grading Policy**

The clinical component of any clinical nursing course is evaluated by the instructor and course coordinator based on clinical performance and written work. Clinical work must be satisfactorily completed to pass and to progress to the next level nursing course. An unsatisfactory performance in clinical will result in a grade of D in the theory component of the Concepts or Principles course. Achievement of 75% of total possible points is required to pass the theory component of all Concepts and Principles courses. Students must have an average of ≥75% on unit exams to be eligible to take the final exam. In addition, in all Concepts and Principles courses, students are required to score ≥85% on a drug dosage calculation examination prior to completion. The drug dosage calculation examination may be repeated only once and is not calculated into the students’ course grades. If a student is unsuccessful on the second examination, he/she will fail the course. The course grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams</td>
<td>75%</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>05%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**School of Nursing Grading Scale:**

- 90% - 100% = A
- 80% - 89% = B
- 75% - 79% = C
- 65% - 74% = D
- ≤64% = F

**Written Assignments**

Students are held responsible and accountable for scholarly preparation on all submitted assignments. Scholarly preparation includes correct spelling, grammar, and use of American Psychological Association format in addition to the specific guidelines stated in the course syllabus. Written work includes, but is not limited to, evidence based practice summaries, journals, nursing care plans, drug formats, and papers. Assignments for miscellaneous points are not optional and are required for progression through the program. Faculty may return written work ungraded to the student when there is evidence of multiple spelling errors, punctuation, and/or inappropriate grammar. Plagiarism is considered a serious offense and a violation of the UAM Academic Conduct Code as stated in this handbook. Students will upload written assignments to Blackboard as instructed by faculty.

**Arkansas Student Nurses’ Association (UAM Chapter)**

The UAM Chapter of the Arkansas Nursing Students’ Association (ANSA) is a dedicated, extremely active, and award winning group. It is open to all nursing majors. Students work closely with a faculty advisor involved in the Arkansas Nursing Students’ Association. Meetings are held monthly. The Cabinet of the UAM Chapter of the ANSA consists of an elected student President, Vice President, Secretary, Treasurer, and Historian. Purposes of the organization are to inform nursing students of current health issues and to facilitate professional nursing role socialization.
The UAM Chapter works with ANSA to initiate change, maintain quality in health care, and shape a better state of living for all individuals through projects, legislation, and individual responsibility.

Students can apply for membership online at the official National Student Nurses’ Association (NSNA) website Membership. Once on the website, choose the Join NSNA Online and sign up for new membership.

A hard copy application may be completed and mailed with dues, and is available online at the same site by choosing the NSNA Dues Schedule and Membership Application.

Current members of NSNA may access the same site and renew or update existing memberships. If a student does not receive their membership card or Imprint, they are to call NSNA at 718-210-0704 or email receptionist@nsna.org

Memberships require 4-6 weeks to be processed so students must complete application forms and pay dues to NSNA no later than August 1 in order to establish chapter size and qualify for delegate status at convention.

The Arkansas State Nursing Students’ Association holds its annual convention in the fall semester each year in conjunction with the Arkansas Nurses Association Convention (ARNA). Students enrolled in nursing courses are required to attend the state convention in order to fulfill objectives regarding the professional role of the nurse. Attendance at the NSNA Convention every spring is strongly encouraged but not required.

The SNA mailbox is located in the secretary’s office. The Imprint, the official journal of the NSNA, is widely circulated upon delivery to the School of Nursing.

Nursing students/members of NSNA are expected to uphold the responsibilities and the code of conduct of NSNA. See the following links to: NSNA Bill of Rights and NSNA Code of Academic and Clinical Conduct

**Graduation Pins/Pictures**

The School of Nursing pin and composite pictures are ordered each year in the spring semester by the graduating class. Pins are not optional for students. In order to be pinned at the annual Graduate Recognition Ceremony held before graduation, a UAM School of Nursing pin is required. Students are required to pay for the Senior Pictures, regardless of obtaining a picture. If a student is not pictured, names will be included on the class picture. Attendance at the Senior Recognition Ceremony is highly encouraged. All students will be listed on the Senior Recognition Ceremony program.

**Reference Letters**

Upon request, the School of Nursing may supply a letter of good standing or reference to an agency employing a student or a graduate school, if the student has signed a waiver for the release of information (Appendix C), and left the school in good standing. If a waiver has not been signed, a letter is sent to the requesting party stating that the school does not have written permission to release information. If the student does not leave the SON in good standing, a letter of attendance may be sent.
APPENDICES
APPENDIX A

GOVERNANCE OF THE SCHOOL OF NURSING
Governance of the School of Nursing

CHANCELLOR

Vice Chancellor for
ACADEMIC AFFAIRS & STUDENT SERVICES

Dean
SCHOOL OF NURSING
BSN; AASN

SECRETARY

FACULTY ASSOCIATION

COMMITTEES

STUDENTS

COURSE COORDINATOR

FACULTY

CLINICAL INSTRUCTOR

CLINICAL COORDINATOR
APPENDIX B

WAIVER OF HEPATITIS B IMMUNIZATION
University of Arkansas at Monticello
School of Nursing
Hepatitis B Vaccine Waiver Form

I have received information regarding the potential hazards of Hepatitis B Viral infections. I have also been informed of the availability of Hepatitis B vaccine.

I understand that the University of Arkansas at Monticello School of Nursing recommends immunization against Hepatitis B. If I choose to receive this immunization, I will contact my private physician and present proof of this immunization to the School of Nursing.

My signature below indicates that I did not receive the Hepatitis B vaccine and that I will not hold the University liable in the event that I am infected with Hepatitis B.

__________________________
Student Signature

__________________________
Date
APPENDIX C

WAIVER OF ACCESS TO CONFIDENTIAL LETTERS
WAIVER OF ACCESS RIGHTS TO CONFIDENTIAL LETTERS OR STATEMENTS OF RECOMMENDATIONS PURSUANT TO PUBLIC LAW 93-380, “FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974,” AS AMENDED

The Federal Family Educational Rights Act of 1974 provides the student the right of access to materials such as letters of recommendation for admission to educational programs, letters of recommendation of securing employment and letters of recommendation for receiving honorary recognition or other honors. The law provides that students may examine letters of recommendation placed in their educational record after January 1, 1975.

The law provides that a student may, if he chooses, waive that right of access to letters of recommendation for the areas listed above.

You should determine for yourself whether your interest will be best served by confidential recommendations or recommendations which are accessible for your perusal. Confidential recommendations will be written and submitted by the deans, faculty, and other referees with the explicit understanding that they will be read only by the party to which applicants request that they be sent. In no event will the recommendations be available for examination by any other person, including the applicant about who they are written.

Please record your decision below.

☐ I wish access to recommendations. I request that recommendations be sent to individuals requesting information about my educational record with respect to admission to other educational institutions, the applications for employment, and the receipt of an honor or honorary recognition.

☐ I expressly waive my statutory right to access the confidential letters of recommendation. I request that confidential recommendations be sent to individuals requesting information about my educational record with respect to admission to other educational institutions, the applications for employment, and the receipt of an honor or honorary recognition.

________________________________________________________________________
Signature
(Please print name)

________________________________________________________________________
Date
APPENDIX D

STUDENT HANDBOOK AGREEMENT
University of Arkansas at Monticello
School of Nursing
Student Handbook Agreement

I, ________________________, have read and understand the UAM School of Nursing Student Handbook. I have been given ample opportunity to ask questions I may have had regarding the Nursing Student Handbook and have received answers to my satisfaction. I, hereby, agree to abide by the policies and procedures outlined in the Nursing Student Handbook. Also, I understand this statement will become a permanent part of my file.

________________________________________
Student Signature

________________________________________
Date
I have read and understand the requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. I realize I am to abide by the confidentiality provision of HIPAA when providing nursing care for patients or in any clinical learning situation in any capacity as a nursing student in any health care circumstance. I realize that violations of HIPAA can result in fines and/or imprisonment. I further understand that violations of client confidentiality are a serious matter and may result in my dismissal from the nursing program in which I am enrolled in the School of Nursing at the University of Arkansas at Monticello. I agree to comply with HIPAA regulations during the time I am a student in the School of Nursing at the University of Arkansas at Monticello.

____________________________________
Student Signature

____________________________________
Date
APPENDIX F

AUTHORIZATION TO RELEASE REQUIRED CLINICAL RELATED INFORMATION
University of Arkansas at Monticello  
School of Nursing  
Authorization to Release Required Clinical Related Information

Public Law 93-380 (The Education Amendment of 1974), effective November 20, 1974, declares it unlawful for a school to release personal information unless the student files a written consent for release of said information.

I, ___________________________, authorize UAM and UAM’s School of Nursing Faculty to release to clinical agencies where SON clinical course requirements are to be met, any required clinical related information, including but not limited to current immunization and tuberculosis skin test, chest x-ray status, or Student Statement for TB Skin Test, drug test results, special needs status if any, cardiopulmonary/basic life support certification status, criminal background information, and email addresses.

Additionally, I authorize release of information to clinical agencies that I have been informed of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 requirements and regulations, and that I have been informed of actions which could constitute patient assault.

Further, I authorize release of information about my student nurse liability insurance coverage to said clinical agencies.

_____________________________________
Student Signature

_____________________________________
Date
APPENDIX G

HONOR CODE AGREEMENT
The Nursing profession is an honorable profession. We, the faculty and staff of the School of Nursing take your professional development throughout this program very seriously. This document is provided to allow mutual understanding of our expectations of you, the nursing student, throughout your course of study with us.

The following agreement summarizes the basic integrity expected of a nursing student and, ultimately, a nurse.

An honorable person does not lie, cheat, steal or display inappropriate verbal or nonverbal behaviors toward self or others. An honorable person does not tolerate such conduct by others.

I, the nursing student, am honor bound to refrain from conduct that would make me less than an honorable person.

I, the nursing student, am honor bound to report violations of the honor code committed by myself or by others.

My signature on any School of Nursing document, including homework and electronic submission of coursework, and my behavior in all settings associated with the School of Nursing, represents my affirmation of the Honor Code and demonstrates compliance with the UAM Conduct Code found in the UAM Student Handbook.

I understand and agree that my placement in the School of Nursing is a privilege, not a right that is conditional upon my being an honorable person. Any direct violation of the Honor Code will result in an appearance before the PSR (Professional Standards Review) committee with the possibility of being dismissed from the program.

__________________________________________  ______________________________
Student signature                                      Date
APPENDIX H

STUDENT STATEMENT FOR TB SKIN TEST
University of Arkansas at Monticello  
School of Nursing  
Student Statement for TB Skin Test

I, ____________________________, a student in the School of Nursing at the University of Arkansas at Monticello do so profess to be the truth that my TB skin test is positive. My last chest X-ray was negative approximately ______ years ago. I believe it is dangerous to one’s health to have unnecessary chest X-rays and I prefer not to have one performed annually. I currently have none of the following symptoms of pulmonary tuberculosis:

1. Fever  
2. Anorexia  
3. Weight loss  
4. Night sweats  
5. Fatigue  
6. Chest pain  
7. Cough  
8. Sputum production (mucopurulent sputum/hemoptysis)

__________________________________________
Signature

__________________________________________
Date
APPENDIX I

DRUG TESTING POLICY AND PROCEDURE CONSENT FORM
University of Arkansas at Monticello  
School of Nursing  
Drug Testing Policy and Procedure Consent Form  

I, ________________________________, have read and fully understand the drug testing policy and procedures and agree to submit to testing as written. 

____________________________________  
Printed Name  

____________________________________  
Signature  

____________________________________  
Date
APPENDIX J

CRIMINAL BACKGROUND CHECK POLICY
Criminal Background Check Policy

Many healthcare facilities utilized for student clinical experiences require completion of a mandatory background check. Therefore, all students entering the UAM SON programs will be required to complete a criminal background check at their own expense before being unconditionally admitted to the program. The background check is to be completed through the designated organization and should be submitted directly to the UAM SON. If the background check indicates that an applicant has been convicted of a crime, the applicant will be notified of the result and will be provided with an opportunity to correct or clarify items identified in his or her background before a final admission decision is made. A criminal conviction may prevent an applicant from being admitted to the program.

It is a requirement of the Arkansas State Board of Nursing to complete another background check and fingerprinting through the Arkansas State Police and FBI during the senior year before taking the Registered Nurse Licensure Examination (NCLEX-RN). Instructions will be given to the student on the first day of classes. The results will remain confidential.

Students Convicted of a Crime

The Arkansas State Board of Nursing (ASBN) has the authority to deny licensure to any person who has been convicted of a crime. Conviction of a crime may prevent a student from taking clinical courses, the National Council Licensure Examination for Registered Nurses (NCLEX- RN) or becoming licensed to practice as an RN. Successful completion of this program does not guarantee ASBN’s approval to take the NCLEX-RN per ACA 17-87-312. ACA 17-87-312
17-87-312. Criminal Background Checks

(a)(1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Department of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.

(a)(2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.

(b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.

(c) The applicant shall sign a release of information to the Board and shall be responsible to the Department of Arkansas State Police for the payment of any fee associated with the criminal background check.

(d) Upon completion of the criminal background check, the Identification Bureau of the Department of Arkansas State Police shall forward to the Board all information obtained concerning the applicant in the commission of any offense listed in subsection (e) of this section.

(e) Except as provided in subdivision (l)(1) of this section, a person shall not be eligible to receive or hold a license issued by the Board if that person has pleaded guilty or nolo contendere to, or been found guilty of any of the following offenses by a court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:

(1) Capital murder as prohibited in §5-10-101;
(2) Murder in the first degree as prohibited in §5-10-102 and murder in the second degree as prohibited in §5-10-103;
(3) Manslaughter as prohibited in §5-10-104;
(4) Negligent homicide as prohibited in §5-10-105;
(5) Kidnapping as prohibited in §5-11-102;
(6) False imprisonment in the first degree as prohibited in §5-11-103;
(7) Permanent detention or restraint as prohibited in §5-11-106;
(8) Robbery as prohibited in §5-12-102;
(9) Aggravated robbery as prohibited in §5-12-103;
(10) Battery in the first degree as prohibited in §5-13-201;
(11) Aggravated assault as prohibited in §5-13-204;
(12) Introduction of controlled substance into the body of another person as prohibited in §5-13-210;
(13) Terroristic threatening in the first degree as prohibited in §5-13-301;
(14) Rape as prohibited in §5-14-103;
(15) Sexual indecency with a child as prohibited in §5-14-110;
(16) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §5-14-124 through §5-14-127;
(17) Incest as prohibited in §5-26-202;
(18) Felony offenses against the family as prohibited in §5-26-303 through §5-26-306;
(19) Endangering the welfare of an incompetent person in the first degree as prohibited in §5-27-201; NURSE PRACTICE ACT
(20) Endangering the welfare of a minor in the first degree as prohibited in §5-27-205 and endangering the welfare of a minor in the second degree as prohibited in §5-27-206;
(21) Permitting abuse of a child as prohibited in §5-27-221(a)(1) and (3);
(22) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child as prohibited in §5-27-303 through §5-27-305, §5-27-402, and §5-27-403;
(23) Felony adult abuse as prohibited in §5-28-103;
(24) Felony theft of property as prohibited in §5-36-103;
(25) Felony theft by receiving as prohibited in §5-36-106;
(26) Arson as prohibited in §5-38-301;
(27) Burglary as prohibited in §5-39-201;
(28) Felony violation of the Uniform Controlled Substances Act §5-64-101 through §5-64-608;
(29) Promotion of prostitution in the first degree as prohibited in §5-70-104;
(30) Stalking as prohibited in §5-71-229;
(31) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy as prohibited in §§5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection;

(32) Computer child pornography as prohibited in §5-27-603; and

(33) Computer exploitation of a child in the first degree as prohibited in §5-27-605.

(f)(1) (A) The Board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check.

   (B) The permit shall be valid for no more than six (6) months.

(2) Except as provided in subdivision (1) of this section, upon receipt of information from the Identification Bureau of the Department of Arkansas State Police that the person holding the letter of provisional licensure has pleaded guilty or nolo contendere to, or has been found guilty of, any offense listed in subsection (e) of this section, the Board shall immediately revoke the provisional license.

(g)(1) The provisions of subsections (e) and subdivision (f)(2) of this section may be waived by the Board upon the request of:

   (A) An affected applicant for licensure; or

   (B) The person holding a license subject to revocation.

(2) Circumstances for which a waiver may be granted shall include, but not be limited to, the following:

   (A) The age at which the crime was committed;

   (B) The circumstances surrounding the crime;

   (C) The length of time since the crime;

   (D) Subsequent work history;

   (E) Employment references;

   (F) Character references; and

   (G) Other evidence demonstrating that the applicant does not pose a threat to the health or safety of the public.

(h)(1) Any information received by the Board from the Identification Bureau of the Department of Arkansas State Police pursuant to this section shall not be available for examination except by:

   (A) The affected applicant for licensure, or his authorized representative; or
(B) The person whose license is subject to revocation or his or her authorized representative.

(2) No record, file, or document shall be removed from the custody of the Department of Arkansas State Police.

(i) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.

(j) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.

(k) The Board shall adopt the necessary rules and regulations to fully implement the provisions of this section.

(l)(1) For purposes of this section, an expunged record of a conviction or a plea of guilty or nolo contendere to an offense listed in subsection (e) of this section shall not be considered a conviction, guilty plea, or nolo contendere plea to the offense unless the offense is also listed in subdivision (l)(2) of this section.

(2) Because of the serious nature of the offenses and the close relationship to the type of work that is to be performed, the following shall result in permanent disqualification:

(A) Capital murder as prohibited in §5-10-101;
(B) Murder in the first degree as prohibited in §5-10-102 and murder in the second degree as prohibited in §5-10-103;
(C) Kidnapping as prohibited in §5-11-102;
(D) Rape as prohibited in §5-14-103;
(E) Sexual assault in the first degree as prohibited in §5-14-124 and sexual assault in the second degree as prohibited in §5-14-125;
(F) Endangering the welfare of a minor in the first degree as prohibited in §5-27-205; and endangering the welfare of a minor in the second degree as prohibited in §5-27-206;
(G) Incest as prohibited in §5-26-202;
(H) Arson as prohibited in §5-38-301;
(I) Endangering the welfare of incompetent person in the first degree as prohibited in §5-27-201; and
(J) Adult abuse that constitutes a felony as prohibited in §5-28-103.

If you have questions, or have ever been convicted of any type of crime, go to the following website for more information,

(http://www.arsbn.org/Websites/arsbn/images/CBCDocumentation.pdf), and make an appointment with the dean of the SON. Any violations or convictions during nursing school may result in dismissal from the program.

I,_________________________________, have read and understand this policy.

__________________________________    __________
Signature    Date
APPENDIX K

HANDHELD TECHNOLOGY USE POLICY
University of Arkansas at Monticello
School of Nursing
Handheld Technology Use Policy

Overall Goal: To support the infusion of technology into the nursing curriculum which will allow enhanced evidenced-based information and data usage.

Students will be able to rapidly and efficiently access pertinent nursing data upon which to base safe and appropriate clinical judgments using handheld technology.

During the Clinical Experience:

1. Students must adhere to the Health Insurance Portability and Accountability Act (HIPAA) of 1996 which establishes standards for use, disclosure and protection of personally identifiable health information. Students must handle all health information with care to prevent unauthorized use or disclosure of protected health information.
2. Students shall not remove, download, or copy confidential patient information on to their device.
3. Students will not store passwords, verification codes or electronic signature codes onto the device.
4. Only patient data that is non-identifying (age, race, height, weight) may be input into the device (i.e. for formula/drug calculations).
5. Because electronic messages may be intercepted by other people, the student will not use the device’s email capabilities.
6. Students will not use the camera feature at any time.
7. Students will not use the device in the presence of patients or family members.
8. Students will not abuse the privilege of using the device by making personal calls or texting in the clinical area.
9. Students will not post patient or clinical facility information to a social media (i.e. MySpace, Facebook, Twitter, Instagram, Snapchat, etc.).
10. Students shall adhere to the UAM School of Nursing Honor Code and report any violations of the policy to the clinical instructor.
11. If students do not follow this use policy, disciplinary action up to and including being dismissed from the program may occur.

During Classroom Instruction:

1. Students will not have cell phones/smart watches on their desks.
2. Students will turn off cell phones/smart watches.
3. Students will not receive or place phone calls.
4. Students will not text.
5. Students will not post to social media networks (i.e., Facebook, Twitter, etc.).
University of Arkansas at Monticello
School of Nursing
Handheld Technology Use Policy

I,__________________________, have read and fully understand the Handheld Technology Use Policy. Also, I understand that any direct violation of the Handheld Technology Use Policy may result in an appearance before the PSR (Professional Standards Review) committee with the possibility of being dismissed from the program.

________________________________________
Signature

________________________________________
Date
APPENDIX L

PHOTOGRAPHY CONSENT FORM
PHOTOGRAPHY CONSENT FORM

UNIVERSITY OF ARKANSAS AT MONTICELLO

I hereby grant full permission to the University of Arkansas at Monticello to use either my photograph and/or name (if necessary) in all forms of media, for any and all promotional purposes including advertising, display, and audiovisual use.

This consent also serves to waive all rights of privacy or compensation which I may have in connection with the use of my photograph and/or name.

Name (Please Print) ___________________________ Mailing Address ___________________________

Signature ___________________________ City, State, Zip ___________________________

Date ___________________________ Phone Number ___________________________
APPENDIX M

ATTENDANCE POLICY SIGNATURE FORM
University of Arkansas at Monticello School of Nursing  
Student Attendance Policy

I, _________________________________, have read and fully understand the attendance policy for class and clinical.

________________________________________
Printed Name

________________________________________
Signature

________________________________________
Date