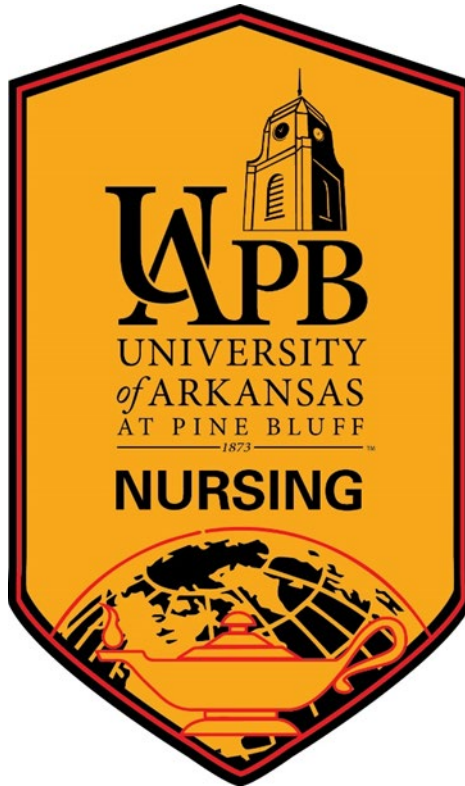


**UNIVERSITY OF ARKANSAS AT  
PINE BLUFF**



**DEPARTMENT OF NURSING**

RN TO BSN

STUDENT HANDBOOK

2024-2025

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UNIVERSITY OF ARKANSAS AT PINE BLUFF  
**DEPARTMENT OF NURSING**

Dear RN to BSN Nursing Majors:

Welcome to the University of Arkansas at Pine Bluff (UAPB) Department of Nursing! The faculty and I are honored that you have chosen this University to facilitate the pursuit of your educational goal of obtaining the bachelor's degree in nursing (BSN). We are proud to be a part of your journey toward academic excellence and mobility in the profession of nursing, a profession that makes a difference in quality of life and health care for all of us.

On May 26, 2022, the Nursing Department announced notification from the Commission on Collegiate Nursing Education (CCNE) that the UAPB Nursing Program received Initial Accreditation! The department suffered low NCLEX pass rates and CCNE pulled their accreditation from the university.

Accreditation is a quality stamp for the program. The program has applied to submit an application to apply for candidacy and that application was accepted. In June 2024 the program began writing the mini-self-study for candidacy with ACEN

This Departmental RN to BSN Nursing Student Handbook has been developed to guide your academic decisions. The Handbook will also assist with answers to departmental policies and procedure questions applicable to students. It is our expectation that students will adhere to the policies and guidelines presented in the Handbook and other official publications listed for reference.

Nursing majors are encouraged to contact nursing advisor prior to each registration period and during each semester of active enrollment to: (1) address issues associated with academic standing and progression; (2) discuss departmental or professional issues applicable to nursing majors; and (3) assure information in their student file is current.

The Nursing Department is committed to providing educational opportunities that will prepare graduates for generalist professional nursing practice. To enhance professional development, students are expected to be active participants in all learning experiences within the RN to BSN program. In addition, students are invited to participate in activities planned for all students by the University.

We extend best wishes for your success at the University of Arkansas at Pine Bluff and within the profession of Nursing.

Brenda Jacobs DNP APRN FNP-BC  
Chair, Department of Nursing

## INTRODUCTION

The Nursing Student Handbook has been developed as a guide for policies and procedures and thus, a copy is provided to each student enrolled in nursing program courses or to any student by request. It presents information regarding University and Department academic regulations and guidelines plus various student services and activities. This document in no way diminishes the student's responsibility for knowing and complying with the information in the *University Catalog* and the *University Student Handbook -ROAR (current edition)*. *The Department of Nursing policies relating to admission and progression supersede university policies.*

The goals of the RN to Baccalaureate Nursing Program at the University of Arkansas at Pine Bluff are to prepare Associate Degree and Diploma RNs:

1. With new knowledge to practice at a higher skill level as nurse generalist.
2. For increased responsibilities as an educated person in society
3. To participate in the advancement of the profession
4. To pursue a graduate degree, and
5. To engage in lifelong learning.

## POLICY STATEMENT REGARDING HANDBOOK

**The Department of Nursing reserves the right to make changes, at any time, in the individual courses and curriculum leading to the degree, and any policies contained in this handbook after receiving appropriate approval.**

## ARKANSAS ASSESSMENT OF GENERAL EDUCATION

Act 1874, passed by the Arkansas Legislature in 1993, requires all college students to be tested on their learning in the general education curriculum. The first phase of this testing began during the spring semester of 1995. Students completing between 45 and 60 hours in the Associate of Arts degree programs will be tested in the areas of mathematics, writing, reading, and scientific reasoning on the Arkansas Assessment of General Education test. Other assessments of writing skills and the fine arts will occur as well. Students eligible for the test will be notified of testing dates and times.

## INFORMATION AND CONTACTS



***For further information and questions regarding our program please contact:***

University of Arkansas at Pine Bluff  
Department of Nursing  
1200 North University, Slot 4973  
Pine Bluff, AR 71601  
Telephone: 870-575-8220

***For information and questions concerning counseling and testing services, please contact:***

University of Arkansas at Pine Bluff  
Student Assessment and Development Center  
1200 North University, Slot 4962  
Pine Bluff, AR 71601  
Telephone: 870-575-8290

***For information and questions regarding financial aid, please contact:***

University of Arkansas at Pine Bluff  
Office of Student Financial Services  
1200 North University, Slot 4985  
Pine Bluff, AR 71601  
Telephone: 870-575-8302

***For information and questions regarding admission to the University, please contact:***

Office of  
Admissions  
P. O. Box 4983  
Pine Bluff, Arkansas 71601  
870-575-8492  
1-800-264-6585

## THE UNIVERSITY OF ARKANSAS AT PINE BLUFF

### History and Development

The University of Arkansas at Pine Bluff (UAPB) is a post-secondary educational institution whose origin in 1873 was embedded in an Act of the Arkansas State Legislature. The purpose of the legislation was to provide education for the state's "poorer classes."

In 1875, Branch Normal College, a branch of the Arkansas Industrial University (now the University of Arkansas) opened its doors to seven (7) students in a one-story frame house on the corner of Lindsey and Sevier streets in Pine Bluff, Arkansas. As a branch of the Normal Department of the Arkansas Industrial University, its primary goal was the preparation of teachers. J. C. Corbin (1875-1902), former State Superintendent of Instruction and Chairman of the Board of Trustees for the Arkansas Industrial University, was named Principal of the newly created institution. With the passage of the Second Morrill Act of 1890, Branch Normal became a land-grant institution and its curriculum was expanded to include instruction in agriculture and the mechanical arts and associated trades.

Between 1911 and 1915, the curriculum was reduced to instruction in elementary and secondary coursework. Jefferson Ish (Superintendent 1915-1921), a native Arkansan who followed J. C. Corbin and several other institutional heads, reestablished programs that were lost under prior administrations and the institution was reorganized to align its programs with its designation as an 1890 land-grant institution. He developed a strong agriculture program to accompany the teaching component and initiated training in allied trades, thus establishing a strong foundation for the college.

In 1921, the name of the school was changed to the Arkansas Agricultural, Mechanical and Normal (AM&N) School to reflect the 1890 land-grant focus as well as its original goal of training teachers. In 1925-1926, AM&N School advanced to become a two-year junior college. In 1927, AM&N School was renamed Arkansas Agricultural, Mechanical and Normal College, expanded its curriculum to four years, and was made independent of Arkansas Industrial University. AM&N College operated as an independent institution for 47 years from 1927-1972. Arkansas Agricultural, Mechanical and Normal College merged into the University of Arkansas System in 1972 and was renamed the University of Arkansas at Pine Bluff.

UAPB is the only historically black college/university (HBCU) within the University of Arkansas System. In addition, it is the second oldest public educational institution in Arkansas and it is the oldest HBCU in the state. Currently, the institution's student body population is 94% African-American, 4% Caucasian and 1% other.



## **University of Arkansas at Pine Bluff Mission Statement**

The University of Arkansas at Pine Bluff is a public comprehensive HBCU 1890 Land-Grant Institution. The University embraces its land-grant mission of providing cutting edge research, teaching, outreach, and service programs that respond to the social and economic needs of the state and region. Its mission is to promote and sustain excellent academic programs that integrate quality instruction, research, and student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population. Ultimately, the University is dedicated to providing access and opportunity to academically deserving students and producing graduates who are equipped to excel through their contributions and leadership in a 21st century national and global community.

Approved by the Higher Learning Commission  
December 2015

### **THE DEPARTMENT OF NURSING**

#### **Mission of the Department of Nursing**

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

#### **Philosophy of the Department of Nursing**

##### **Philosophy**

The curriculum is based on the concepts of nursing, person, environment, health, and nursing education and *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). The UAPB program is developed based on constructivist theory and is grounded in evidenced based practice standards. The role of constructivism in the BSN program is one where the learner is treated as an adult; the student is able to make decisions about his or her educational needs and be an active participant in that educational process. The faculty believe these processes leads to the development of the ability to think critically (Rolloff, 2010). Because baccalaureate nursing education prepares generalists who learn to critically think and use evidence as the basis for practice, constructivism as a programmatic educational theory allows learners to build knowledge as part of a process for organizing and making sense of their experiences.

Additionally, the curriculum is based on the following core concepts: communication, critical thinking, clinical reasoning, clinical judgment, health promotion, human diversity, illness and disease management, professional values/ethics, and role development.

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

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

The concept of **person focuses on** individuals, families, communities, and populations who are the recipients of nursing care. Even though people have similar cultural, emotional, intellectual, physical, social, and spiritual characteristics, each is unique deserving individualized, holistic, just, respectful, compassionate, evidenced –based, and developmentally appropriate care.

The **environment** entails those internal and external systems and factors which influence health and safety of health care recipients and providers. The nurse manages health care systems in assisting clients to achieve health and to promote safety in the work environment. The curriculum incorporates Quality and Safety, Education in Nursing (QSEN) standards and nationally established safety goals. A safe environment is one with the absence of internal and external threat or danger or opportunity for error.

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

**Nursing Education/Learning** prepares graduates to practice within professional guidelines and professional standards. The faculty believe that education is achieved best in an environment of trust that is developed between the teacher and the learner. In this environment, students learn to trust

the teacher and themselves, thereby, becoming competent in delivering safe and appropriate nursing care. Thus, the teaching learning environment supports the acquisition of clinical competence through continual improvement in clinical reasoning, clinical judgment, and the implementation of appropriate nursing interventions. This environment supports the development of nursing leaders who are capable of influencing health care delivery and health care policy decisions. Finally, this supportive teaching-learning environment fosters the development of a love for life-long learning in graduates. This technical learning environment requires that faculty engage in continuous educational and professional development.

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

Finally, baccalaureate nursing education prepares graduates with a foundation for master's study.

### **Graduate Competencies**

The Department of Nursing graduate competencies are congruent with the mission of the university and are derived from the program's philosophy. The philosophy and graduate competencies serve as the framework for program development and maintenance. The graduate competencies are based on *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2023). The graduate competencies are as follows:

1. Synthesize knowledge from nursing science, the liberal arts and sciences as a basis for delivering safe and culturally sensitive care across the life span to diverse populations focusing on promotion of health and well-being/disease prevention; chronic disease care; regenerative/restorative care; and hospice/palliative. **(Domain 1: Knowledge of Nursing Practice);**
2. Integrate therapeutic and collegial communication and collaboration skills to create, design, manage, and coordinate the implementation of quality healthcare improvement. **(Domain 2: Person Centered Care);**
3. Integrate knowledge of health promotion and disease prevention principles and their impact on delivery of health care in improving client population health outcomes via Interprofessional collaborations. **(Domain 3: Population Health);**
4. Demonstrate understanding of the research process and apply knowledge of established findings to improve healthcare outcomes. **(Domain 4: Scholarship for the Nursing Discipline);**

5. Employ evidence-based safety and quality improvement principles to ensure a culture of client, provider and work environment safety (**Domain 5: Quality and Safety**);
6. Demonstrate the ability to use leadership skills and knowledge of quality improvement to deliver high quality healthcare. (**Domain 6: Interprofessional Partnerships**)
7. Use evidence-based practice findings in interdisciplinary collaborations to improve client outcomes within complex health care systems. (**Domain 7: Systems- Based Practice**)
8. Integrate knowledge of information technology and client care technology to deliver appropriate and high-quality care in one's own professional practice. (**Domain 8: Informatics and Healthcare Technology**);
9. Integrate personal beliefs and professional values of altruism, autonomy, human dignity, and social justice into one's own professional practice. (**Domain 9: Professionalism**); and
10. Engage in self- reflection that fosters personal health and wellbeing; and contributes to lifelong learning in support of acquisition of nursing expertise and ongoing development of leadership skills. (**Domain 10: Personal and Professional Leadership Development**).

### **Student Learning Outcomes**

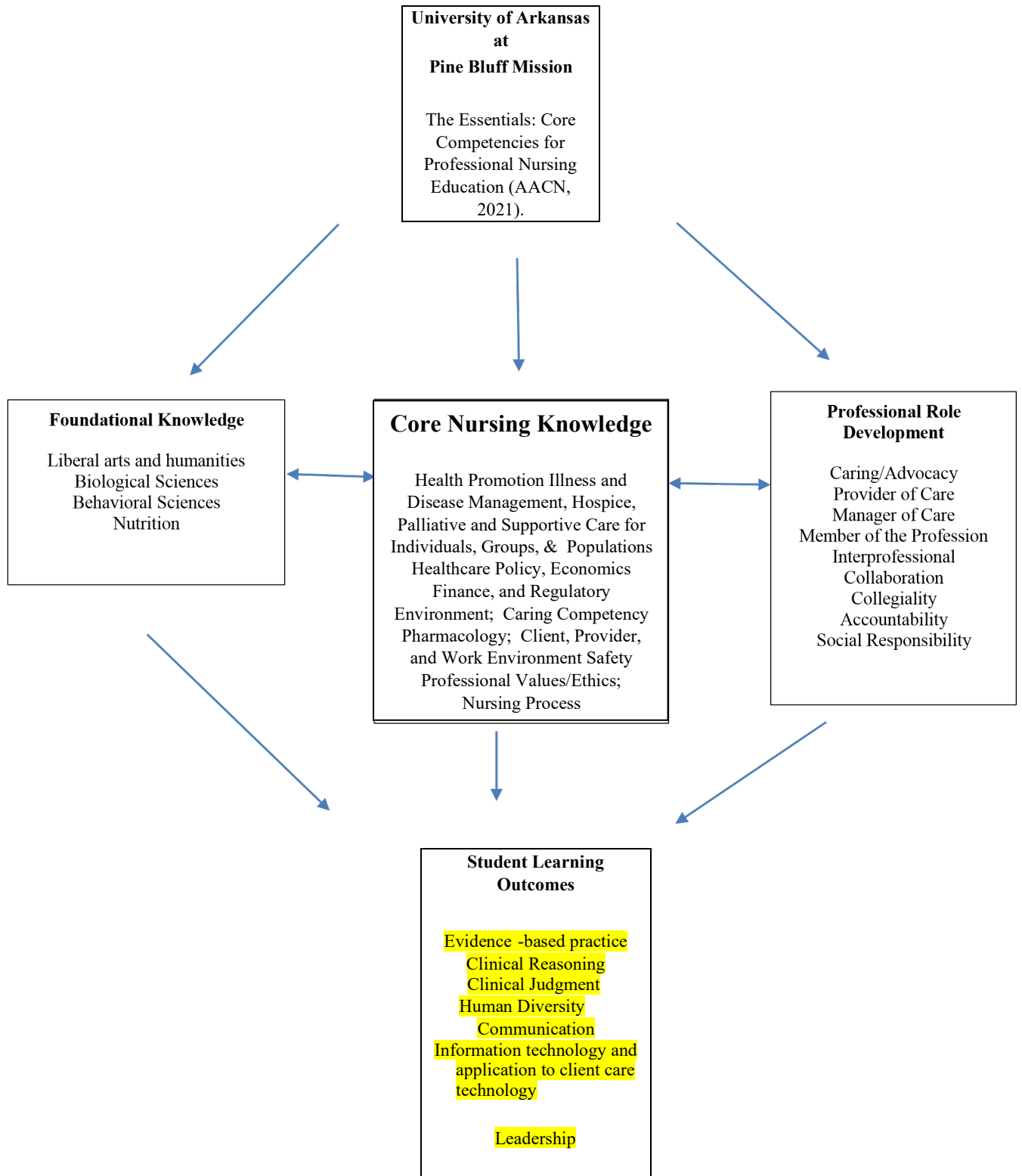
## **ORGANIZING FRAMEWORK**

The philosophy and the student learning outcomes are the basis of the curriculum. The Philosophy and graduate competencies are actualized through the organizing framework which uses the University's Mission and The Essentials: Core Competencies for Professional Nursing Education (AACN, 2023) as the basis for curriculum development (see Figure 1). The major concepts in the framework are foundational knowledge, core nursing knowledge, professional role development, and program outcomes. Foundational knowledge includes prerequisite courses in the liberal arts and humanities, biological sciences, behavioral sciences, and nutrition which form the basis for nursing education. Core nursing knowledge represents concepts from the philosophy of the Department of Nursing as well as course content. These concepts are health promotion; illness/disease, hospice,

palliative and supportive care management; healthcare policy, economics, finance, and regulatory environment; pharmacology; caring competency; and client, provider, and work environment safety.

Program outcomes are concepts from the graduate competencies of the nursing curriculum. These concepts include evidence-based practice, ethics, clinical reasoning, clinical judgment, human diversity, communication, information technology and leadership. Professional role development is identified in the philosophy and includes professional values/ethics, caring/advocacy, the practice roles of the professional nurse, interprofessional collaboration, collegiality, accountability, and social responsibility. Foundational knowledge, core nursing knowledge, and program outcomes affect each other and affect professional role development. Program outcomes are concepts from the graduate competencies of the nursing curriculum. These concepts include evidence-based practice, ethics, clinical reasoning, clinical judgment, human diversity, communication, information technology and leadership. Professional role development is identified in the philosophy and includes professional values/ethics, caring/advocacy, the practice roles of the professional nurse, interprofessional collaboration, collegiality, accountability, and social responsibility. Foundational knowledge, core nursing knowledge, and program outcomes affect each other and affect professional role development.

Figure 1  
**Organizing Framework**



## THE RN TO BSN PROGRAM

Students enrolled in the RN to Bachelor of Science Degree Program are licensed RNs with an A.S. degree or Diploma in Nursing from a regionally accredited Nursing program. The RN to BSN program will build upon the Associate degree in Science Nursing and/or Diploma education. The general education and common prerequisites enhance the development of the cultural, intellectual, and social aspects of the professional nurse through a curriculum which incorporates a clear scope and sequence of coursework that matriculates a seamless transition.

The upper division nursing coursework is designed to prepare professional nurses to use the latest technology, new knowledge, abilities, and skills to be effective in the current interdisciplinary setting and to prepare creative leaders for the promotion of quality health care in the complex dynamics of global and health care environments.

**Nursing Majors: (NURN)** students are licensed as a Registered Nurse and accepted to the RN-to-BSN program Option

### RN-to-BSN Admission

Applicants who are licensed as a Registered Nurse (RN) through a Diploma or an Associate Degree program must meet all application, admission and degree requirements described for admission to the Upper Division nursing, (*see Admission Upper Division Nursing Requirements below*). Applicants are eligible to receive credit based on the “Arkansas Progression Model Agreement”. To apply for admission, refer to “Admission, Nursing Program Requirements”, steps 1-11 (p.19). In addition, the following also apply:

- a. Must be a graduate from a diploma or associate degree program.
- b. Must possess a current unencumbered license to practice as a registered nurse licensure status in Arkansas or compact state that covers Arkansas. The nursing license must be active and unencumbered. Students admitted to the program will be required to maintain an active unencumbered license for the duration of the program. The student is responsible for notifying the department of any updates or changes in licensure.
- c. **Exception:** Recent graduates of associate degree nursing programs may apply if they possess a Temporary Permit and evidence of a date for NCLEX-RN. Applicants possessing Temporary Permits are accepted as “Conditional” and will not be allowed to progress if unsuccessful on the NCLEX-RN first write. A license from a compact state with privilege to practice through a compact agreement is also accepted.

RN-to BSN students receive credit for Fundamentals of Nursing, Adult Medical Surgical Nursing, Maternal Nursing, Pediatric Nursing, and Psych-Mental Health Nursing through the Arkansas Progression Model agreement.

## ADMISSION RN-to-BSN Nursing Requirements

The basic liberal arts and science courses undertaken prior to admission to the nursing program provide the foundation for the nursing courses as these courses promote understanding of individuals as they exist in health and illness.

In order to be considered for admission to RN-to-BSN Nursing, the applicant must initially satisfy the following criteria:

1. Gain admission to the University by submitting a formal application and all supporting materials, including official transcripts or GED test scores, ACT or SAT test scores, health forms, and immunization records to the Office of Admissions and Academic Records by the appropriate deadlines. For more information contact:

University of Arkansas at Pine Bluff  
Office of Admissions  
1200 N. University, Slot 4983  
Pine Bluff, Arkansas 71601  
(870) 575-8492

2. Declare nursing as an intended major. Declaration of nursing as a major does not guarantee admission to the nursing program. Faculty reserve the right to approve admission only for students who satisfy all academic requirements.
3. Have a cumulative GPA of 2.5 on a 4.0 scale (only nursing prerequisites will be used to calculate the admission GPA). The minimum grade in a prerequisite course is “C”; a prerequisite can only be repeated once and only two prerequisite courses can be repeated. Applicants must have completed all general education prerequisite courses before admission to the nursing program. *Failure to take and pass all required\* prerequisite courses **will** result in denial of admission. Conditional admission to the BSN program will be determined by the Nursing faculty.*

Applicants will be notified in writing of their admission status after all requested credentials and materials have been received and reviewed by the Department of Nursing’s Admissions and Academic Standing Committee. **Student enrollment may be limited in proportion to faculty load and/or clinical facilities available.**

The Department of Nursing has established policies and procedures for admitting/readmitting students when there are more applicants than the Department is able to admit. To facilitate consistent and fair practices when admitting/readmitting students into the nursing program, the following conditions apply:



- a. The student must meet all application, admission, and degree requirements.
- b. The student must submit his/her application by the established departmental deadline.
- c. All applicants eligible for admission will be rank ordered according to the following admission criteria:
  - (1.) Highest Admission Exam scores
  - (2.) ACT score (If GPAs are equal, the higher ACT will determine rank)
  - (3.) GPA (Students with the highest GPA will receive higher ranking)
- d. **Students seeking initial admission to the nursing program will be considered prior to students seeking readmission to the program.**  
Selection Policy:
  - Priority 1:** New students meeting All admission criteria
  - Priority 2:** Students requesting readmission who failed one (1) course or left for non-academic reasons
  - Priority 3:** Students with highest overall score on admission scoring form.
- e. Eligible students who are not admitted will be placed on an Alternative waiting list according to the rank-order established under procedure “c” listed above; and
- f. The “Waiting List” of eligible applicants will be maintained by the Department of Nursing until the cohort is seated for the term. Students not admitted during an admission cycle must reapply. The Nursing Department will not retain admission files for students not admitted during the cycle for which the application was submitted.

**A student who has been denied admission to the nursing program or left the program for any reason must RE-APPLY EACH YEAR to be considered for enrollment.** Students permanently dismissed from the nursing program are not eligible for readmission and should not reapply.

4. Have successfully completed the Collegiate Assessment of Academic Proficiency Test (CAAP) and the English Proficiency Exam.
5. Have attained an acceptable score on the Department of Nursing admission exams.
6. Submit an application to the Admission Committee in the Department of Nursing by June 15<sup>th</sup> of the year preceding planned admission to the program.
7. Submit application and official copies of transcripts from all schools attended to the Admission Committee.
8. Submit documentation of a score of 17 or above on the ACT test or document completion of the University’s Basic Studies Program.

9. If the applicant is an international student and is basing admission eligibility on credits from an international accredited college or university, he/she must follow the admission procedures for the University which are found in the UAPB Catalog and on the UAPB home page.
  
  10. When admitted the applicant must provide results:
    - a. T.B. Skin Test or Chest X-ray with negative results
    - b. Hepatitis B Series (x3)
    - c. Varicella Vaccines x 2 (or Titer)
    - d. Tetanus (within 10 yrs.)
    - e. Flu Vaccine\*\*
    - f. Covid -19 Vaccine\*\*
    - g. Current CPR Certification
    - h. Submit to Urine Drug Screen
    - i. Provide proof of submission to a \*criminal background check during the admission
- \*\* Required for specific clinical agencies

The cost of these screenings is at the expense of the individual student. State law requires that students applying for acceptance into a medical education program submit to State and Federal \*CBC's prior to admission. The admission CBC is in addition to the Arkansas State Board of Nursing (ASBN) CBC that was required prior to sitting for the NCLEX-RN. The Department uses [CastleBranch](#) for student admission CBC's. Students must log on to this site, set up an account and request the CBC. Results are posted on the CastleBranch portal in a secure tamper-proof location. This allows only the student and the Nursing Department administrators to view the results.

Successful applicants will be notified in writing of their admission status after all requested credentials and materials have been received and reviewed by the Department of Nursing's Admissions and Academic Standing Committee. **Student enrollment may be limited in proportion to faculty load and/or clinical facilities available.**

## **RN-to-BSN Student Selection Policy**

This policy applies when the number of qualified students who meet all applicant criteria is more than the available student slots. When this occurs, students are selected for the cohort based on the following priorities:

**Priority 1:** Students meeting all admission criteria. Students must score 65 or above to be considered in this priority.

**Priority 2:** Students who request consideration for readmission who failed one (1) course or left the program for non-academic reasons in good standing.

**Priority 3:** Remaining slots will be filled based on applicant overall score on the Admission Score Sheet

After the maximum number is reached, students will be placed on the **Alternative List** based on total points achieved on the Admission Score Sheet.

## ***THE ARKANSAS NURSING EDUCATION PROGRESSION MODEL***

### PHILOSOPHY

The discipline of nursing is pluralistic and multifaceted. It has various entries and exits provided by numerous types and levels of educational programs. A common core of knowledge is shared by all of nursing education. Educational programs that recognize this common core better serve the individual nurse, as well as the public and the nursing profession. This recognition facilitates the educational mobility of students. “Educational mobility allows movement of the nurse from one type of licensure to another and from one type of program (LPN, LPTN, Diploma, ADN, BSN, MSN) to another with maximum ease and recognizes the value of prior nursing education” (Arkansas Nurse Educators’ White Paper, 1990, pg. 1).

Efficient and effective educational mobility of individuals is promoted by articulation arrangements, agreements, and progression models among institutions. The progression model facilitates educational mobility by one program’s courses being comparable with courses in another program that offers a higher level of education (Arkansas Nurse Educators’ White Paper, 1990, pg. 1). Educational mobility should be limited only by the nurse’s ability and personal choice. The following assumptions support an articulation model to facilitate nurses’ continued education within the State of Arkansas.

1. Reality mandates the necessity for educational mobility within the discipline of nursing.
2. The public and the nursing profession are best served by a statewide nursing education progression model characterized by admission of students with advanced standing.
3. Nurse educators are best qualified to design and implement nursing education progression models.
4. Each nursing educational program is unique within itself and its community.
5. Learning outcomes of educational programs verify achievement of the graduate regardless of entry characteristics of the student.

- 6. The discipline of nursing is ever changing; therefore, a nursing education progression model must be periodically evaluated.

NURSING EDUCATION PROGRESSION MODEL ELEMENTS

Nursing education programs participating in the Arkansas Nursing Education Progression Model agree to the following:

- Non-nursing credits from regionally accredited institutions of higher learning may be transferred, subject to individual college/university policies.
- Non-nursing credits from non-regionally accredited institutions of higher learning are not transferable.
- Nursing credits from the previous nursing education program are held in escrow until all graduation requirements have been met. Upon completion of all graduation requirements the following courses are noted on the transcript as being accepted.

ARN1402 Fundamentals of Nursing Care  
 ARN2301 Pharmacology for Nursing Practice  
 ARN2804 Medical Surgical Nursing  
 ARN3303 Medical- Surgical Nursing Care  
 ARN2401 Nursing Care of the Childbearing Family  
 ARN3404 Psychiatric-Mental Health Nursing  
 ARN3430 Nursing Care of Children

- Minimum number of nursing semester credit hours that will be awarded for previous nursing learning and the maximum number of nursing semester credit hours that will be required to be completed in the program will be adhered to as specified in Tables 1 & 2 below.
- Requirements for testing/non-testing and work experience will be adhered to as specified in Table 3 below.

Arkansas Nursing Education Progression Model, cont.

**Table 1: Nursing Credit Parameters for the Progressing LPN or LPTN**

The LPN or LPTN articulating to:	Associate Degree in Nursing *	Baccalaureate Degree in Nursing	Diploma in Nursing
Will be awarded <u>at least</u> the following number of semester credit hours	6 semester hours in nursing	11 semester hours in nursing	25 semester hours in nursing

Will be required to complete <u>no more than</u> the following number of semester credit hours	40 semester hours in nursing	59 semester hours in nursing	60 semester hours in nursing
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\* LPN-to-RN Associate Degree Programs, which admit only LPNs and no unlicensed students, might not record the articulating credit on the student's transcript and still meet this parameter.

**Table 2: Nursing Credit Parameters for the Progressing RN who graduated from an associate degree or diploma program that was NLNAC or ACEN accredited; or, Arkansas State Board Approved at the time of graduation**

The RN progressing to:	Baccalaureate Degree in Nursing*
Will be awarded <u>at least</u> the following number of semester credit hours in nursing by either transfer credit OR progression but not BOTH	33 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours in nursing.	38 semester hours in nursing

\*RN-to-Baccalaureate Degree Programs, which admit only RNs and no LPNs or unlicensed students, might not record the progression credit on the student's transcript and still meet this parameter.

**Table 3: Progression Testing and Work Experience Requirements**

< 12 Months After Graduation	> 12 Months After Graduation
No testing for progression required – some programs may require math competency exam for articulation.  No work experience required – except it may be required for accelerated tracks within programs.	No testing for progression required if during past 12 to 24 months have had at least 1000 hours of nursing employment. For progression to Associate Degree Programs this work experience must be in acute or long-term care settings. Individual schools may have special requirements for work experience settings.
	The individual school may require testing if work experience requirement not met.

Nurse; RN – Registered Nurse

Approved by NANEP: September 1992 Revised  
by NANEP: 2002, 2003

**DRAFT 10/22/03; revised 2/25/04; revised 11/08/04**

**Revised by NANEP 2014**

**Approved by NANEP: 9/19/2014**

Your signature below indicates your support for and implementation of the Arkansas Nursing Education Progression Model for the indicated nursing program:

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*(Signature of Chief Nursing Education Officer, Dean, Director, Chair, Head)*

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*(Name and address of nursing program/governing institution)*

Please return your signed form to:  
The Arkansas State Board of Nursing  
University Tower Building  
1123 S. University, Suite 800  
Little Rock, AR 72204

### **Progression Policies**

1. Students must successfully complete every course within the curriculum. The curriculum plan is a suggested order for timely completion of the RN- BSN program. Faculty strongly suggest the courses be taken in sequence. If a student fails a course, he/she must wait until that course is offered again and repeat the course with a successful outcome to progress.
2. Students must maintain a nursing cumulative GPA of 3.00 to progress.
3. Students must submit to a criminal background check prior to admission. Yearly drug screens are required at the beginning of each academic year. Failure to comply will result in administrative dismissal from the program.
4. Students must have a yearly TB skin test and any other immunizations required of clinical agencies. Students are informed of required immunizations at time of Acceptance.
5. Students must maintain CPR certification.
6. RN to BSN students must maintain an unencumbered RN License to practice nursing.

## **STUDENT TRANSFER POLICY**

### **For Advanced Placement**

#### **Position Statement**

Reality mandates the necessity for educational mobility among nursing education programs and within the discipline of nursing. Although each nursing education program is unique within itself, the faculty of the UAPB Department of Nursing recognizes that a common knowledge base exists. The faculty believes that the students, the general public, and the nursing profession are best served by policies and procedures that promote educational mobility.

#### **Transfer Students**

Students transferring from a nursing program must meet the same admission criteria as current students. After a transcript evaluation has been made by the Admission/Registrar's office, the Department of Nursing administration will determine which courses are applicable to the requirements for the BSN degree prior to admission.

#### **Policy Statement**

To facilitate efficient and effective mobility of students, the Department of Nursing has established policies and procedures for transfer of nursing courses from other State Board approved BSN programs. The student's portfolio will be evaluated to ensure that continuity exists in the areas of course content, participatory experiences, purposes and outcomes between programs.

#### **Procedures:**

1. The student must meet all application, admission, and degree requirements of UAPB and the Department of Nursing.
2. The student must provide a copy of the nursing course syllabi and university catalog for evaluation of each nursing course submitted for transfer credit.
3. Each student transcript and transferable courses will be evaluated on an individual basis.
4. The student must complete at least thirty (30) credit hours above the 1000 level in residence. Twenty-one (21) of these credits will be UAPB senior level courses.
5. The student must submit an official and current letter of standing from the Chairperson, Dean, and/or Director of the program/school from which the student is transferring.
6. Any upper-division nursing courses appearing on the transcript that are greater than five (5) years old, will not be accepted for transfer.



**University of Arkansas at Pine Bluff Curriculum for Bachelor of Science  
Degree in Nursing RN-to-BSN  
CURRICULUM FOR BACHELOR OF SCIENCE DEGREE  
IN NURSING RN-to-BSN Track**

**Web-based/Hybrid RN-to-BSN Program Curriculum**

Liberal Arts and Sciences Prerequisite Courses	Credit Hours	Nursing Courses	Credit Hours	Weeks Offered
		<b>Spring</b>		
ENGL 1311 English Composition I	3	NURN 3313 Nursing Transition	3	7
ENGL 1321 English Composition II	3			
MCOM 2390 Speech or Oral Communications	3	NURN 3314 Health Promotion & Assessment for RN Practice	3	7
ENGL 2300 World Literature I or Higher	3			
PSYC 2300 General Psychology	3	NURN 3316 Nursing Concepts I: Community	3	15
PSYC 2302 Developmental Psychology	3			
SOCI 2310 Sociology	3			
HIST 2315 US History I or HIST 2318 US History II or PSCI 2312 American Government	3	NURN 3209 Professional Practice I: Community	2	15
ART 2340 Art History Appreciation or MUSI 2330 Music History Appreciation	3 3			
	27	<b>Summer</b>	11	
BIOL 2451 Anatomy and Physiology I	4	NURN 3315 Informatics for Registered Nurses	3	7
BIOL 2452 Anatomy and Physiology II	4			
BIOL 3470 Microbiology	4			
CHEM 1430 General Chemistry I	4	NURN 3317 Research Methodology	3	7
	16	<b>Fall</b>	6	
MATH 1330 College Algebra	3	NURN 4316 Health Care Economics	3	7
MATH 2370 Statistics	3			
		NURN 4317 Nursing Concepts II: Leadership and Management	3	15
HUMN 2340 Effective Thinking and Logic	3			
HUMN 2301 Humanities	3	NURN 4214 Professional Practice II: Leadership and Management	2	15
HUSC 1311 Nutrition	3			
	15	<b>Spring</b>	8	
<u>University Requirements:</u> HLPE 1110 – 1125 Physical Education	1	NURN 4318 Nursing Concepts III: Ethics & Theory Integration	3	7
BAS 1210 Personal and Social Development	2	NURN 4319 Professional Practice III: Role Integration	3	7
	3		6	
<b>Total Hours</b>	<b>61</b>	<b>Total Nursing Hours</b>	<b>31</b>	
		<b>Hours Awarded through Arkansas Nursing Education Progression Model</b>	<b>30</b>	
		<b>Total Hours in Degree</b>	<b>122</b>	

**General Education 61; Nursing Education Hrs: 31 Hours awarded through  
Arkansas Articulation Model: 30 Grand Total Hrs. 122**

**NOTE:** The sequence of courses as presented in the curriculum outline is recommended by the faculty. All required general education courses **MUST** be completed with a grade of “C” or above. Before deviating from the general education sequence, consult your nursing advisor. Nursing courses **MUST** be taken in sequence. Failure to take nursing courses as prescribed will result in denial of *progression*. *The BSN degree will not be awarded until satisfactory completion of all general education and nursing courses.*

## **EXPLANATION OF CREDIT, CLOCK AND CLINICAL HOURS**

When determining course credits, one (1) credit hour is equivalent to one fifty-minute lecture period. When determining clinical hours, one (1) credit hour is equivalent to three (3) clock hours of contact time for clinical and laboratory experiences. For every course with a clinical component, the clinical/practicum hours are calculated on a 3:1 ratio of theory to clinical hours. For example, NURN 4319 Professional Practice III: Role Integration has 3 credit hours, thus the clinical contact hours are the equivalent of 9 clock hours per week.

## **DESCRIPTION OF RN TO BSN NURSING COURSES**

Courses are arranged below according to the sequential curriculum plan.

### **NURN 3313 NURSING TRANSITION**

This course builds on the RN’s education and experience and allows students to identify, reflect, and examine skills needed to enhance professional nursing practice. Current trends, political, and ethical issues in practice are explored. The course also introduces students to standards and concepts of professional practice based on the Essentials of Baccalaureate Education for Professional Nursing Practice. Prerequisites: Admission to the RN-to-BSN program. Co-requisite: NURN 3314

### **NURN 3314 HEALTH PROMOTION AND ASSESSMENT FOR RN NURSING PRACTICE**

This course builds on the registered nurses clinical experience and assessment skills. The nurse expands knowledge of physical assessment, abnormal findings, and application of principles of evidence-based practice in promoting health and performing health assessment for clients across the lifespan. Prerequisites: Admission to the RN-to-BSN program. Co-requisite: NURN 3313

### **NURN 3315 INFORMATICS FOR REGISTERED NURSES**

This course advances the RN’s skill in the use of information technology in health care environments. The course explores IT methods being used by health care professionals and future trends. Prerequisites: NURN 3313, NURN 3314. Co-requisites: NURN 3316, NURN 3209, NURN 3317

### **NURN 3316 NURSING CONCEPTS I: COMMUNITY**

This course focuses on the analysis of nursing roles and their relationship to providing community health nursing. Application of knowledge from professional nursing and public health science is applied to promoting and preserving the health of diverse individuals, groups, communities, and populations across the lifespan. Prerequisites: NURN 3313, NURN 3314. Co-requisites: NURN 3315, NURN 3209, NURN 3317

### **NURN 3209 PROFESSIONAL PRACTICE I: COMMUNITY**

This course emphasizes the application of nursing process and community health concepts. Students engage in hands on, and project-based practicum experiences focused on promotion and restoration of

health within diverse populations across the lifespan for individuals, groups, and communities.

Prerequisites: NURN 3313, NURN 3314. Co-requisites: NURN 3315, NURN 3316, NURN 3317

### **NURN 3317 RESEARCH METHODOLOGY**

This course is designed for registered nurses. The focus is on the process of scientific inquiry, practical, and ethical issues involved in conducting research. Course activities emphasize understanding research methodology, statistical methods, and evaluating scientific integrity of nursing literature. Prerequisites: NURN 3313, NURN 3314. Co-requisites: NURN 3315, NURN 3316, NURN 3209

### **NURN 4316 HEALTHCARE ECONOMICS**

This course is designed for registered nurses. The focus is on the process of economic analysis of health care. This course teaches RN's the basic principles of economics and how to use those principles when addressing health care policy issues; Medical care costs; physician and hospital behavior; cost containment; production of health; demand for health care and insurance; health services personnel; review and evaluation of public programs.

Prerequisites: NURN 3315, NURN 3316, NURN 3209, NURN 3317. Co-requisites: NURN 4317, NURN 4214.

### **NURN 4317 NURSING CONCEPTS II: LEADERSHIP AND MANAGEMENT**

This course integrates leadership and management theories and concepts with the role of the professional nurse. Organizational structure and health care economic policies are used to explore health care delivery, access, quality improvement and strategies for monitoring and evaluating the effectiveness of health care delivery systems. Prerequisites: NURN 3315, NURN 3316, NURN 3209. Co-requisites: NURN 4316, NURN 4214

### **NURN 4214 PROFESSIONAL PRACTICE II: LEADERSHIP AND MANAGEMENT**

This course is the practice component to NURN 4317 and requires 90 hours of practical and/or project-based practicum experiences in exploration of the role of the clinical nurse manager. RN students apply current practice skills to expand knowledge of the role of the nurse as leader and manager in health care environments. Prerequisites: NURN 3315, NURN 3316, NURN 3209, NURN 3317. Co-requisites: NURN 4316, NURN 4317.

### **NURN 4318 NURSING CONCEPTS III: ETHICS & THEORY INTEGRATION**

This course assists the RN student with total integration of baccalaureate nursing education concepts and theories with present practice roles. Ethical and other issues affecting the practice of nursing in the 21<sup>st</sup> Century are discussed. The RN student explores new practice roles in the practicum component of this class. Lecture: 3 hours per week. Credit: 3 semester hours. Prerequisites: NURN 4316, NURN 4317, NURN 4214. Co-requisite: NURN 4319

### **NURN 4319 PROFESSIONAL PRACTICE III: ETHICS & ROLE INTEGRATION**

This course is the practicum component to NURN 4318 and provides the RN student with opportunity to synthesize and apply their expanded knowledge gained within the BSN curriculum. This course requires RN students to develop a portfolio demonstrating how previous theory and practical/project based curricular activities allowed for meeting the program objectives. Course practicum activities will incorporate different settings that affect health care delivery such as the legislature and nursing organizations. These will result in development of new ways of solving healthcare problems through application of knowledge and concepts learned throughout the program. This course must be completed

successfully to pass NURN 4318. If either the theory component or the practicum component results in a failing grade, the student will fail both components of Nursing Concepts: Theory Integration and Professional Practice III: Role Integration. Both components will have to be repeated concurrently. Credit: 3 semester hours. Practicum: 9 hours per week. Prerequisites: NURN 4316, NURN 4317, NURN 4214. Co-requisite: NURN 4318

## ACADEMIC POLICIES, REGULATIONS, AND GUIDELINES

### POLICY CHANGES

Students will be notified of policy changes via written addendums to course syllabi, Blackboard postings, and/or changes to the student handbook. Policy changes will be announced through Blackboard. Announcements are also posted on the student information board for on campus students. All students must also read the Daily Campus Bulletin for posted information and policy changes.

### RETENTION AND PROGRESSION

In order to be retained and to progress in the professional nursing curriculum, a student must make and maintain a cumulative grade point average of 2.00. **Students must achieve a “C” or better in each nursing course prior to progression to nursing courses in the subsequent semester of the curriculum.** Enrollment in an Upper Division nursing course is limited to **two (2) times**. Students are unable to progress in the Program **if they have failed two (2) nursing courses** in the nursing program.

### END OF PROGRAM EVALUATION: CAPSTONE PROJECT

The RN to BSN course requirements includes, the project-based practicum component to NURN 4318 which provides the RN student with opportunity to synthesize and apply their expanded knowledge gained within the BSN curriculum. This course requires RN students to compile the portfolio (Capstone Project) demonstrating how previous theory and practical/project based curricular activities allowed for meeting each program objective. This course and the Capstone Project must be completed successfully to pass NURN 4319. The Capstone Project in NURN 4319 Professional Practice III: Ethics & Role Integration, is composed of the student’s final Portfolio. This project must contain all graded portfolio activities for each course listed in the Portfolio Grid and will be calculated as part of the final grade for the course.

## ACADEMIC INTEGRITY

### University's Syllabus Statement

Academic integrity is the foundation of higher education and is a central component of a student's education. Thus, all members of the university community must promote academic integrity and share in the responsibility of maintaining integrity in all activities. Each student must follow his or her academic goals honestly and be personally accountable for all submitted work. Cheating or representing another person's work as one's own is always unethical. For more comprehensive information on academic integrity, including categories of academic integrity and penalties, please refer to The ROAR.

As a student in the Nursing Program at the University of Arkansas at Pine Bluff, integrity within personal, academic, and professional actions is required to remain in good standing. Students are required to be aware of and follow the Academic Integrity Policy of the University. The following are policies imposed by the Department of Nursing. Nursing students must refrain from and /or report all instances of unethical behavior committed or brought to their attention as a health care provider. This includes knowledge of acts of cheating (whether initiated or assisted), having access to known exam materials, incivility, or other acts of dishonesty as described in the University ROAR and/or this Nursing Student Handbook.

### PROBATION, SUSPENSION AND DISMISSAL POLICIES

**[See University Policy 2.4 Academic Jeopardy, Probation, Suspension, and Readmission Probation Policy]** *The Roar 2017- 2018*

**Admission Probation:** The Department of Nursing will not admit new students on probation with a cumulative grade point average less than 2.50. Students readmitted to the nursing program will be placed on probation for one (1) semester only. Students will not remain in the nursing program on probation beyond one semester. Students not meeting current progression policies will be dismissed from the nursing program. Students may apply for readmission, if eligible, and if all readmission requirements have been met.

**Disciplinary Probation:** Students may be placed on disciplinary probation for violation of University or Department of Nursing policies or failure to meet program requirements. The conditions for the probation will be stipulated in the communication at the time the student is placed on probation. The term of the probation will extend through completion of the program unless otherwise stipulated.

Students placed on probation, suspension, or dismissal will receive notification of their status through written communication from the Admission and Academic Standing Committee or department chair within 7 business days after the committee's decision. A copy of the communication of the student's status will be sent to the student's academic advisor, the Chairperson, and a copy will be placed in the student's file.

### Suspension Policy

**Academic Suspension:** When the cumulative grade point average falls below 2.50, the student is placed on probation for the following semester. Failure to attain a 2.50 GPA at the end of the semester after being placed on probation will result in suspension from the

Department of Nursing. Students suspended for failure to maintain a 2.50 cumulative grade point average (GPA) may apply for readmission one (1) year after the last suspension or at the next time the course is offered, on a space available basis. The student should collaborate with his/her advisor on recommended courses to take during the suspension period. Prior to returning to the Department of Nursing, students will be required to take/retake the comprehensive exam of the last successfully completed clinical nursing theory course. The student must achieve a score of proficiency, established by faculty (with 1 possible retake). The student must also demonstrate clinical skills proficiency. The student will be readmitted on probation for one semester. It is the responsibility of the student to make arrangements with the Department of Nursing to schedule exams and skills verification times.

## **Dismissal Policy**

Students may be **permanently dismissed** from the program for any of the following reasons:

### **Academic deficiencies**

1. Failure to maintain a cumulative grade point average (GPA) of 3.00 or above
2. Failure in two (2) nursing courses (courses with a "NURN" prefix)

### **Unprofessional Behavior/Unsafe Practice**

1. Conduct that is likely to deceive, defraud, or injure clients or the public by any act or practice
2. Any omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the client and the public
3. See additional discussion on next page

### **Falsification of Information/Credentials**

1. Willful intent to omit, defraud, or misrepresent information or a licensure

### **Dishonesty (to include, but not limited to):**

1. Receiving information or assisting with actions which result in cheating on examinations or other evaluative measures, plagiarism, false documentation, altering legal documents, lying in a classroom or clinical situation
2. Stealing or fraudulent illegal activity
3. Miscommunication or lack of communication regarding theory and/or clinical practice

### **Substance abuse**

1. Use and/or addiction to substances, legal or illegal which have not been prescribed by a health care provider (physician/APN). Student may be requested to submit documentation from a health care provider, if necessary.
2. Inability to participate in and complete clinical learning experiences due to substance and/or poly-substance abuse- this includes alcohol.
3. The Department of Nursing reserves the right to require any student suspected of substance and/or poly-substance abuse to undergo a random drug test at the student's expense.

## **Violation of Safe Practice**

A student who demonstrates unsafe behavior (directly endangering the well-being of a client faculty, agency, or its employees) in a nursing clinical course will receive a failing final grade and will not be permitted to repeat that course or continue in the nursing curriculum program.

An UNSAFE behavior is defined as an act of omission or commission that could result in injury, death, prolonged hospitalization or recovery of the client. This includes but is not limited to:

1. Failure to protect the client's safety.
2. Inadequate use of the nursing process.
3. Violation of previously learned core competencies.
4. Inappropriate independent or dependent decisions in the clinical setting; and
5. Inappropriate or unsafe administration of medications.

### **POSITIVE PROGRESSIVE DISCIPLINE**

For unacceptable theory and/or practicum performance that does not warrant suspension or immediate dismissal, positive progressive discipline may range from verbal counseling up to and including dismissal, depending upon the seriousness and/or frequency of the action. Progressive discipline may not apply to serious infractions which question professional integrity or involve client safety issues. All disciplinary actions result in a probationary status for the remainder of enrollment in the program.

- I. Verbal counseling, written correction, suspension, up to and including termination:
  1. Non-compliance with dress and/or uniform policy.
  2. Provoking or reacting to provocation.
  3. Disturbing others at their work.
  4. Disruption or obstruction of the educational process, including disruption or obstruction of study, teaching, administration, discipline procedures, or other college activities including public functions or other authorized activities is prohibited.
  5. Creating or contributing to unsanitary conditions.
  6. Excessive personal telephone calls or visitors during class time.
  7. Use of cell phones while in the clinical area.
  8. Loitering or loafing during clinical assignment.
  9. Neglect of duty.
  10. Smoking, except in designated areas and/or designated time.
  11. Unreported absence or tardiness.
  12. Disruptive behavior.
  
- II. Suspension, up to and including Dismissal:
  1. Disclosing confidential information. - Violation of HIPPA
  2. Jeopardizing the safety and welfare of a client.
  3. Unauthorized accessing of confidential information.
  4. Sleeping in the clinical area.
  5. Threatening, intimidating, or coercing fellow students or staff at any time, for any purpose.
  6. Misrepresentations of any form (other than student role).

7. Use of abusive or obscene language in regard to, or in the presence of, patients, visitors, staff or fellow students.
8. Horseplay or throwing things.
9. Defacing, damaging, or destroying University or clinical agency property.
10. Unauthorized absence from the assigned clinical area.
11. No call/No show.
12. Failure to follow policies of the Agency, and/or Department of Nursing Student Handbook.

### III. Immediate Termination

1. Willful violation of ANY Medication Administration guidelines.
2. Insubordination
3. Possession of or reporting to class or clinical under the influence of, alcoholic or other habit-forming drugs.
4. Refusal to submit to a random drug screen.
5. Possession of weapons on university or clinical facility property.
6. Theft
7. Falsification of information, records, or documents (including presenting work of another as being yours).
8. Fighting
9. Physical or verbal abuse of a patient.
10. Habitual tardiness to the clinical area.
11. Willful execution of skills you have not been taught or out of scope of practice.
12. Unsafe performance of psychomotor skills which endanger client safety

### **READMISSION TO NURSING PROGRAM (Returning Students)**

The decision of placement for a student requesting to return to the program when the curriculum is interrupted due to a one (1) course failure will remain at the discretion of the program faculty. If a student fails a theory course that has a concurrent practicum course, the student must retake the failed course and the concurrent practicum or laboratory course even if a passing grade has been received in one of the courses.

A student who fails two (2) or more nursing courses, whether in the same semester or over the course of enrollment in the program, will not be considered for readmission. However, at a future time students may re-apply and be given consideration as a new applicant. Students may apply for readmission at the next available admission cycle.

A break in enrollment will require submission of an application for re-admission. If the break in enrollment was due to a **suspension**, any conditions stipulated at the time of suspension must be met before the student can re-enter the program. Readmission will be granted on a space available basis. **Reapplication Does Not Guarantee Readmission...!!!** The student is subject to current Department of Nursing and University policies in effect at the time of readmission. ***It is the responsibility of the student to ensure all readmission requirements are satisfied. Students not satisfying all readmission requirements will be denied readmission. The student is strongly encouraged to complete all readmission requirements in a timely manner.***

Returning students must:

- Meet with advisor to declare intent to reapply
- Submit a new application for admission
- Meet all current program admission requirements



**NOTE: STUDENTS PERMANENTLY DISMISSED FROM THE NURSING PROGRAM ARE NOT ELIGIBLE FOR READMISSION AND SHOULD NOT REAPPLY.**

Readmitted students must enroll in the readmission slot within one (1) year of the break in enrollment. Readmitted students may be required to complete all prerequisite and concurrent nursing courses as a condition of remittance. All students who have been admitted to the nursing program must complete the nursing program within five years after their first admission to the nursing program.

**Readmission procedures:**

- Meet with a nursing advisor to declare intent to return and review individual degree audit.
- Submit a new application for admission.
- Submit a current transcript (if required) with the application; and
- Submit all forms, transcript(s) to the Admission Committee in the Department of Nursing before March 15<sup>th</sup>. An evaluation and decision will be made, and the student will be notified of his/her admission status in writing.

**Readmission will be denied if:**

1. CGPA (cumulative grade point average) is below 2.5 in required pre-requisite courses.
2. Students have received a final grade lower than "C" twice in any two nursing courses.
3. All pre-requisite courses are not successfully completed.
4. Student has unsuccessfully completed the readmission process two times; and
5. Student has been permanently dismissed from any nursing program.

**WITHDRAWAL**

See the University Catalog for withdrawal policies.

**RN TO BSN PROGRAM TECHNOLOGY COURSE REQUIREMENT**

**TECHNOLOGY PREREQUISITES**

Students are required to have the skills needed in order to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and use common word processing software to submit written assignments. The minimum technical skills and the system requirements for this course are the BLACKBOARD ULearning Management System (LMS). Students will utilize the University of Arkansas at Pine Bluff Blackboard support for technical assistance. Students will utilize the University of Arkansas at Pine Bluff Blackboard for online and hybrid courses. For Blackboard support go to (<https://blackboardsupport.uapb.edu>) for more information. Students should also be able to utilize webcam and YouTube.

**SYSTEM REQUIREMENTS**

### Computer/Technology Requirements:

Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)

The minimum computer requirements are:

- Most current version of Firefox is recommended

Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.

8 GB or more preferred

- Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive 1024 x 768 or higher resolution. Strongly recommended that you have a headset with microphone. You may also use webcam, and speakers Example: Plantronics Audio 628 USB headset

- Current anti-virus software must be installed and kept up to date.

Additional sources of software.

- Firefox (<http://www.mozilla.org>)
- Adobe Reader (<https://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer>)

## EXAMINATION POLICIES

Refer to the *UAPB Catalog* and the *ROAR Student Handbook* (current issue) for a review of policies related to dishonesty, classroom freedom and responsibility. In addition, the following rules and regulations have been adopted by the Department of Nursing to assist in governing classroom conduct during examinations, test reviews and quizzes. These rules apply for online and hybrid courses.

1. Students should follow the protocol established by course faculty relative to conduct, communications and activity for examinations.
2. For on campus testing, no test or test related materials are to be taken out of the testing area unless approved by faculty.
3. To facilitate individual test review needs, students will be allowed a period of one week after the examination and scheduled examination review to make appointments for additional individual test reviews and/or conferences. After the special review and conference, all grades will be final. Any adjustment in policy that provides unlimited reviews will be at the discretion of course faculty.
4. Only in special circumstances and with prior approval by the instructor will the student be allowed to make up a missed examination. If a student misses an examination because of an unexcused absence, a grade of zero will be given.

**Note:** Refer to each course syllabus for specific course requirements.

## GRADING POLICIES

### Grade Calculation/Grade Inflation:

Grades are determined in the following manner:

Rounding of grades is confined to the final course grade. Exams and discussions, assignments, and any other course requirements **will not** be rounded. Final course grades will be rounded to the nearest whole number from the tenth place. For example: a final course grade of 74.49 will be recorded as 74%; 74.50 will be rounded to 75% - a passing grade at the end of the course.

### Review of Graded Material:

Students should contact faculty if an appointment with faculty is needed to review any graded material, including but not limited to, quizzes, exams, papers, and homework within **5 working days** from the date the student receives the score for the graded material. After 5 working days, graded material may not be reviewed, and the earned grade will be considered final. There is no provision for group review following a final exam.

Requests to redo graded material for a better grade will be at the discretion of the faculty. Theory components and clinical components within each course are evaluated independently. The theory and clinical component must be successfully completed with a grade of "C" or above.

The grading scale approved for the Department of Nursing is as followed:

100% - 90% =	A
89% - 80% =	B
79% - 75% =	C
74% - 60% =	D
59% & Below =	F

Students **MUST** contact their advisors to establish remediation plans if:

- a) The final grade in the previous nursing course was below 80%; and
- b) At any time the course grade falls below 80%.

### Student Records Access:

Students have the right to review or obtain a copy of their student file. Review of the record should occur with the faculty advisor.

## STANDARDS FOR WRITTEN ASSIGNMENTS

1. All written work must be typed or legibly written in black ink on standard sized paper (8 ½ X 11) unless otherwise directed by faculty or a different form is provided. All material must be paginated.
2. For purposes of orderliness, binders or three fastener covers are desirable. Papers should be stapled if unbound.

3. Assignments will be graded for form and grammar, as well as content.
4. All written work must follow the appropriate edition of the APA format. The format must be used consistently throughout the assignment and in the bibliography.
5. Only one side of the paper should be used in any written work, excluding bibliography and drug cards unless otherwise stipulated by the instructor. Margins must be maintained on all sides of all papers and bibliography cards.
6. Papers **must** be error free. Corrections should be retyped or written in ink before the paper is submitted. Papers in which such errors are numerous, or which are defaced by many corrections will be returned to the student for rewriting. This rewriting can affect the overall grade of the paper.
7. All materials, such as references, quotations, and quoted statistics should be carefully checked for accuracy and cited in the paper.
8. A grade of "0" will be assigned to any paper that indicates evidence of plagiarism and may result in dismissal from program.
9. All written work must be handed in by the date assigned. No student should expect full credit for material completed after this date unless a request for delay and the reason for it, have been made and granted by the instructor. **A penalty of 5% of the total value of the paper will be assessed for every school day past the due date to a maximum of 20%. No paper will be accepted five (5) days past the due date.**
10. Faculty maintains the right to not grade papers which do not conform to the "Standards for Written Assignments."

## Plagiarism Policy

Plagiarism is defined as the adoption, appropriation for one's own use and/or incorporation in one's own work, passages from the writings or works of others without acknowledgement, including presenting parts of passages of others' writing as products of one's own mind. Any student who plagiarizes may be subject to 1) receiving a zero on the written work; 2) failing the course; and 3) dismissal from the Nursing Program. The reference style recommended by the Department of Nursing is the current edition of the American Psychological Association (APA) Manual.

### Use the following general guidelines when referencing material:

1. The use of exact words from the works of others must be quoted directly. Quotes must have an appropriate reference using scientific notations.
2. Paraphrasing is defined as restatement of a text, passage, or work, i.e., not the use of the original writer's exact words. Paraphrasing requires an appropriate reference using scientific notation.
3. Tables, photographs, models, figures, and illustrations, as well as written text, constitute "works of another" and must be footnoted.
4. Inaccurate information in footnotes, while not falling within the definition of plagiarism, constitutes questionable writing methods and is negatively sanctioned in grading.

## **AFFIRMATIVE ACTION POLICY**

The University of Arkansas at Pine Bluff and the Department of Nursing are committed to providing educational opportunities to all qualified students regardless of their economic or social status and will not discriminate on the basis of disability, race, color, sex, creed, veteran status, age, marital or parental status, sexual orientation, or national origin or ancestry.

Any student who alleges the existence of any policy, procedure, or practice prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the American Disabilities Act of 1990 (Title II), and their implementing regulations, should contact the Chairperson of the Department of Nursing. The student will be referred to the Affirmative Action Office at (870) 575-8316.

## **SOCIAL NETWORKING POLICY**

The Department of Nursing at UAPB recognizes that social networking websites such as Facebook, Myspace, Twitter, LinkedIn, etc. are important and timely methods of communication. Students must be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability. Punishment for violations may include fines, and imprisonment. Offenders may also be subject to adverse academic actions that range from a letter of reprimand, probation, or dismissal from the nursing program and/or the university. (*See The Roar – social media Policy, page 26*).

The following actions are forbidden:

1. Students may not report the personal health information of patients. Removal of an individual's name does not constitute proper identification of protected health information. Furthermore, inclusion of data such as age, gender, race, or date of evaluation may still allow the reader to recognize the identity of an individual.
2. Students may not report private (protected) academic or financial information of another student or trainee. Such information might include, but is not limited to, course grades, narrative evaluations, examination scores, adverse academic actions, or financial aid information.
3. In posting information on social networking sites, students may not present themselves as official representatives or spokespersons for the University of Arkansas at Pine Bluff, their school, department or program.
4. Students may not represent themselves as another person.
5. Students may not utilize websites and/or applications in a manner that interferes with educational or work commitments.
6. Students may not display vulgar language.

7. Students may not display of language or photographs that imply disrespect for any individual or group because of age, gender, ethnicity, sexual orientation, or disability.
8. Students may not present photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual misconduct.

Students are strongly encouraged to:

1. Use privacy settings to limit the unknown or unwanted access to the student's profile or application; and
2. Use a personal email address (not a uapb.edu address) as the primary means of identification.

### **PRACTICUM EXPECTATIONS**

Preceptors will be utilized to provide clinical teaching to RN to BSN students for the purpose of modeling and demonstrating competence and confidence in a one-to-one relationship. Preceptors play a pivotal role in bridging the gap for students transitioning from the A.S. and Diploma to BSN. Therefore, it is imperative that preceptors, faculty, and students understand their roles and responsibilities to maximize the achievement of the goals afforded through the student/nurse preceptor relationship. Students will be evaluated by both preceptor and course instructor.

### **PRACTICUM/PROJECT-BASED Criteria/Responsibilities**

Prior to the initial clinical rotation with the selected preceptor, the Department will ensure that the student is enrolled in courses that are specific to the preceptor's experience. The student must engage in appropriate learning experiences and understands that there will be no reimbursement for the educational preceptorship. Student criteria/responsibilities include but are not limited to the following:

1. The student will be enrolled in a course that is consistent with the expertise of the selected preceptor.
2. The student will arrive promptly, prepared for all aspects of the clinical experience.
3. The student will demonstrate safe, competent, and timely care and will independently recognize and promptly report errors to the instructor and or the preceptor.
4. The student will satisfactorily complete and submit the practicum log when applicable on the designated due date.
5. The student will identify and seek learning experiences necessary to complete assigned goals and objectives.
6. The student will actively participate with preceptor and faculty in an organized and professional manner to meet all course objectives.
7. The student will demonstrate professional responsibility and accountability for human care decisions, attendance, reporting absences, punctuality, and attire.
8. The student will remain in the role of a student learner. The student cannot simultaneously assume dual roles of student and employee/licensed personnel.
9. The student will complete the preceptor evaluation form following each clinical experience.

## **PRACTICUM ATTENDANCE**

All RN-BSN nursing students must have a current unencumbered license in their state of residence or a compact license to participate in RN-BSN nursing practicum. It is also imperative that any student whose license becomes encumbered must immediately notify the UAPB Instructor and must refrain from attending clinical site. The preceptor in clinical agencies maintains the responsibility for their area and therefore has the right to assume that the needs of these selected areas will be met by the student during the period of the student's assignments.

Student tardiness, failure to report to duty, and/or failure to notify the preceptor of absence can demonstrate lack of professional responsibility. Students are expected to attend all scheduled practicums. Poor attendance impacts the student's abilities to meet core practicum objectives which could potentially result in failing the course.

The UAPB faculty is ultimately responsible for evaluating and grading student performance in all courses.

### **SIGNATURE IN CLINICAL LABORATORY AGENCIES**

When a facility requires that a student signature appear on the client's medical record, it should be entered:

Student Name (First initial and last name)  
University of Arkansas Pine Bluff Nursing Student (RNUAPSN)

It is the responsibility of the UAPB Instructor in the clinical area to determine whether a countersignature is required by the facility.

### **LIABILITY INSURANCE**

All students majoring in Nursing are required to purchase malpractice insurance to cover the enrollment period in the program. The cost of liability insurance is the students' responsibility and must be paid at the time of enrollment.

### **VALIDATION OF NURSING LICENSURE (RN)**

Registered nurses must maintain a current unencumbered license to practice and provide proof annually and at the time of renewal.

# **POLICIES GOVERNING STUDENT RESPONSIBILITIES AND STUDENT LIFE**

## **PROFESSIONALISM**

Accountability refers to responsibility. Students enrolled in the professional program of the Department of Nursing are responsible and accountable for their actions inside and outside of the classroom, at departmental and university-based functions, and for their actions related to client care. As a beginning professional, the student is expected to develop and practice high standards of achievement and conduct defined as professional behavior. The behavior of the professional student extends beyond the Department of Nursing and the clinical laboratory facility. Professional behavior also extends to client care and to the utilization of protected health information for educational and health care purposes. Students are required to exhibit professional behavior in maintaining confidentiality of client information. Violations of client confidentiality are a serious matter. Violations of client confidentiality can also result in dismissal from the nursing program.

Students are personally liable and responsible for violations of client confidentiality, as specified in the Health Insurance Portability and Accountability Act (HIPPA) of 2003. Violations of HIPPA can result in fines and/or imprisonment. Students are required to comply with HIPPA regulations during enrollment in the program of nursing.

In addition, students should be aware that appropriate or inappropriate personal behavior and/or attire represent self as well as one's identified school. The student who consistently demonstrates inappropriate or "non-professional" behavior will be counseled and subject to disciplinary action. It is expected that each student will come to class, and clinical experiences prepared and present themselves as sincere and motivated learners.

**CAUTIONARY NOTICE: The faculty and administration of the Department of Nursing expect an acceptable quality of work and self-directed behavior from students. Each student is regarded as an adult and responsible for his/her own learning. The faculty member is a facilitator in the teaching-learning process. The facilitators will utilize their expertise to create an environment that is conducive to learning and will develop educational opportunities that will enable the responsible student to acquire the needed knowledge, skills and attitudes. No student will receive special consideration on the basis of a plea of ignorance of scholastic status or academic policy.**



# FUNCTIONAL ABILITY REQUIREMENTS FOR NURSING STUDENTS

## INTRODUCTION

In order for safe nursing practice to occur and for students to be qualified to participate in and complete the program, all nursing students must be able to perform these essential functions. The programs will provide qualified disabled students with reasonable accommodations that are necessary to enable them to meet the nursing care standards required of them.

The American Association of Colleges of Nursing (AACN) and the National Council of State Boards (NCSBN) have defined a thorough list of competencies necessary for the professional practice of nursing. These competencies were defined from an extensive study of practicing nurses and can be defined in general terms as:

1. Ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, and reach judgment; and
5. Emotional stability and ability to accept responsibility and accountability.

All educational programs are dedicated to principles of nondiscrimination. This includes a commitment not to discriminate against qualified disabled applicants and students.

If a student cannot perform the function in the manner indicated, he or she will not necessarily be precluded from participating in the program but will need to be able to perform the essential functions with or without reasonable accommodation.

Specific functional abilities for nursing students are identified in the following pages.

## ESSENTIAL FUNCTIONS AND STANDARDS OF PERFORMANCE IN THE CLASSROOM, LABORATORY, OR CLINICAL SETTING

### COGNITIVE

**The student must be able to thoroughly, efficiently, and reliably:**

1. recall information from reading material, lecture, discussion, patient evaluation.
2. interpret and extrapolate information from reading material, lecture, discussion, patient evaluation;
3. apply information from reading material, lecture, discussion, patient evaluation.
4. analyze information from reading material, lecture, discussion, patient evaluation.
5. synthesize information from reading material, lecture, discussion, patient evaluation; and
6. evaluate or form judgments about information from reading material, lecture, discussion, patient evaluation.

## **AFFECTIVE**

### **The student must be able to:**

1. establish professional, trusting, empathetic relationships with a variety of individuals.
2. demonstrate respect and engage in non-judgmental interactions regardless of individuals' lifestyles and cultures.
3. accomplish work effectively in groups.
4. meet externally determined deadlines.
5. be present at required activities in classroom, lab and clinical settings; and
6. attend to cognitive, communication and psychomotor tasks for as long as three hours at a time.

## **COMMUNICATION**

### **The student must be able to:**

1. hear the spoken word.
2. attend selectively and in a controlled manner to various types of communication, including spoken and written word and non-verbal communication.
3. speak intelligibly in English.
4. communicate in writing, intelligibly in English.
5. relay information in oral and written forms reliably, thoroughly and intelligibly to individuals and groups; and
6. read English (typed and hand-written).

## **PSYCHOMOTOR**

### **The student must be able to:**

1. reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others, typically by sight;
2. assess blood pressure, lung and heart sounds, typically by listening with a stethoscope.
3. reliably read equipment dials and monitors, typically by sight.
4. feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers;
5. negotiate level, ramps and stairs to assist patients/classmates appropriately, typically from an upright position;
6. react and effectively respond quickly to sudden or unexpected movements of patients.
7. manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment typically with the hands/fingers.
8. lift at least approximately 100 pounds in order to move dependent patients.
9. move continuously throughout an 8-to-12-hour work day;
10. transport self from one room to another, from one floor to another; and
11. don and doff clothing, including gowns, masks, gloves.

Adapted from:

Davidson, S. (1994) The Americans with disabilities act and essential function in nursing Programs, Nurse Educator, 19(2), 31-34.

## **STUDENTS WITH DISABILITIES**

It is the policy of UAPB to accommodate students with disabilities pursuant to federal and state laws and the university's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. The chair of the nursing department is also available to assist with accommodations. To ensure successful matriculation through UAPB, all students with disabilities should contact:

**Mr. Michael Bumpers Office**  
**of**  
**Disability Services and Veteran Affairs Caldwell Hall, Room 206**  
**(870)575- 8552**

## **UNIVERSITY OF ARKANSAS AT PINE BLUFF STUDENT'S BILL OF RIGHTS AT UAPB**

1. Students are encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom. Students will exercise their freedom in a responsible manner.
3. Policies and procedures which provide and safeguard the student's freedom to learn are intrinsic to the philosophy of UAPB Department of Nursing.
4. Under no circumstances will a student be barred from admission to UAPB on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability or economic status.
5. Students are free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students have protection through the grievance procedure against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which an instructor acquires in the course of their work or otherwise, is considered confidential and

not released without the knowledge or consent of the student and is not used as a basis of evaluation.

8. Students have the right to have a responsible voice on the following departmental standing committees:
  - a) Curriculum
  - b) Admission and Academic Standing
  - c) Research and Professional Development
  - d) Recruitment/Retention
  - e) Grievance
9. Information which is a part of a student's permanent educational record includes the transcript, official grade reports, and evaluation forms. These files are open to faculty members and available for further disclosures only upon written request of the student whose documents are in the file.
10. Students and student organizations are free to examine and discuss all questions of interest to them, and to express opinions publicly and privately, with due respect for their peer's right to class time and short public sessions.
11. Students are allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education. Input into scheduled class time can be discussed with faculty. The final decision remains with the faculty.
12. Students have a right to participate in the formulation and application of institutional policy affecting academic and student affairs and student life. The Student Government Association clearly defines means of student participation in the formulation and application of institutional policy affecting academic and student affairs.
13. The student has a right to have clarified those standards of behavior which are considered essential to the Nursing Department's educational mission and its community life in course objectives, clinical evaluation objectives, and program objectives.
14. Disciplinary proceedings are instituted for the following:
  1. Violations of standards of the Professional Honor Code, and
  2. Student misconduct in the classroom and/or the clinical practice setting(s). It is the responsibility of the student to know these regulations. Grievance procedures are available for every student.
15. Students have the right to belong or refuse to belong to any organization of their choice.
16. Students have the right to make suggestions for changes in the student uniform/dress code so that the highest professional standards are maintained as well as take into consideration the comfort and practicality for the student.
17. Grading systems are carefully reviewed each semester with students and faculty for clarification and better student-faculty understanding.

18. Students have the right to make any written comments which become a permanent part of their evaluation. The student's signature on clinical evaluation forms merely attests to the fact that the student has read the evaluation. Self-evaluations, clinical evaluations and faculty evaluations are maintained in the student's file.
19. The student has the right to evaluate the course instructor(s) and clinical faculty at the termination of that rotation/semester.

Adapted from the *Bill of Rights and Responsibilities for Students of Nursing* (available at <http://www.nsna.org/pubs/billofrights.asp>) as revised by the NSNA House of Delegates in 1991.

## **STUDENT RECORD ACCESS**

Students have the right to review or obtain a copy of their student file. Review of the record should occur with the Faculty Advisor.

## **FACULTY ADVISEMENT**

Advising is viewed by the Department of Nursing as an integral part of each student's education. Upon admission to the University, all RN-BSN students are assigned a nursing faculty member as an academic advisor throughout the program. Appointments **should be made for advising**. All faculty members post office hours at the beginning of each semester. Students are encouraged to contact the assigned faculty advisor a minimum of twice each semester.

**THE ULTIMATE RESPONSIBILITY RESTS WITH THE STUDENTS TO MAKE AND KEEP APPOINTMENTS WITH THEIR FACULTY ADVISOR.**

## **LIABILITY INSURANCE**

Liability insurance affords protection for the students, their family, the Department of Nursing, UAPB, and the clients served. Students accepted into the program are covered under a Blanket Malpractice Insurance policy and are required to pay the premium for Malpractice insurance.

## **STUDENT HEALTH AND WELFARE**

The Department of Nursing complies with policies set forth by the University in providing health care (see *UAPB Catalog, the ROAR*). All students must comply with university policies relating to health. These policies are devoted to promotion and maintenance of high standards for students.

Prior to being admitted to the professional courses and each year thereafter, nursing students are required to submit to the Department of Nursing results of a current TB skin test. If the TB test is positive, chest x-ray reports must be submitted to the nursing department. Proof of

MMR, DT (for students born after 1956), and Hepatitis B Series or waiver form must be on file in the nursing office.

Poor health may be reflected in performance. It is recommended that students maintain optimum sleeping and eating habits. Maintenance of standard weight for height is desirable. Frequent absenteeism due to illness in clinical courses can result in course failure. When frequent illness occurs, a doctor's statement should be filed with the Department of Nursing office.

All pregnant students **MUST** notify the Chairperson of the Department of Nursing and her course coordinator that they are pregnant and expected date of delivery. If a student elects to remain in school, she must submit a written statement from her physician indicating her due date and that she is physically able to continue her course of study.

Any student requiring physician-mandated weight limitations or other restrictions related to pregnancy or other medical conditions must submit evidence in writing to the nursing department. The student may be referred to the Disability Office and/or Student Health Services for assistance and follow up.

**NOTE:** Students employed by agencies which also require the Hepatitis B Vaccine may submit evidence of having had the vaccine and/or a waiver. The expense of the vaccine is the student's responsibility.

### **INFECTIOUS EXPOSURE/NEEDLE STICK POLICY**

Although the risk for infectious exposure is reduced when following guidelines for prevention of HIV transmission and universal precautions, accidents may occur. In the event that an exposure should occur, the student shall follow the steps below.

1. If a needle stick occurs, bleed the area and flood the puncture site with water for 5 to 10 seconds then wash area with bactericidal soap and cover with bandage.

If your skin is contaminated with blood or body fluid, wash the area with soap and water immediately.

If your eyes or mucous membranes are contaminated by blood or body fluids, flood the area with copious amounts of water.

2. Notify your clinical instructor and the charge nurse immediately of needle stick injury. A variance report will be filled out by the student and instructor.

3. The student will be instructed to return to campus and go to the UAPB Infirmary, where blood will be drawn and/or prophylactic treatment given, if needed, by the infirmary staff. This will be done at no charge to the student.
4. The blood will be sent to Jefferson County Health Department and forwarded to the Arkansas Department of Health for analysis. The student will contact the infirmary with appropriate identification at the specified time, as instructed by infirmary staff, to obtain results and for any subsequent testing and/or counseling. Testing and retesting will be consistent with the guidelines of the Arkansas Department of Health.
5. No information relating to the HIV status of the student will be released by the infirmary to the nursing department without the expressed written consent of the student involved.
6. No information relating to the HIV status of the student will be released by the nursing department to any other person, agency, insurer, employer, or institution, including physicians, health clinics, or hospital, without the prior written consent of the student involved.
7. The student may return to clinical/class after blood has been drawn and/or prophylactic treatment has been given. A written statement should be presented on return to the clinical area stating that the student's blood has been drawn.

### **GUIDELINES FOR PREVENTION OF HIV TRANSMISSION IN THE CLINICAL AREA**

Transmission of any disease is an important concern for all health care providers in clinical situations. Nursing students must always be knowledgeable of infection control practices which help prevent infection and the spread of disease. The following safety guidelines, as recommended by the Centers for Disease Control (MMWR 2005, Sept. 30, 54:1-17; MMWR 2001, Jun 29, 50:1-42) should be utilized with the handling of blood and body fluids containing visible blood or to which universal precautions apply:

1. Use of precautions for blood, for body fluids containing visible blood, and for certain other body fluids\*\* for all patients, since medical history and examination cannot reliably identify all patients infected by HIV and other fluid or blood-borne pathogens.
2. Use of appropriate barrier precautions for handling items or surfaces soiled with blood or body fluids containing visible blood, and certain body fluids to which universal precautions apply\*\* or performing venipuncture and other vascular access procedures.
3. Gloves should be worn when in contact with blood, body fluids containing visible blood, body fluids to which universal precautions apply, tissues, and mucous membranes and for handling items or surfaces soiled with the above, or for performing venipuncture or other vascular access.
4. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate airborne droplets of blood or body fluids to which universal

precautions apply to prevent exposure of the mucous membranes of the mouth, nose, and eyes.

5. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or the body fluids to which universal precautions apply.
6. Resuscitation bags, mouth pieces, and ventilation devices should be available in areas where the need is predictable.
7. Used equipment should be disposed of in a manner to prevent transmission of disease and to prevent injury to personnel with potential contact with the equipment, i.e., health care workers, housekeeping, and laundry personnel; and
8. Particular attention should be given to prevent injuries caused by needles, scalpel and other sharp instruments. **RECAPPING OF NEEDLES USING TWO HANDS IS PROHIBITED by Occupational Safety and Health Administration (OSHA) and WILL NOT BE PERMITTED WHERE STUDENTS ARE ASSIGNED FOR CLINICAL ROTATIONS.**

\*\* Universal precautions apply to blood, semen, vaginal secretions, as well as tissues, cerebral spinal fluid, synovial fluid, pleural fluid, and amniotic fluid. These body fluids have been epidemiologically associated with transmission of HIV and/or HBV.  
(Taken from: NLN AIDS Guidelines)

### **EBOLA POLICY**

1. If faculty or students become exposed to a client suspected of having the Ebola Virus Disease (EVD) they are to use the Ebola guidelines of the healthcare agency where the exposure occurred.
2. Students should not be assigned a client suspected of having EVD.
3. Report any possible exposure to the Chair of the Department of Nursing who will inform the Dean of the School of Arts and Sciences, and the Vice Chancellor for Academic Affairs.

### **COVID 19 POLICY**

*\*UAPB Department of Nursing does not require nursing students to receive COVID-19 vaccines or the recommended boosters. However, clinical facilities that partner with UAPB establish their own workplace policies and may require faculty and students to be fully vaccinated for COVID-19 in order to work in the facility or to be assigned to specific areas. Students electing not to receive the COVID-19 vaccine series or boosters may not be able to complete program requirements, which will result in non-progression through the program. Faculty and students who have received the COVID-19 vaccine should submit a copy for their file.*



## **DRUG FREE LEARNING ENVIRONMENT AND WORKPLACE POLICY**

Students within the Department of Nursing are governed by the Drug Free Workplace policy statement of the University of Arkansas at Pine Bluff (Refer to the most recent *ROAR Student Handbook*).

Nursing students may also be subject to random drug screening in accordance with policies of agencies where clinical learning experiences are provided. Students who are unable to participate in clinical learning experiences, due to the results of their drug screenings, will not be allowed to maintain enrollment in the nursing program (see Dismissal Policy, p. 28).

### **TRANSPORTATION**

Students are responsible for their own transportation to clinical experiences. For students who do not have their own transportation, carpooling is an option.

**UNDER NO CIRCUMSTANCES ARE STUDENTS TO TRANSPORT CLIENTS/PATIENTS IN THEIR PERSONAL VEHICLES.**

### **PERSONAL REFERENCE LIBRARY**

The student is expected to purchase textbooks and clinical materials/supplies for all nursing courses. These should be retained after completing the courses. They serve as excellent resource books throughout the nursing career. It is a much easier job to study for the NCLEX-RN from books that are familiar and to review nursing theory once engaged in nursing practice. Nursing journals make an excellent addition to a student's personal reference library.

### **UNIFORM REGULATION AND PERSONAL CARE**

#### **Professional Dress Code**

The dress code for the Department of Nursing is based on the theory that learning to use socially acceptable manners and selecting attire appropriate to specific occasions and activities are critical factors in the total educational process and the maturation of the professional nurse.

Understanding and employing these behaviors not only improves the quality of one's life, but also contributes to optimum morale and enhances the overall campus image. These behaviors also play a major role in instilling a sense of personal integrity and an appreciation for professional values and ethics.

#### **RN-BSN Student Uniform Policy**

White Lab Coat with Nursing Department insignia patch on left sleeve for identification.

Information for purchase of patches can be obtained in the Department.

Appropriate slacks or skirts with tops

UAPD ID Badge

The complete uniform includes:

- a. Lab coat.
- b. name tag provided by the University: Ms. J. Doe, RN-SN;

- c. department's insignia on the left sleeve of the uniform and lab coat.
- d. bandage scissors, stethoscope with bell and diaphragm, pen light.
- e. writing pen (black ink) and a small pad.
- f. watch with rotary or digital second display; and

Examples of inappropriate dress and/or appearance include but are not limited to:

1. Caps, do-rags or hoods for men and women in classrooms, hallways, cafeteria, Student Union or other indoor activities. This policy does not apply to headgear considered as a part of religious or cultural dress.
2. Midriffs or halters, mesh or netted shirts, tube tops or cutoff t-shirts in classrooms, cafeteria, Student Union, and University and departmental offices.
3. Bare feet.
4. Short shorts or baggy/sagging pants.
5. Shorts, blue or other type of jeans at major programs such as Musical Arts, Convocation, Commencement, or other programs dictating professional, dressy, or formal attire.
6. Clothing with derogatory, offensive and/or lewd messages either in words or pictures.
7. Undershirts for men, of any color outside of the private living quarters of residence halls (excluding t-shirts with sleeves and/or pockets).
8. Exposed tattoos or body/tongue piercings (excludes pierced ears) should be covered at above functions.
9. Halter tops, spaghetti straps, strapless, or see-through tops; and
10. Clothing which reveals breasts/cleavage, abdomen, buttocks, underwear, or pajamas.

Additional requirements while in patient areas:

1. Hair must be pulled back and out of face; and
2. No excessively long or artificial nails

The faculty reserves the right to require changes if a student appears in clinical inappropriately dressed.

## **STUDENT EMPLOYMENT**

It is the program's expectation that students enrolled in the RN to BSN program will be employed. Students who are employed are expected to ensure that their employment does not interfere with their successful achievement in the nursing program. An employment schedule which does not permit adequate time for class preparation will necessitate reduction in either the work schedule or academic schedule, whichever the student prefers.

Students should be aware that:

1. The department of Nursing assumes no responsibility for their activities as employees of an agency.

2. The student is personally responsible and liable for an activity in which he/she participates while employed;
3. Professional liability insurance purchased by students is valid only in their student role, not their employment role; and
4. Individuals who practice illegally may jeopardize their future nursing role since persons who are convicted of violations of the Nurse Practice Act may risk disciplinary action by the Arkansas State Board of Nursing, or other State Boards of Nursing.

Students employed in an agency have responsibility, personally and professionally, to engage in only those activities which fall within their job description as a registered nurse. They have a responsibility to refuse to participate in activities which falls out of the legal scope of practice for the RN.

### **Reference/Letters of Standing**

Upon request, the Department of Nursing will supply a letter of reference/standing to an agency employing a student or other requesting agency providing the student has signed a waiver for the information to be released. The waiver may be obtained from the department's administrative assistant. If a waiver has not been signed, a letter is sent to the requesting party stating that the school does not have written permission to release information.

The student must submit the request for the letter of reference standing seven (7) working days prior to the date it is needed. The student should be aware that information contained in the student's file may be included in the letter or verbal reference.

## **STUDENT ACADEMIC GRIEVANCE PROCEDURES**

Student academic complaints or grievances within the Department of Nursing will be in accordance with the grievance policies found in the current *The ROAR Student Handbook, UAPB Catalog*. The university prohibits discrimination practices against students, faculty, and staff, and it makes every effort to eliminate discrimination within the university community. Complaints involving equal opportunity and nondiscrimination, including sexual harassment, should be made to the Affirmative Action Office.

### **Grade Disputes**

This grievance committee shall review student grievances regarding academic matters within the Department of Nursing at the University of Arkansas at Pine Bluff. If a student disagrees with a grade he/she has received, the following procedures should be followed until the problem is resolved. Appropriate documentation (notation of the date, time, location, length, content and final outcome) must be provided in order to proceed to the next step.

1. The student must complete the Grievance, Problems, and Concerns Appeal Form including statements of his/her best solutions to the problem, as required on the form.
2. The student and faculty member involved have met and have been unable to come to an agreement or resolve their differences prior to the initiation of a grievance.

3. The student may schedule a private meeting with the Chairperson, if desired. However, a follow-up meeting with the instructor present will be scheduled.
4. If the dispute is not resolved in step three, the student must submit a written request to the department Chairperson to initiate a review by the Grievance Committee.
5. Decisions of the Grievance Committee will be considered final within the Department of Nursing. However, a student who is not satisfied with the ruling will have recourse to the campus-wide student appeals committee through procedures described in the University of Arkansas at Pine Bluff Catalog and the University of Arkansas at Pine Bluff Student Handbook.
6. If the dispute is not resolved, the student should request a meeting with the Dean of the School of Arts and Sciences. The instructor of the course, the Chairperson of the Department of Nursing, and the student will be requested to be present.
7. If the dispute is not resolved in step six, the student should request a meeting with the Vice Chancellor for Academic Affairs. The instructor of the course, the Chairperson of the Department of Nursing, the Dean of the School of Arts and Sciences, and the student will be present. The decision of the Vice Chancellor for Academic Affairs is final and no further appeal is possible.

### **Non-Academic Grievances**

A student may have a grievance against an instructor which goes beyond a dispute over the grades received in a course. For such non-grade grievances, the following procedures will be followed until a resolution is reached. These steps must be followed in order and appropriate documentation (notation of the date, time, location, length, content and final outcome) must be provided in order to proceed to the next step.

1. The student should request a meeting with the Chairperson of the Department of Nursing. The instructor will not be present at this meeting, but a follow-up meeting will be scheduled with the instructor and the Chairperson.
2. If the grievance is not resolved in step one, the student should request a meeting with the Dean of the School of Arts and Sciences. The instructor of the course, the Department Chair, and the student will be present at this meeting.
3. If the grievance is not resolved in step two, the student should request a meeting with the Affirmative Action Officer or the Dean of Student Life. The Dean of the School of Arts and Sciences, the instructor, and the student will be present.
4. If the grievance is not resolved in step three, the student should request a meeting with the Chancellor. The Chancellor will schedule a follow-up meeting with the instructor, the Chairperson of the Department of Nursing, the Dean of the School of Arts and Sciences, and the Affirmative Action Office and/or the Dean of Student Life. The Chancellor also has the option of empowering a panel of professors to review the

allegations made by the student, render a judgment, and recommend an action for the Chancellor to implement. The decision of the Chancellor will be final.

## **STUDENT ACTIVITIES, ORGANIZATIONS, AND SERVICES**

There are many culturally enriching activities on the University campus. Attendance at these activities for personal enrichment and social growth is strongly recommended (See the current *University Catalog, The ROAR*, for listings).

RN students are encouraged to participate in their professional organization.

### **CHANGE OF ADDRESS**

It is student's/graduate's responsibility to keep the University and Department of Nursing informed of current address, telephone number and email address. Important information is frequently mailed or emailed to students/graduates. A permanent address, school address, a local telephone number, and email address should be on file in the Nursing Department Office and updated as necessary.

### **BULLETIN BOARDS**

Many items of interest to students are posted on bulletin boards. On campus students are notified by course faculty of bulletin board locations. Articles such as employment opportunities, application, and information on financial aid, notices from faculty, policy changes, course assignments, etc., are posted.

### **ESTIMATED EXPENSES**

In addition to the general fees and expenses administered by the University, upper-division nursing students incur personal incidental expenses that are each student's responsibility. Those expenses include uniforms, personal equipment and supplies, books, transportation, liability insurance, background checks, and graduation fees. Students are also responsible for expenses associated with drug screenings required by clinical/practicum agencies. The following *approximate* annual expenses should be anticipated:

<b>On Campus</b>	<b>In-State</b>	<b>Out of State</b>
Tuition	\$148/credit hour	\$337/credit hour
Online	\$172/credit hour	\$400/credit hour

### **Fees**

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

#### **Spring Semester**

Lab Coat with insignia, Polo Shirt, shoes .....	\$150
Stethoscope and blood pressure cuff.....	\$60 & up
Bandage scissors & pen light (required).....	\$20
Watch with a secondhand.....	Variable
Books.....	\$300
Liability Insurance ( <b>Mandatory</b> )... ..	\$20.00
Criminal Background Check.....(CastleBranch).....	\$45.00
Drug Screen.....	\$45.00

**\*\*You are not required to purchase equipment that you already have, such as stethoscope, blood pressure cuff, bandage scissors, light pen, watch with a second hand**

#### **Summer Semester**

Books.....	\$150.00
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#### **Fall Semester**

Books.....	\$150.00
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#### **Spring**

#### **Graduation Expenses**

Pinning Ceremony and Class Pin.....	\$150.00
Senior graduation expense.....	\$100 (price varies)
(University expenses, class pictures, etc.)	
Drug Screen.....	\$45.00
Liability Insurance (Mandatory) .....	\$20.00
CPR .....	cost varies

The above **estimated costs are subject to change**. Students are responsible for their own transportation to agencies where learning experiences are scheduled.

When considering the estimated expenses of the program, students should be aware that:

- a. All textbooks needed for each course must be purchased at every level.

- b. Name pins are provided by the Department's designated representative at no cost to the student.

## **GRADUATION REQUIREMENTS**

Prior to graduation, candidates must file an application for graduation in the Registrar's Office on the form provided. Graduation fees must be paid at the cashier's office during registration.

See the current University Catalog and *The ROAR*, for additional graduation requirements. Attendance and participation in the Pinning ceremony and graduation are mandatory.

Graduation requirements are:

1. The student must follow and complete the approved degree plan.
2. The student must have a minimum grade of "C" or above in each major course.
3. The student must have a minimum cumulative grade point average of 2.00
4. The student must complete all general education and departmental course requirements.
5. Minimal degree requirement is 122 hours for RN students.
6. The student must obtain a passing grade of "C" in English 1311, and 1321. (A passing grade of "C" in English 1310 is required for students scoring less than a 19 in English on the ACT.)
7. The student must remove all incomplete grades in accordance with University Policy.
8. The student must satisfy departmental requirements as specified.
9. The student must pass the English Proficiency Test within 3 years prior to graduation. Some transfer students and students seeking a second degree may be exempt from the test. If the test was passed more than three years ago, the student must take/retake the English Proficiency Test or ENGL 3302 prior to receiving the degree.
10. The student must complete a minimum of 30 semester hours above the 1000 level in residence beyond the first degree if seeking a bachelor's degree from University of Arkansas at Pine Bluff.
11. The student must complete the requirements of University College and exit within the first two (i.e. freshman and sophomore) years of study.

## **Don't Forget To Exit University College Timely**

### **Why....**

- To know that you have met developmental requirements (if applicable).
- To know that you have taken all general education exams.
- To know that you have satisfied the English Proficiency Requirement.

\*Students, who took ENGL\*1311 at UAPB Fall 2000 and beyond, DO NOT HAVE TO TAKE THE ENGLISH PROFICIENCY exam. Transfer students, who did not take ENGL\*1311 at UAPB Fall 2000 and beyond, must take the English Proficiency exam or Writing Seminar course. UAPB native students, who took ENGL\*1311 prior to Fall 2000, are required to take the English Proficiency exam or Writing Seminar course.

12. Nursing students must complete the above requirements (#1-11) in addition to successful completion of course NURN 4319 and the Capstone Project.

## **NURSING PRACTICE STANDARDS AMERICAN NURSES' ASSOCIATION ETHICAL CODE FOR NURSES**

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice: makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.



8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its profession organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Reference:

American Nurses' Association (2015). Provisions of Code of Ethics. *Code of Ethics for Nurses with Interpretive Statements*.

## **AMERICAN NURSES' ASSOCIATION STANDARDS OF NURSING PRACTICE**

The registered nurse collects comprehensive data pertinent to the patient's health or the situation.

The registered nurse analyzes the assessment data to determine the diagnoses or issues.

The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.

The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

The registered nurse implements the identified plan.

- coordinates care delivery, and
- employs strategies to promote health and a safe environment.

The registered nurse evaluates progress towards attainment of outcomes.

## **STANDARDS OF PROFESSIONAL PERFORMANCE**

The registered nurse systematically enhances the quality and effectiveness of nursing practice.

The registered nurse attains knowledge and competency that reflects current nursing practice.

The registered nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

The registered nurse interacts with and contributes to the professional development of peers and colleagues.

The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.

The registered nurse integrates research findings into practice.

The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services.

The registered nurse provides leadership in the professional practice setting and the profession.

## UNIVERSITY OF ARKANSAS AT PINE BLUFF Department of Nursing

(Acknowledgement of receipt of the 2022-2023 RN-BSN *Nursing Student Handbook*)

I, \_\_\_\_\_, acknowledge that I have received, read and understand the policies, guidelines and expectations documented in the University of Arkansas at Pine Bluff *Department of Nursing Rn – BSN Student Handbook* dated 2022-2023. I have been given an opportunity to ask questions and to seek clarification.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student)