



**BELMONT**  
UNIVERSITY

School of Nursing  
and Affiliated Partners in  
Nursing  
Student Handbook

Undergraduate Nursing Program  
Graduate Nursing Program

**2008-2009**

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**BELMONT UNIVERSITY  
GORDON E. INMAN COLLEGE OF HEALTH SCIENCES  
AND NURSING  
SCHOOL OF NURSING**

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## **PREFACE**

### ***Welcome to the Belmont University School of Nursing***

We are pleased that you have chosen Belmont for your education in nursing. Your responsibilities as a student are to know and meet your degree requirements and to enroll for the appropriate courses. You are expected to become familiar with and comply with the various regulations of the University and the School of Nursing. This Handbook has been prepared especially to highlight information that will be useful to you during your matriculation in the School of Nursing. The intent is to supplement other official University documents. In addition to this Student Handbook, you are expected to become acquainted with and abide by the contents of:

The Guide

The Undergraduate Bulletin

The Graduate Bulletin

**BELMONT UNIVERSITY**

### ***SCHOOL OF NURSING VISION***

The vision of the SON is to champion excellence and transform lives in a caring Christian community.

# TABLE OF CONTENTS

<b><i>PHILOSOPHY OF THE SCHOOL OF NURSING</i></b> .....	<b>1</b>
<b><i>GENERAL INFORMATION</i></b> .....	<b>3</b>
Admission, Progression, and Retention .....	3
Advisement .....	3
Grade Scale .....	3
Open Door Policy .....	3
Attendance Policy .....	3
Reference Format.....	4
Student Rights and Responsibilities .....	4
Change of Name, Address, or Telephone Number .....	4
Academic Integrity.....	4
Academic and Professional Expectations .....	4
<b><i>BELMONT UNIVERSITY ACADEMIC HONOR SYSTEM</i></b> .....	<b>6</b>
Affirmation of Academic Integrity .....	6
Academic Honor Pledge .....	6
Standards for Academic Integrity .....	7
Policy and Procedure Regarding the Chemically Impaired Student .....	8
Appeals .....	10
Updated10/06 School of Nursing Policies Related to Clinical Experience .....	11
School of Nursing Policies Related to Clinical Experience.....	12
American Nurses Association Code of Ethics for Nurses .....	15
Student Services.....	16
Counseling Services.....	16

Health Services .....	16
Academic Services.....	16
Concerns, Complaints and Grievances .....	17
Student Leadership.....	17
Accommodation of Disabilities .....	17
Sigma Theta Tau International Honor Society.....	18
<b><i>UNDERGRADUATE NURSING PROGRAM.....</i></b>	<b>19</b>
Purpose.....	19
Competencies.....	19
Clinical Dress Policy.....	20
Site-Specific Clinical Dress Policies .....	21
Lab Dress Policy .....	22
Student Leadership Opportunities.....	23
Student Nurses Association (SNA).....	23
Curriculum Committee .....	23
School of Nursing Awards.....	23
<b><i>GRADUATE NURSING PROGRAM.....</i></b>	<b>24</b>
Purpose.....	24
Clinical Dress Policy.....	25
<b><i>SCHOOL OF NURSING FACULTY AND STAFF .....</i></b>	<b>26</b>

## **PHILOSOPHY OF THE SCHOOL OF NURSING**

The philosophy of the nursing faculty is based on the values of truth, courage, integrity, and service, which are congruent with the vision and values of Belmont University.

As an integral part of the Belmont University Christian community, the School of Nursing provides opportunities for students to discover individual talents, acquire knowledge and skills, and grow spiritually. The faculty identify Jesus Christ as the Master Teacher, who is the ultimate role model for individuals engaging in the pursuit of truth. Students and faculty are challenged to commit themselves to high moral and ethical standards. A faculty goal is to enhance spiritual growth so that graduates value the privilege of service.

**Individuals** are complex, unique beings, created by God. Individuals, as open systems, interact dynamically within larger social systems, and have the capacity to adapt to changes within the environment. All individuals are viewed holistically, an approach that takes into consideration the total needs of the individual, provides for all dimensions of health, and includes the individual's perception of the world.

**Environment** is persons, places, and events that impact the individual both internally and externally. Environment encompasses all of the dynamic conditions affecting the development and behavior of an individual. These may include physical and psychological states as well as culture, spiritual beliefs, education, economic and social status.

**Health** is a dynamic state across the life span. Health is directly and indirectly influenced by environmental, psychological, spiritual, sociological, and human biological factors.

As an art and a science, **nursing** is a unique professional discipline that is valued by society. It enables others to reach their highest potential by fostering wellness, promoting recovery from illness, or allowing dignity in death. Nursing uses and builds on knowledge developed by nursing and other disciplines.

The professional nurse assumes rights and responsibilities to work independently, dependently, and collaboratively with other health care professionals. In health care delivery, the professional nurse serves as the primary direct health care provider, and renders unique services to individuals, families, and communities in diverse settings. The professional nurse is committed to and advocates for quality health care for all. The practice of nursing is multidimensional, requiring critical thinking, therapeutic interventions, and effective communication.

Belmont's vision is to be a premier teaching university, bringing together the best of liberal arts and professional education in a consistently caring Christian environment. The School of Nursing provides the environment and learning experiences necessary for developing a competent professional able to function in a variety of practice settings. Teaching and learning are considered to be collaborative, active efforts, requiring energy and producing changes in behaviors and values. The professional nurse is committed to lifelong learning, increasing knowledge and competencies, and advancing nursing practice.

Each baccalaureate nursing student, through an individualized program of study, is provided with opportunities to prepare to function as a generalist in nursing. The School offers an academically challenging professional curriculum which is grounded in the liberal arts and sciences.

Graduate students bring to the educational setting a variety of previously acquired knowledge and experiences. Masters graduates are prepared to function as specialists. The graduate faculty serve as mentors and consultants, collaboratively assisting graduate students to critically examine knowledge, skills, and attitudes.

## **GENERAL INFORMATION**

The following general information pertains to both undergraduate and graduate students.

### ***Admission, Progression, and Retention***

For information regarding admission to the undergraduate nursing program, the student should refer to the Undergraduate Bulletin.

For information regarding admission to the graduate nursing program, the student should refer to the Graduate Bulletin.

For all issues relating to progression and retention, the student should refer to the Undergraduate or Graduate Bulletin.

### ***Advisement***

Upon enrollment in the School of Nursing students are assigned a faculty advisor. The student is responsible for initiating meetings with the advisor prior to registration each semester. Each student is personally responsible for completing all academic requirements established by the University and the School of Nursing.

### ***Grade Scale***

The grading scale for each course is determined by the faculty.

### ***Open Door Policy***

At Belmont University School of Nursing we value input from students and maintain an “open door policy” so that students feel comfortable coming to the faculty to discuss concerns, both personal and academic. Setting up an appointment with the faculty member may be the most convenient way to facilitate this, but faculty also have office hours during which they generally are available to see students.

An additional source of information and advice is the student’s academic advisor and the student should feel free to contact the advisor at any time.

### ***Attendance Policy***

(adopted 9/19/05, effective 10/01/05)

#### **Introduction:**

Each course in the School of Nursing contains very significant academic content that builds on previous content. Thus, attendance at each class meeting is essential to the student’s success. Furthermore, attendance and punctuality are professional behaviors that are expected of every student enrolled in the School of Nursing.

The University calendar is published at least a year in advance and is available on the University web-site. Students are responsible for checking this calendar prior to planning vacations, weddings, honeymoons, job orientations, family reunions, etc.

### **Policy:**

Beginning with the **first scheduled class**, students are required to attend all class sessions of courses in which they are enrolled. This includes course and clinical orientations, labs, clinicals, lecture sessions and all other class meetings listed in the course syllabus and calendars. Except in the case of death of a family member or significant illness of the student or of a student's minor child, all absences will be considered unexcused or "unsatisfactory". The consequences of unexcused absences are outlined in each individual course syllabus and may include one or more of the following: deduction of points from tests or assignments, additional written assignments, and payment for additional clinical faculty time for make-up clinicals.

### ***Reference Format***

Written assignments in the School of Nursing will follow the APA format for documentation and formatting style. The current edition of the Publication Manual of the American Psychological Association will be used by all faculty in the evaluation of student papers.

### ***Student Rights and Responsibilities***

Students should refer to The Guide for University policies, including those concerning academic honesty, drug-free campus, and complaints and grievance procedures.

Students should refer to the Undergraduate or Graduate Bulletin for class attendance policies.

### ***Change of Name, Address, or Telephone Number***

Any student needing to change pertinent personal data during a semester must register those changes in several places. **All undergraduate nursing students** must fill out a Student Data Form and submit it to the Nursing Program Assistant each time their address changes. **All students** should fill out a Personal Data Change Request at Belmont Central. **In addition, the student must update their permanent personal information on Banner Web.**

### ***Academic Integrity***

All academic work at Belmont University is governed by the guidelines of the honor system. The following is an excerpt from the Belmont University Honor System, the full text of which can be found in The Guide and on The Belmont University Website.

### ***Academic and Professional Expectations***

All assigned work, including tests and exams, written assignments, and clinical rotations, is to be completed according to the course requirements in the syllabus. If an emergency or severe illness

occurs that warrants postponing an assignment's due date the student must notify the faculty member as soon as possible. In addition, the student must request a "course work exception" on the appropriate form which may be obtained from the faculty member. Granting of **any** exceptions is at the faculty member's discretion.

## **BELMONT UNIVERSITY ACADEMIC HONOR SYSTEM**

The members of the Belmont University community seek to provide students a high-quality education while encouraging in the entire community a sense of ethics, social responsibility and interdependence. We believe that trust is a vital part of this enterprise and that self-discipline and responsibility to one another are also essential elements. We also believe that any instance of dishonesty is a violation of the values of the Belmont University community. Therefore, the Belmont University Academic Honor System aims to cultivate a community based on trust, academic honesty and social responsibility that:

- Ensures that students, faculty, staff and administrators understand that the responsibility for upholding integrity at Belmont University lies with them;
- Ensures that all members of the Belmont University community understand that all forms of dishonesty represent a profound violation of the values of the Belmont University community;
- Clarifies what constitutes academic dishonesty and defines standards of behavior expected of all members of our community;
- Promotes an environment at Belmont University where integrity is expected and respected and where dishonesty is not tolerated;
- Defines a statement of expectations at Belmont University regarding behavior, as well as a mechanism for a consistent and reasonable adjudication process for violations of our community.

### ***Affirmation of Academic Integrity***

The Belmont community values personal integrity and academic honesty as the foundation of university life and the cornerstone of a premiere educational experience. Our community believes trust among its members is essential for both scholarship and effective interactions and operations of the university. As members of the Belmont community, students, faculty, staff and administrators are all responsible for ensuring that their experiences will be free of behaviors that compromise this value. In order to uphold academic integrity, the university has adopted an Academic Honor System. Students and faculty will work together to establish the optimal conditions for academic work of the highest integrity

### ***Academic Honor Pledge***

“In affirmation of the Belmont University Community Commitments, I pledge that I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, in the preparation of reports or in any other type of work that is to be used by the instructor as the basis of my grade; I will not engage in any form of academic fraud. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.”

## *Standards for Academic Integrity*

Generally, academic fraud and dishonesty include, but are not limited to the following categories: cheating, fabrication, plagiarism, multiple submissions, obtaining unfair advantage, aiding and abetting and unauthorized access to academic or administrative systems.

- Cheating: Using unauthorized notes, aids or information on an examination; altering a graded work prior to its return to a faculty member, allowing another person to do one's own work and submitting it for grading.
- Fabrication: Inventing or falsifying information, data or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form, ID card or any other university document.
- Plagiarism: Submitting material that in part or whole is not one's own work; submitting one's own work without properly attributing the correct sources of its content.
- Multiple Submissions: Submitting identical papers or course work for credit in more than one course without prior permission of the instructor.
- Obtaining Unfair Advantage:
  - gaining or providing access to examination materials prior to the time authorized by an instructor;
  - stealing, defacing or destroying library or research materials which can deprive others of their use;
  - unauthorized collaboration on an academic assignment;
  - retaining, possessing or circulating previously used examination materials without the instructor's permission;
  - obstructing or interfering with another student's academic work; or
  - engaging in any activity designed to obtain an unfair advantage over another student in the same course.
- Aiding and Abetting: Providing material, information or other assistance that violates the above Standards for Academic Integrity; providing false information in connection with any inquiry regarding academic integrity.
- Unauthorized Access: Viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access or in any way interfering with the use or availability of computer systems/information.

## ***Policy and Procedure Regarding the Chemically Impaired Student***

### **Policy Statement:**

The Gordon E. Inman College of Health Sciences and Nursing requires that students provide safe, effective, and supportive client care. Students who are chemically impaired are less capable of making important judgments and maintaining a safe environment for clients under their care. Students who are chemically impaired in the clinical setting may in fact jeopardize the lives of their clients. In addition, chemical impairment has a negative effect on the personal health of the student.

The COHS and the SON define the chemically impaired student as a person who, while in the classroom, laboratory, or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic use or misuse, or chronic use that has produced psychological and/or physical signs and symptoms. This includes the abuse of impairment by the use of prescription medication. It is the position of the COHS that chemical dependency is a treatable disease. With the proper treatment, monitoring, and support, students can become safe, competent professionals.

The American Association of Colleges of Nursing (AACN) has issued a position statement on substance abuse in nursing education (AACN, 1996). Among their assumptions and principles are the statements that:

- substance abuse compromises both the educational process and patient care and must be addressed by schools of nursing;
- academic units in nursing have a commitment to and a unique role in the identification of abuse, intervention, referral for treatment, and monitoring of recovering individuals;
- addicted persons need help to recognize the consequences of their substance use;
- addiction is a treatable illness, and rehabilitative and therapeutic approaches are effective in facilitating recovery; and
- individuals with addictive illnesses should receive an opportunity for treatment in lieu of, or before, disciplinary action. (AACN, 1996, p.254)

The American Physical Therapy Association's Position on Substance Abuse (HOD 06-93-25-49) recognizes that alcoholism and other drug addictions adversely affect health and professional roles. The House of Delegates encourages the identification and supportive assistance of professionals who experience substance abuse and recommends treatment so that re-entry into the profession is possible.

It is the policy of the COHS and SON that students must be free of chemical impairment during participation in any part of their program including classroom, laboratory, and clinical activities. COHS and SON faculty members will intervene with a chemically impaired student as outlined in the established procedure of the respective school. Until the problem has been satisfactorily resolved, the student will not participate in any clinical or field activities where they would have patient/client contact. It is the policy of the COHS and SON that students may be required to

leave the clinical/fieldwork setting immediately if chemical impairment is suspected. Students may be required to undergo a urine drug screen and evaluation by an outside professional expert to assess for chemical impairment. Treatment as indicated by the substance abuse professional will be required as well as follow-up, aftercare, and ongoing monitoring. Failure to abide by the treatment plan as outlined will result in suspension and/or dismissal from the program.

Procedure:

If, in a faculty member's professional judgment, a student participating in any classroom, laboratory, or clinical activity is exhibiting signs of chemical impairment, the following procedure will be implemented. (See Table 1)

1. The student will be removed to a private area to discuss the behavior(s) observed. The student will be allowed to provide a verbal explanation of the behavior. The faculty member will specifically inquire about the use of any substances and, if used, what, when and how much was used and what route it was taken. The faculty member may require a urine drug screen test to be done immediately. Transportation will be arranged to take the student home if dismissal from the classroom, laboratory, or clinical experience is deemed necessary.
2. The faculty member will prepare a written report carefully documenting the observed student behaviors indicative of chemical impairment and submit it to the Dean of the School of Nursing within one working day or as soon as possible. The Dean will inform other appropriate faculty members also involved with the student during that semester on a "need to know" basis. A copy of this report will be placed in the student's academic file.
3. A meeting will be arranged with the student, the faculty member(s) who identified the problem and the Dean or one additional appropriate faculty member in the Dean's absence. At this meeting, the faculty members will
  - Review the documentation of the alleged chemical impairment.
  - Provide the student an opportunity to offer an explanation of her or his conduct and to provide any other relevant information.
  - Discuss the procedures that will be followed if the decision is made to carry forward with the policy.
  - Discuss the academic consequences related to the alleged policy violation.
4. The Dean and involved faculty member(s) will then meet separately to make a determination based on the meeting with the student and the faculty member's professional observations as to whether to carry forward with the policy.
  - a. If the student's explanation is satisfactory and no further process is deemed appropriate at this time, the student will be notified and all records of the alleged event will be removed from the student's file. The Dean will be responsible addressing students who are confronted more than once.
  - b. If there is evidence of possible chemical impairment, the student will be notified that the policy will be carried forward and the Dean or involved faculty member will secure the student's written agreement to seek a comprehensive substance abuse evaluation. A

written, individualized agreement will be drawn up for each student involved in this process (see sample contract attached). The substance abuse evaluation will be at the student's expense and a copy will be provided to the School of Nursing.

5. The student may not participate in any part of the nursing program until the substance abuse evaluation is obtained. If the student refuses to obtain an evaluation, he or she will be administratively dismissed from the School of Nursing.
6. Possible outcomes from the substance abuse evaluation include:
  - a. The substance abuse evaluation does not substantiate the alleged substance abuse by the student. If this occurs, all documentation related to the alleged incident is removed from the student's file and the student may return to all courses without negative academic consequences.
  - b. The substance abuse evaluation does substantiate the alleged substance abuse by the student, but the student refuses to abide by the policy of enrollment in a treatment program and ongoing monitoring. If this occurs, the student is dismissed from the School of Nursing.
  - c. The substance abuse evaluation does substantiate the alleged substance abuse by the student and the student agrees to abide by the policy. If this occurs, the student signs an agreement to participate in a treatment program and to have his or her progress monitored by the School of Nursing. The student may not participate in any School of Nursing learning activities until the treatment program is successfully completed.
7. Once the treatment program is successfully completed, the student may return to classes in the subsequent semester while continuing to have his or her progress monitored by the School of Nursing or an appointed affiliate. Monitoring (through blood, urine, or other testing) will continue during the student's enrollment in the School of Nursing.
8. Following graduation, information about the student's diagnosis and treatment program will be shared with the Professional Assistance Program in the state in which the student seeks licensure.

### ***Appeals***

If a student believes that a decision rendered is inappropriate or that appropriate procedures were not followed, he/she may appeal that decision. Appeals of this policy must be made to the Provost. The student who wishes to appeal must submit a letter of appeal to the Provost within 5 working days of the decision they wish to appeal.

The Provost shall schedule a hearing with the appellant student within two weeks of the appealed decision. At that time, the student shall state the reasons for the appeal. The Provost may ask any questions relevant to the appeal. The Provost, after consultation with the Dean of the College of Health Science, shall then decide to overturn, amend, or uphold the original decision. The Provost may not add additional sanctions nor extend the duration of the original decision. The Provost has complete responsibility and authority for this decision.

If the Provost deems it preferable, he/she may refer the case to the University Appeals Board for a decision. This referral shall be made in situations where the Provost believes that a group decision is preferred over that of an individual. The student may request that a group hear the appeal, but this referral is at the discretion of the Provost.

The decision by the Provost or Board of Appeals is final.

#### References

American Association of Colleges of Nursing (1996). Policy and guidelines for prevention and management of substance abuse in the nursing education community. *Journal of Professional Nursing, 12*, 253-257.

Clark, C.M. (1999). Substance abuse among nursing students: Establishing a comprehensive policy and procedure for faculty intervention. *Nurse Educator, 24* (2), 16-19.

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Asteriadis, M., Davis, V., Masoodi, J., & Miller, M. (1995). Chemical impairment of nursing students: A comprehensive policy and procedure. *Nurse Educator, 20* (2), 19 - 22.

Polk, D. (1993). The chemically dependent student nurse: Guidelines for policy development. *Nursing Outlook, 41*, 165 - 170.

## *School of Nursing Policies Related to Clinical Experience*

### Health Protection

While in the clinical setting, students will encounter and care for patients with communicable diseases. **Strict adherence to Standard Precautions is required.**

The following measures are required for clinical placement:

1. Tuberculosis skin test or chest X-ray. If either is positive, evidence of appropriate follow-up must be submitted.
2. Hepatitis B vaccine series (3 injections) and titer. A copy of your immunization record is not sufficient.
3. Rubella titer with evidence of immune status. A copy of your immunization record is not sufficient.
4. Varicella titer with evidence of immune status. A copy of your immunization record is not sufficient.
5. Tetanus series with evidence of tetanus booster within 5 years.
6. Proof of two MMR immunizations.
7. It is strongly recommended that the student complete the Hepatitis A vaccine series (2 injections).
8. Mumps titer with evidence of immune status. A copy of your immunization record is not sufficient.
9. Measles (Rubeola) titer with evidence of immune status. A copy of your immunization record is not sufficient.
10. Annual flu shot

Please be aware that the individual clinical agencies may have additional health protection requirements.

### Policy for Health Record Requirements

Completion of health record requirements is a means of insuring safety for both students and their clients and as such is a professional responsibility. In addition, failure to meet these requirements jeopardizes Belmont's use of clinical agencies. The student will not be able to attend clinical (including orientation) until health records are completed.

Failure by the student to complete the health record requirements by the announced deadline each semester will result in significant penalties. It is the faculty member's prerogative to determine the appropriate penalty for a breach of this requirement.

Penalties will include one or more of the following: deduction of points from exams and/or clinical assignments, make-up clinicals paid for by the student at a rate of \$35.00/hour, or a failing grade in the clinical portion of the course, resulting in dismissal from the School of Nursing.

### Liability Insurance

Liability insurance is required for clinical placements in health care agencies. Belmont University carries liability insurance for students in the School of Nursing. This insurance covers students only when they are fulfilling class requirements.

### Health Insurance

Students must provide proof of current health insurance coverage prior to beginning clinical **each semester**. Students are responsible for all costs and expenses they incur for medical treatment which result from their participation in the program.

### CPR Certification

Students must provide evidence of CPR certification prior to beginning clinicals and maintain currency during the entire remaining length of their course of study (adult, 2-person, and infant CPR).

### Transportation

Students are required to provide their own transportation to clinical settings.

### Clinical and Lab Dress Policies

Students should refer to the appropriate sections of this handbook for specific clinical and lab dress policies.

### Tobacco Policy

The use of all tobacco products is prohibited during clinical hours.

### Patient Confidentiality

An integral part of the nursing educational experience is having access to Protected Health Information (PHI) of the patients under your care. Maintaining the confidentiality of patients is a legal matter as well as an ethical one. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides very specific guidelines to protect the privacy of patients and outlines the penalties of violations of that privacy. Students will be provided with training in the requirements of the privacy and security provisions of HIPAA and will be required to document in writing that they have received, read and understand these policies and procedures.

### Background Check

All students will be required to pay for a criminal background check prior to clinical placement.

## Professional Conduct

The School of Nursing requires that students conduct themselves in a professional manner. The Tennessee State Board of Nursing defines unprofessional conduct as follows:

1. Unprofessional conduct, unfitness, or incompetence by reasons of negligence, habits or other causes, as those terms are used in the statute, is defined as, but not limited to, the following:
  - a. Intentionally or negligently causing physical or emotional injury to a patient;
  - b. Failure to maintain a record for each patient which accurately reflects the nursing problems and interventions for the patient;
  - c. Abandoning or neglecting a patient requiring nursing care.
  - d. Making false or materially incorrect, inconsistent or unintelligible entries in any patient records or in the records of any health care facility, school, institution or other work place location pertaining to the obtaining, possessing or administration of any controlled substance as defined in the Federal Controlled Substances Act;
  - e. Unauthorized use or removal of narcotics, drugs, supplies, or equipment from any health care facility, school, institution or other work place location;
  - f. The use of any intoxicating beverage or the illegal use of any narcotic or dangerous drug while on duty in any health care facility, school, institution or other work place location;
  - g. Impersonating another licensed practitioner;
  - h. Permitting or allowing another person to use his or her license for the purpose of nursing the sick or afflicted for compensation;
  - i. Revocation or suspension of a license to practice nursing by another state or territory of the United States for any act or omission which would constitute grounds for the revocation or suspension of a license in this state;
  - j. Practicing practical nursing in this state on a lapsed (state) license or beyond the period of valid temporary permit;
  - k. Assigning unqualified persons to perform functions of licensed persons or delegating nursing care functions and tasks and/or responsibilities to others contrary to the Nurse Practice Act or rules and regulations to the detriment of patient safety;
  - l. Failing to supervise persons to whom nursing functions are delegated or assigned;
  - m. Aiding, abetting, assisting or hiring an individual to violate or circumvent any law or duly promulgated rule intended to guide the conduct of a nurse or any other licensed health care provider;
  - n. Exercising undue influence on the patient including the promotion of sale of services, goods, appliances, or drugs in such a manner as to exploit the patient for financial gain of the nurse or of third party;
  - o. Discriminating in the rendering of nursing services as it relates to race, age, sex, religion, national origin, or the condition of the patient;
  - p. Violating confidentiality of information or knowledge concerning the patient, except when required to do so by a court of law;
  - q. Failing to take appropriate action in safeguarding the patient from incompetent health care practices;
  - r. Failing to report, through proper channels, facts known to the individual regarding incompetent, unethical or illegal practice of any health care provider;
  - s. Performing nursing techniques or procedures without proper education and practice;
  - t. Engaging in acts of dishonesty which relate to the practice of nursing.

### **American Nurses Association Code of Ethics for Nurses**

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

## ***Student Services***

Student services are coordinated by the Office of Student Affairs located in the Beaman Student Life Center. The phone number is 460-6407.

## ***Counseling Services***

Personal counseling services are offered through the Office of Student Affairs and may help with such issues as academics, interpersonal relationships, religious questions, sexuality, stress, time management, addictions, anxiety and depression.

Students are entitled to a limited number of counseling sessions with a licensed counselor at no cost. For more information or appointments for counseling, call the counseling secretary.

*A code of confidentiality is maintained in all counseling.*

## ***Health Services***

A Certified Family Nurse Practitioner is available through Student Health Services located on the second floor of the Gabhart Student Center. Primary care services available include wellness physicals, diagnosis and treatment of acute episodic health problems, immunizations, treatment of minor trauma and lab services. Referrals for more advanced care are also available. Hours are 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 3:00 p.m., Monday through Friday when school is in session. Telephone number is 460-5506.

The Office of Safety and Security is available to help with emergency needs, as well.

## ***Academic Services***

The Writing Center offers free, 30-minute one-on-one conference sessions for all Belmont students with any writing concern. The Center is located on the 3<sup>rd</sup> floor of the Wheeler Humanities Building. Tutoring is also available in Spanish and French writing. For appointments, call the Writing Center at 460-6241.

Students may receive assistance for any math course through the Math Lab. For hours call the Department of Mathematics/Computer Science at 460-6406.

## ***Concerns, Complaints and Grievances***

Any concerns related to a specific course should first be addressed directly to the faculty member teaching the course. If the student is not satisfied with the outcome of this initial step, the student should then address the concern to any member of the School of Nursing Leadership Council. For the 2007-2008 academic year, Leadership Council members are Associate Dean Dr. Chris Algren, Dr. Leslie Higgins, Professor Jane Shelby, Ms. Sandy Murabito, Dr. Martha Buckner, and Cathy Hendon. The School of Nursing follows the University procedure for filing a formal complaint. For information, refer to The Guide.

## ***Student Leadership***

Opportunities exist for students to serve on School of Nursing committees and as class officers. Please refer to Undergraduate and Graduate sections of this handbook for specific information.

## ***Accommodation of Disabilities***

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations for the disability during the course, please notify Tammye Whitaker, Director of Counseling and Developmental Support in the Office of Student Affairs (460-6407) as soon as possible.

## ***Sigma Theta Tau International Honor Society***

Sigma Theta Tau International is the honor society for professional nursing. Omicron Phi, Belmont's chapter of Sigma Theta Tau, was chartered in Spring 1998. The purposes of this professional honor society are to recognize superior achievement and leadership skills; to foster high professional standards; and to strengthen commitment to the ideals and purposes of the profession.

Undergraduate students may be considered for membership if they:

1. Have a grade point average at least 3.0 after the completion of at least 50% of the required nursing courses.
2. Rank in the top 35% of their class.

Graduate students may be considered for membership if they:

1. Have a grade point average of at least 3.5 after completion of at least 25% of the required curriculum.

Signs informing students of the membership application process are posted early in the fall and spring semesters.

## **UNDERGRADUATE NURSING PROGRAM**

### ***Purpose***

The purpose of the School of Nursing is to prepare professional nurses for beginning practice in a variety of health care settings. The student's education in the liberal arts, sciences and nursing will enable the graduate to contribute to improving the quality of life for self, clients and community. Students completing the program of studies in the School of Nursing are prepared to continue life-long learning, including graduate studies.

### ***Competencies***

Successful completion of the objectives/competencies of the undergraduate program in nursing requires the students to:

- Incorporate knowledge from the arts, humanities, natural, and social sciences in nursing practice.
- Demonstrate competency in applying problem-solving methods and a professional ethic of relationship centered care in the nursing management of wellness and disease states across the lifespan.
- Utilize effective communication and information technology to enhance nursing practice.
- Incorporate multiple determinants of health (bio-psychosocial, spiritual, economic, political, and environmental) in providing nursing care related to health promotion, illness prevention, health restoration, and rehabilitation.
- Provide culturally sensitive health care for diverse populations in a variety of health care settings.
- Demonstrate ability to provide relationship-centered care while providing stewardship of human and material resources.
- Provide professional nursing care management of wellness and disease states across practice environments.
- Collaborate with members of the interdisciplinary health care team to improve the delivery of health care to individuals, families, groups, and communities.
- Critique and use nursing research findings for applicability to nursing practice.
- Use leadership and management skills to improve healthcare outcomes of individuals and populations in a variety of settings.
- Demonstrate evidence of a commitment to lifelong learning in professional practice and personal development.

## INFORMATION SPECIFIC TO THE UNDERGRADUATE PROGRAM

### *Clinical Dress Policy*

Students are expected to attend clinical in appropriate uniform. In addition to the School of Nursing Clinical Dress Policy, individual agencies may have additional uniform codes that must be adhered to. Nametags are required in **ALL** clinical agencies.

- A. Uniform: White uniform consisting of a dress, pant suit, or slacks and uniform top is worn. The uniform should be clean, neat, wrinkle free and in good repair. Dress length is to be no shorter than the kneecap and no longer than mid-calf. Shirts are to be tunic style worn over top of pants. No knit pants are to be worn. The white uniform and the lab coat must have a **Belmont patch** on the left sleeve. White or navy blue sweaters, white jackets or lab coats may be worn over the uniform, but should be removed before giving care to patients. White scrub suits may be worn as long as they are purchased by the student as a nursing uniform, and they have no lettering related to a particular health care facility. Scrub suits from health care facilities are not acceptable.
- B. Shoes:
1. White leather shoes are to be worn. Style of shoe recommended is a white leather shoe with laces. White leather athletic shoes and white clogs are acceptable if used only for the clinical setting. Shoes should have limited lettering and lettering should be white. Boots, slings and sandals are not allowed. Please note that some clinical units do not allow clogs.
  2. Shoes are to be kept clean and polished. If shoes have laces, they are to be washed regularly and must not be broken.
  3. White hose (without runs) or socks are to be worn. Hose must be worn with dresses. Support hose are recommended.
- C. Name pins, watches, jewelry, equipment:
1. Name pins are to be worn at all times on the left-hand side of the uniform. You must have a nursing patch on the upper left sleeve of your scrub top and your lab coat. You can purchase these patches at the School of Nursing. Your name badge will be your Belmont University ID card that you will receive at registration.
  2. Watch with a second-hand is to be worn.
  3. Only wedding bands and engagement rings may be worn. Students should use their judgment regarding engagement rings as these may catch on beds, gloves etc., presenting a risk for damage to rings and injury to clients.
  4. Only one pair of small stud earrings for pierced ears may be worn (one earring per one ear lobe). No other visible body rings may be worn (e.g. nose rings, tongue rings).
  5. No other jewelry is to be worn with the uniform.
  6. You will need to purchase a stethoscope and a small pair of bandage scissors that will fit in your pocket (5-6" is a good length).

#### D. Personal Grooming

1. Hair should be clean, neat, off the collar, and out of the face. Hair that is shoulder length should be pulled back from face and clasped with a plain device; hair any longer should be pinned up with plain device.
2. Conservative use of cosmetics is expected.
3. Beards, sideburns, and mustache, if worn must be short, neatly trimmed and well groomed.
4. Fingernails should be clean and well cared for, with length no longer than 1/4 inch from fingertip in length. Artificial and long natural fingernails are not permitted in patient care areas or labs. The definition of artificial fingernails includes, but is not limited to, acrylic nails, all overlays, tips, bondings, extensions, tapes, inlays, and wraps. Nail jewelry is not permitted. Nail polish, if worn, should be clear or natural and should not be chipped.
5. Perfume and cologne are to be omitted.
6. Modest white or neutral color undergarments that cannot be seen through the uniform should be worn. (No bikinis or thongs)
7. NO chewing gum is allowed in the clinical area.
8. No visible tattoos.

#### Attire for Preparing for Clinical Assignments

- A. At any time when a student is to go to a clinical agency for preparation of an assignment, but will not be assigned to give patient care, he/she must wear appropriate street clothes and white lab coat.
- B. The name badge must be worn on the left side of the coat.
- C. No blue jeans or shorts will be allowed.

#### ***Site-Specific Clinical Dress Policies***

##### Attire for Psychiatric Nursing experience

- A. Uniforms will not be worn for clinical experience.
- B. Name badges are required to be worn while in the clinical setting.
- C. Students are to wear clothing that is neat and modest. No short skirts, low cut dresses, blue jeans, shorts or bare midriffs will be allowed.
- D. The student's jewelry should be kept at a minimum (No overly expensive, excessive, overdone jewelry.)
- E. Slacks or pant suits are permitted.
- F. Low heeled, comfortable shoes should be worn. Hose should be worn with dresses.

##### Attire for Labor and Delivery Room Experience

- A. Students will wear scrub clothes provided by the clinical agency.
- B. Students may wear a lab coat over scrub clothes.
- C. Name badge is to be worn.

## ***Lab Dress Policy***

Professional dress and behavior are expected in clinical labs at all times. Since students will be practicing patient care activities, closed-toed shoes should be worn. Scrubs or modest street clothes covered by a lab coat are required. Hair should be pulled back in such a manner that it will not interfere with the activities being performed in lab.

Individual courses may have more specific dress requirements. The student should refer to course syllabi for this information.

## ***Student Leadership Opportunities***

Class officers are elected by each class, two semesters prior to graduation. The class officers help coordinate School of Nursing events and provide leadership and communication within the class.

## ***Student Nurses Association (SNA)***

Students are eligible to join the SNA upon admission to the School of Nursing. Participation in SNA allows students the opportunity to develop leadership skills and network with other students in the School of Nursing.

## ***Curriculum Committee***

The School of Nursing by-laws allow for student representation on the Undergraduate Curriculum Committee. Students may be appointed to this committee for a one year term.

## ***School of Nursing Awards***

The faculty of the School of Nursing selects students for several awards each semester. These include:

**Florence Nightingale Award** for a graduating senior; provided by the Baptist Hospital Ladies Auxiliary

**Faculty Award** for a graduating senior with outstanding scholarship, clinical competence and leadership qualities

**Book Award** established by the class of 1989 to assist in defraying the expenses of an RN returning to school for a BSN

**Omicron Phi Writing Award** sponsored by Belmont's Sigma Theta Tau chapter for an outstanding paper written by a junior

**Writing Award** for the graduating senior who has had consistent achievement in written assignments

**Clinical Competence Award** for the graduating senior who has excelled in clinical work

## **GRADUATE NURSING PROGRAM**

### ***Purpose***

The purpose of the Graduate Program of Nursing is to build upon the generalist preparation of the BSN program with a curriculum of evidence-based practice, theory and research, leading to specialization as Family Nurse Practitioners or Nurse Educators.

### ***Graduate Program Outcomes***

#### **Graduates of the Master of Science in Nursing program will:**

1. Demonstrate competence in and a commitment to lifelong learning in a focused area of practice: clinical, education, or administration;
2. Utilize theories and models from nursing and related disciplines to promote positive outcomes in areas of practice;
3. Integrate scientific inquiry to provide evidence-based practice;
4. Apply cultural, social, ethical, economic and political perspectives to practice settings and health care issues;
5. Integrate critical thinking skills into oral and written communications;
6. Engage in service and stewardship with disciplined intelligence.

#### **Graduates of the MSN program who specialize in the FNP track will:**

1. Employ evidence-based clinical practice guidelines to guide screening activities, identify health promotion needs, and provide anticipatory guidance and counseling to address environmental, lifestyle, and developmental issues;
2. Utilize critical thinking, differential diagnosis, and the integration and interpretation of various forms of data in the diagnosis of patient health status;
3. Plan and implement therapeutic interventions to stabilize patients, minimizing physical and psychological complications, and return patients to a stable state;
4. Recognize the critical importance of interpersonal transactions as they relate to therapeutic patient outcomes of individuals and families;
5. Interpret and individualize therapies for patients and families through the activities of advocacy, modeling, and tutoring;
6. Demonstrate a commitment to the advancement of the profession and to the implementation, preservation, and evolution of the family nurse practitioner role;
7. Work within an integrated, interdisciplinary system to achieve improved health outcomes for patients, families, communities, and systems.

#### **Graduates of the MSN program who specialize in the education track will:**

1. Facilitate learning in diverse educational settings through utilization of evidence-based teaching strategies while recognizing teaching as a form of scholarship;
2. Engage in the use of multiple methods of assessment and evaluation of learners in diverse educational settings;
3. Develop curricula and program outcomes that reflect current theories, standards, and trends in the health care setting;
4. Function as a change agent and leader to ensure continuous quality improvement as a nurse educator in diverse educational settings.

## INFORMATION SPECIFIC TO THE GRADUATE PROGRAM

### *Clinical Dress Policy*

Students are expected to attend clinical in appropriate attire. Individual clinical sites may have additional uniform requirements that must be followed.

- A. The student must wear appropriate street clothes and a white lab coat or lab jacket. No blue jeans or shorts are allowed.
- B. Name badges are to be worn at all times on the left side of the lab coat. Your name badge will be your Belmont University ID card displayed in a clear plastic holder provided by the School of Nursing. The holder clips to the lab coat collar or lapel.
- C. No multiple body piercings are allowed.
- D. No visible tattoos.

### *Comprehensive Examination*

All students in the graduate program, whether degree-seeking or post-MSN, must successfully complete a comprehensive examination as a requirement for program completion.

## SCHOOL OF NURSING FACULTY AND STAFF

### *FACULTY*

Dr. Chris Algren	460-6109 <a href="mailto:algrenc@mail.belmont.edu">algrenc@mail.belmont.edu</a>	Associate Dean, Executive Director, Partners in Nursing
Prof. Jean Blank	460-6298 <a href="mailto:blankj@mail.belmont.edu">blankj@mail.belmont.edu</a>	Adult Health
Dr. Martha Buckner	460-6119 <a href="mailto:bucknerm@mail.belmont.edu">bucknerm@mail.belmont.edu</a>	Adult Health
Prof. Sara Camp	460-6177 <a href="mailto:camps@mail.belmont.edu">camps@mail.belmont.edu</a>	Adult Health
Prof. Donna Copenhaver	460-6129 <a href="mailto:copenhaverd@mail.belmont.edu">copenhaverd@mail.belmont.edu</a>	Adult Health
Prof. Lucyellen Dahlgren	460-6086 <a href="mailto:dahlgrenl@mail.belmont.edu">dahlgrenl@mail.belmont.edu</a>	Adult Health
Dr. Sharon Dowdy	460-6110 <a href="mailto:dowdys@mail.belmont.edu">dowdys@mail.belmont.edu</a>	Adult Health
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Dr. Ruby Dunlap	460-6111 <a href="mailto:dunlapr@mail.belmont.edu">dunlapr@mail.belmont.edu</a>	Adult Health/Community
Prof. Martha Ezell	460-6162 <a href="mailto:ezellm@mail.belmont.edu">ezellm@mail.belmont.edu</a>	Adult Health
Dr. Leslie Folds	460-6101 <a href="mailto:foldsl@mail.belmont.edu">foldsl@mail.belmont.edu</a>	Psychiatric Mental Health
Prof. Beth Hallmark	460-6112 <a href="mailto:hallmarkb@mail.belmont.edu">hallmarkb@mail.belmont.edu</a>	Lab Coordinator
Dr. Carrie Harvey	460-6783 <a href="mailto:harveyc@mail.belmont.edu">harveyc@mail.belmont.edu</a>	Adult Health
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Dr. Leslie Higgins	460-6027 <a href="mailto:higginsl@mail.belmont.edu">higginsl@mail.belmont.edu</a>	Graduate Nursing

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Dr. Beth Youngblood	460-6118 <a href="mailto:youngbloodb@mail.belmont.edu">youngbloodb@mail.belmont.edu</a>	Maternal, Child & Family

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