

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF NURSING
UNDERGRADUATE STUDENT HANDBOOK
2023-2024



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

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Welcome from the Dean



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

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

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

Dr. Haley

Dr. Brandy Haley, PhD, RN, CNE
Dean and Professor of Nursing
UAM School of Nursing

University of Arkansas at Monticello
School of Nursing
Mission, Philosophy, and Organizing Framework
Bachelor of Science in Nursing (BSN) Degree

Mission

The University of Arkansas at Monticello is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Secondary Schools. All programs of the School of Nursing are approved by the Arkansas State Board of Nursing (ASBN). The baccalaureate programs are fully accredited by the National League for Nursing Commission for Nursing Education Accreditation (CNEA). The mission of the SON is to strive for excellence in the preparation of nursing graduates to develop the knowledge, skills, and attitudes to advance the discipline of nursing. The BSN Program strives for excellence in the preparation of nursing graduates through the following goals:

- Demonstrate competencies through practice experiences with populations across the lifespan and within each of the four spheres of care: 1) wellness and disease prevention, 2) chronic disease management, 3) regenerative or restorative care, and 4) hospice/palliative care.
- Demonstrate clinical judgment to guide nursing interventions that promote, maintain, and restore health.
- Demonstrate accountability through a commitment to nursing practice and lifelong learning.

Philosophy

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

PERSON

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

ENVIRONMENT

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

HEALTH

Health is a process of being and becoming an integrated holistic person by continuously adapting to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote,

maintain, and restore health. Health is viewed as a continuum throughout the lifespan that is influenced by the person's risk reduction behaviors and adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.

PROFESSIONAL NURSING

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

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

PROFESSIONAL NURSING EDUCATION

Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist.

Baccalaureate education prepares students for entry level professional practice across a variety of settings with culturally diverse populations and provides a foundation for graduate study. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values. The teaching/learning process fosters mutual respect and trust, intellectual development, reflection, critical thinking, and lifelong learning.

Organizing Framework

The faculty's beliefs about person, environment, health, professional nursing, and professional nursing education provide the basis for identification of strands that support the curriculum. These strands form the foundation for actualizing the School of Nursing's philosophy and organizing framework.

PERSON

Person includes the individual, family, and/or community as a holistic adaptive system in constant interaction with an increasingly interconnected global environment. To meet adaptation goals, the person behaves purposefully to achieve need integrity in four adaptive modes throughout the life span. Adaptation goals are related to survival and development.

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

The self-concept mode focuses on the psychological aspects and the spirituality of the person, which reflect the beliefs and feelings the person has about self. The self-concept mode is composed of the physical self and the personal self. When the person's self-concept needs are met through adaptive responses, psychic integrity is achieved.

The role function mode focuses on the roles the person assumes in society and how the person behaves toward others. Within each role, the person assumes a set of expectations which includes instrumental and expressive behaviors. When the person's role function needs are met through adaptive responses, social integrity is achieved.

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

ENVIRONMENT

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

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

HEALTH

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

PROFESSIONAL NURSING

Professional nursing is an art and a science. Caring and value-based beliefs form the

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

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

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

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

PROFESSIONAL NURSING EDUCATION

Professional nursing education is a process which guides an individual in the acquisition of nursing knowledge, skills, attitudes, values, and preparation for professional nursing as a generalist across a variety of settings with culturally diverse populations. This process is best accomplished in an institution of higher learning where the individual has access to varied

academic disciplines and changes in behavior can be validated. In collaboration, the teacher and learner initiate, direct, and are accountable for meaningful learning experiences. The teaching/learning process fosters intellectual development, reflection, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each is a process of intellectual inquiry and is implemented through mutual respect and trust, effective interpersonal relationships and communication. The teacher facilitates learning by using various strategies based on the UAM School of Nursing Teaching/Learning Principles. The individual progresses from simple to complex levels of learner behaviors. Evaluation of nursing education includes assessment of learner, teacher, and program outcomes.

University of Arkansas at Monticello
School of Nursing
BSN Strands with Outcomes

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

STRANDS

Critical thinking

Research

Nursing Process

Leadership

Communication

Teaching/Learning

OUTCOMES

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

BSN Organizing Framework



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

	I	II	III	IV	
MODES					NEED INTEGRITY
Physiological					Physical
Self-Concept					Psychic
Role Function					Social
Interdependence					Affectional Adequacy
NEEDS	Activity & Rest Sensation Receptive Behaviors Contributive Behaviors	Fluid & Electrolytes Protection Nutrition Physical Self	Endocrine Elimination Instrumental Behaviors Expressive Behaviors	Oxygenation Neurologic Personal Self	

University of Arkansas at Monticello
School of Nursing
Student Learning Outcomes – BSN

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

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

University of Arkansas at Monticello
School of Nursing
Mission, Philosophy, and Organizing Framework
Associate of Applied Science (AAS) in Nursing

Mission

The University of Arkansas at Monticello is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Secondary Schools. All programs of the School of Nursing are approved by the Arkansas State Board of Nursing (ASBN). The baccalaureate programs are fully accredited by the National League for Nursing Commission for Nursing Education Accreditation (CNEA). The mission of the SON is to strive for excellence in the preparation of nursing graduates to develop the knowledge, skills, and attitudes to advance the discipline of nursing. The AAS in Nursing Program strives for excellence in the preparation of nursing graduates through the following goals:

- Demonstrate competencies through practice experiences with populations across the lifespan and within each of the four spheres of care: 1) wellness and disease prevention, 2) chronic disease management, 3) regenerative or restorative care, and 4) hospice/palliative care.
- Demonstrate clinical judgment to guide nursing interventions that promote, maintain, and restore health.
- Demonstrate accountability through a commitment to nursing practice and lifelong learning

Philosophy

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

PERSON

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

ENVIRONMENT

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

HEALTH

Health is a process of being and becoming an integrated holistic person by continuously adapting

to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote, maintain, and restore health. Health is viewed as a continuum throughout the lifespan that is influenced by the person's risk reduction behaviors and adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.

TECHNICAL NURSE

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

TECHNICAL NURSING EDUCATION

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

Organizing Framework

The faculty's beliefs about person, environment, health, technical nursing, and technical nursing education provide the basis for identification of strands that support the curriculum. These strands form the foundation for actualizing the School of Nursing's Associate of Applied Science (AAS) in Nursing Degree Philosophy and Organizing Framework.

PERSON

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

In the physiological mode, the way the person responds to stimuli from the environment enables

the person to adapt and achieve physiological need integrity. The basic needs inherent in physiological integrity are: activity and rest, sensation, protection, nutrition, fluid and electrolytes, elimination, endocrine, oxygenation, and neurologic. When the person's physiological needs are met through adaptive responses, physical integrity is achieved.

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

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

ENVIRONMENT

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

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

HEALTH

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

TECHNICAL NURSING

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

The nursing process requires use of critical thinking to make judgments about the client's responses and includes the following steps: assessment, nursing diagnosis, planning, implementation, and evaluation. The technical nurse uses the nursing process to support successful goal adaptation or to identify ineffective responses and develop a plan of care with the client to promote goal adaptation and need integrity. The technical nurse enacts three roles: provider of care, coordinator of care, and member of the discipline of nursing. Enactment of these roles requires collaboration with clients and other members of the health care team.

The provider of care role requires an assessment of client behaviors at various developmental stages and identification of adaptive or ineffective responses. The nurse uses assessment data in collaboration with the client to establish nursing diagnosis(es), goals, and priorities. Based on this assessment data, the nurse develops and implements a plan of care through therapeutic nursing interventions to promote, maintain, and restore health. The nurse and client evaluate the outcomes of care for effectiveness in promoting adaptation. The coordinator of care role requires collaboration with the client and members of the health care team to provide comprehensive health care services. The coordinator of care role includes evaluation of strategies and resources to implement changes that improve nursing practice and the health care system.

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

TECHNICAL NURSING EDUCATION

Technical nursing education is a process that guides an individual in the acquisition of nursing knowledge, skills, attitudes, values, and preparation for entry level practice in structured settings. This is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated. Although the set of competencies expected at each level of nursing practice is different, there is a common base of interpersonal and intellectual competencies which provide the foundation of nursing practice upon which each advanced level is built. The depth and scope of the knowledge base, therefore, differentiates the levels of nursing practice. In collaboration, the teacher and learner initiate,

direct, and are accountable for meaningful learning experiences. The teaching/learning process fosters intellectual growth, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each is a process of intellectual inquiry and is implemented through effective interpersonal relationships and communication. The teacher facilitates learning by using various strategies based on the UAM School of Nursing teaching/learning principles. The individual progresses from simple to complex levels of learner behaviors. Evaluation of nursing education includes assessment of learner, teacher, and program outcomes.

University of Arkansas at Monticello
School of Nursing
AAS in Nursing Strands with Outcomes

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

STRANDS

Critical thinking

Nursing Process

Management

Communication

Teaching/Learning

OUTCOMES

1. Formulate judgments using a problem-solving process that is goal directed, ethical, and based on standards of nursing practice.
2. Use the nursing process to provide therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the life span.
3. Apply management skills to provide cost effective quality health care, support change, and serve as a client advocate.
4. Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.
5. Educate individuals, families, and families in communities using teaching/learning principles that promote, maintain, and restore health.

AAS in Nursing Organizing Framework



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

	Role Transition /Health Assessment	Principles I	Principles II	Principles III	
MODES					NEED INTEGRITY
Physiological					→ Physical
Self-Concept					→ Psychic
Role Function					→ Social
Interdependence					→ Affectional Adequacy
NEEDS	Physical Self Personal Self Sensation	Receptive Behaviors Contributive Behaviors Instrumental Behaviors Expressive Behaviors	Activity & Rest Fluid & Electrolytes Nutrition Protection Elimination	Endocrine Oxygenation Neurologic	

University of Arkansas at Monticello
School of Nursing
Student Learning Outcomes – AAS in Nursing

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

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

Definitions

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

Adaptive modes – related to the way human systems respond to stimuli from the environment. Reflect coping activities that can be observed in one of four categories, or modes.

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

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

Client – the receiver of nursing care.

Collaborative – one that is carried out in collaboration with other health team members (e.g. physical therapists, physicians).

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

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

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

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

Cultural Diversity – many different cultures co-existing within one larger culture. Cultural diversity considers language, religion, race, sexual orientation, gender, age, and ethnicity.

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

Dependent Interventions – one that is prescribed by a physician or advanced practice nurse but carried out by the nurse.

Development – the sequential acquisition of growth.

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

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

Expressive behaviors – feelings and attitudes toward other persons.

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

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

Formal complaints - an official complaint made directly from a student. The complaint should be in writing (document or email), by the student or Dean, and include the student's name.

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

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

Good Standing – student departure from the program is voluntarily and/or departure does not affect eligibility for readmission, and that the student is eligible to register for classes in the upcoming semester. If a student does not progress through courses due to failure, but is eligible for readmission into the program, the student is in good standing. If a student is dismissed for cheating, behavioral concerns, or other policy violations, the student is noted to not be in good standing.

Health – a continuum that is influenced by the person's adaptive responses that may promote goal adaptation and need integrity.

Health care team – an interdisciplinary group including the client, health professionals, and members of other disciplines.

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

Inclusivity – the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

Independent Interventions – one that registered nurses are accountable for and are licensed to prescribe, perform, or delegate based on their knowledge or skills.

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

Informal complaints: student complaints that are anonymous or complaints that are verbalized by other students concerning the matter (hearsay).

Innate coping mechanisms – automatic responses that are genetically determined.

Instrumental behaviors – goal-oriented actions.

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

Internal stimuli – system input that originates within self.

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

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

Need integrity – achievement of the goals of adaptation.

Nurturing – caring behaviors that influence development and adaptation.

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

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

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

Personal self – appraisal of one’s worth. Physical self – appraisal of one’s physical being.

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

Promote – therapeutic nursing interventions directed to prevent pathological changes.

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

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

Risk reduction behaviors – measures initiated by the person to promote adaption and integrity.

Scholarship – the disciplined pursuit of understanding of phenomena, through critical thought processes, to enrich understanding relevant to improvement of the well-being of a person throughout the lifespan.

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

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

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

**University of Arkansas at Monticello
School of Nursing
Teaching/Learning Principles**

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

1. If learners know what they are expected to learn, they will learn more efficiently.
2. Learners should be given frequent reinforcement for exhibiting desired behaviors, attitudes, and skills, thus enhancing progress.
3. Learned skills or bits of knowledge repeated often will be remembered longer.
4. Active participation enhances learning.
5. Practicing what is learned in a variety of situations facilitates the transfer of learning to new situations.
6. Learning built on previous knowledge and experience is more meaningful and occurs at a faster rate.
7. A moderate amount of anxiety is essential for learning to occur but high levels of anxiety hamper learning.
8. Individuals must be motivated to learn. Learning is a strong motivator for some, whereas others need more tangible external reinforcement.
9. Varying teaching techniques enhances learning and facilitates achievement of objectives.
10. Learners learn at different rates.
11. Learners are motivated when they are interested; can see the end of the learning process; can recognize the material is directly related to a realistic goal; and are convinced they can reach the goal.

General Information

Disclaimer

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

Students with Disabilities

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

Service Animals

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

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

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

Academic Conduct

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

Academic Advisors

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

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

Preregistration

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

At Risk Students

Definition of at-risk undergraduate student: Student enrolled in the undergraduate nursing sequence who has a pattern of:

- academic failure (or risk) as evidence by failing (or near failing) examination grade.
- risk of clinical failure as evidenced by not meeting clinical objectives
- personal issues that disrupt the learning process.
- financial burdens.

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

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

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

1. Career Services and Learning Support Services – General education tutors, workshops on notetaking, test-taking skills, time management, and stress management.
2. Writing Center – Writing skills, grammar, and spelling.
3. Scholarship Office – Nursing scholarships are available and may be requested through the scholarship office in Harris Hall room 307.
4. Campus Nurse (located in the UAM Risher Wellness Center) – For health problems

and referrals.

5. Health Wellness Center (located in the UAM Risher Wellness Center) – For active stress management.

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

Estimated Expenses Incurred During Nursing School

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

The following estimates reflect anticipated expenses for School of Nursing students:

Required Expenses

- Criminal Background Check - \$50.00
- Immunization tracking - \$35.00
- Drug Screening – \$50.00
- BSN Skills Bag - \$ prices may fluctuate
- Uniform (1) - \$220.00 (estimate) one uniform with lab coat, patch/emblem, and plain white leather shoes
- Stethoscope/Lab/Clinical Equipment/Orientation Prices Vary
[orientation fees, bandage scissors, watch with a sweep second hand, penlight, retractable tape measure (cm/inch), blood pressure cuff, 2 black ball point ink pens and small pocket notebook]
- CPR Certification \$50.00
- Textbooks \$2200.00 – \$2600.00 (BSN program - estimate)
\$1800.00 - \$2000.00 (AAS in Nursing program - estimate)
\$900.00 - \$1100.00 (RN to BSN program - estimate)
(Total estimate price is for entire program but not all recommended texts)
- NCLEX-RN Review Course - \$ (paid through student fees that are divided over semesters enrolled)
- Student Nurse Association Dues through the National Student Nurse Association
 - New Member - \$37.00
 - Renewal - \$40.00

- 2 years – \$70.00
- Arkansas Student Nurse Association Fall Convention Registration - \$90.00

For Graduating Seniors

NCLEX-RN Application Fee	\$200
ASBN NCLEX Application Fee	\$100
ASBN Temporary License Fee	\$30
Criminal Background Check	\$ prices vary based on ASBN rates
\$42 (estimate: includes sitting fee, personal 11x17 composite, and shipping)	
UAM Nursing Pin	\$40.95 – \$230.00 (depending on your choice of style)
New Uniform (1)	\$40.00 – \$50.00 (if needed)

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

Optional Expenses

Back Support - \$20.00
Navy long-sleeved T-shirt - \$28.00

Required Expenses

Influenza Vaccine (Yearly) – prices vary

Administrative Specialist III/Telephone/Printer

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

Bookstore

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

fraternity and sorority supplies, UAM logo items, cards, posters, gifts, snacks, and many other items.

Computer Services

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

Financial Aid Resources

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

Library

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

Skills/Simulation Laboratory Guidelines

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

Audio-Visual/CAI Check out Procedure

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

Parking Regulations

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

Security

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

Student Identification (ID) Cards

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

Student Lounge

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

Health and Wellness Center

As a nursing student, you will be asked to take care of clients with mental and physical health

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

Student Health Services

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

Testing and Career Services

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

Tutoring Lab

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

Policies and Regulations

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

Civility and Professional Conduct

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

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

To achieve civility and professionalism within the program and facilitate a culture of success, it

essential for its members to uphold the following norms:

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

Actions that are uncivil will result in a written counseling record.

Classroom Behavior/Disruption Policy

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

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

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

1. Immediately notify the dean/chair/director of the unit of the incident.
2. Notify the student in writing that he or she is in violation of university behavioral standards listed in the student handbook. Upon receiving such notification, the student must meet the faculty member within two (2) class/academic days to attempt to resolve the issue. No action or penalty shall be imposed until the student has been informed in writing of the charge, given an opportunity to present his or her defense, and been informed of his or her right to appeal the case to the Dean of Students or Director of Student Services at the Colleges of Technology. During this process, if the student is not perceived as a threat to the safety of the instructor or the other students, the student has the right to remain in class if he or she engages in no disruptive or distracting conduct.

3. If the student is perceived to be a threat to the safety of the instructor or other students,] the instructor may impose an immediate interim suspension. In such cases, the instructor must immediately file a UBIT report and notify his/her supervisor. During the interim suspension, further investigation will take place, the findings of which will serve university officials as the basis for formulating appropriate action. An interim suspension is the only exception to a student's right to remain in class until action has been taken.
4. If the student and faculty member are unable to come to resolution, the student shall take the grievance to the department chairperson (or academic dean if the faculty member is the department chairperson) within two (2) class/academic days following the discussion with the faculty member. The department chairperson or academic dean shall attempt to resolve the grievance within two (2) class/academic days by meeting with the student and faculty member.
5. After the above procedures have been followed, the student may, upon notification to the faculty member and department chairperson/academic dean, file an appeal in writing within two (2) class/academic days to the Dean of Students or Director of Student Services at the Colleges of Technology. If the student does not wish to appeal the case, the faculty member shall immediately initiate the administrative class withdrawal process by notifying the Dean of Students or Director of Student Services at the Colleges of Technology. The Dean of Students or Director of Student Services at the Colleges of Technology shall notify the student within two (2) class/academic days of the pending action and schedule a conference with the student. Following the conference, the Dean of Students or Director of Student Services at the Colleges of Technology will administratively withdraw the student from the class in which he or she was enrolled and impose an appropriate student behavioral sanction. Exception: An instructor can request administrative withdrawal of a student from a class if sound evidence exists that his/her personal safety or the safety of the students in the classroom is in jeopardy. In addition, a UBIT report must also be processed.

Definition of Improper Conduct

The School of Nursing subscribes to the definition of improper conduct and associated penalties indicated in the UAM Student Handbook and University catalog.

Improper conduct disrupts the academic community and breaches the freedom of other students to progress academically. This includes the Academic Code violations of, but is not limited to:

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

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

Refer to the Academic Services and Policies section of the UAM Student Handbook (and the 36 Student Services section of the University catalog) for the definitions and penalties for Academic Misconduct and the Academic Appeals Process.

Refer to the SON Handheld Technology Use Policy (Appendix J) for specific guidelines during classroom and clinical experiences.

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

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

Cell Phone Usage Policy

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

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

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

UAM School of Nursing Student Attendance Policy

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

Students who will be tardy or absent from class or clinical MUST follow course syllabi instructions for notification. Due to contract requirements for clinical space and limited faculty time, make up clinical time is not available. Students who miss class, lab, simulation, or clinical time are expected to meet with the course coordinator within 48 hours (about 2 days). If an alternate assignment is given, the student must perform satisfactorily or is at risk of failure of the course. If the student is a no call/no show for class/clinical, the student will face disciplinary action, up to dismissal from the program.

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

Absenteeism in Class

Course meetings per week	Course grade lowered one letter grade with:	Student will fail the course with:
1	3 absences	More than 3 absences
2	4 absences	More than 4 absences
3 or more	6 absences	More than 6 absences
Intersession and Summer courses	1 absence	2 absences

Absenteeism in Clinical

Clinical days per week (preplanning day is counted as 1 day)	Student will fail the course with:
1	More than 2 absences
2	More than 4 absences
3 or 4	More than 6 absences

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

Infection Control Precautions Policy

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

Due to the nature of nursing, students are put in situations which may place him/her at risk for exposure to infectious diseases. This is an occupational risk for persons working in the health care field. Compliance with standards of infection control as they apply to professional conduct is the responsibility of licensed health care workers and those under the jurisdiction of that professional. The School of Nursing faculty has adopted the Centers for Disease Control and Prevention (CDC) infection control guidelines known as Standard Precautions (SP) to assist students and faculty to practice safely in the clinical area. Students are expected to adhere to SP during laboratory and clinical learning experiences. Students must wear appropriate personal protective equipment (PPE) when exposed to any body fluids and airborne pathogens. Any exposure to body fluids while in the clinical area must be immediately reported to the clinical instructor. The clinical instructor will follow the procedure for exposure outlined by the health care facility.

Cardiopulmonary Resuscitation Certification (CPR)

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

Tuberculosis (TB) Skin Test/Chest X-Ray

The TB skin test must be kept current throughout the program. It is the responsibility of the student to keep TB skin tests current and to submit proof to the School of Nursing secretary. A chest X-ray is required to rule out the possibility of tuberculosis if the TB skin test is positive. Students who have had positive TB results must sign the *Student Statement of TB Skin Tests* form (Appendix G). Students who do not submit documentation of current TB tests will not be allowed to participate in clinical activities.

Immunizations

The UAM School of Nursing requires that each student be immunized against Hepatitis B Virus (HBV). The Hepatitis B vaccine series requires several months to complete, and students should begin the series early to be in compliance with clinical facility requirements. All students are required to provide proof of injection by date for the following immunizations and skin test: MMR, Td, Influenza, Hepatitis B, and Varicella. Immunization records must be uploaded to the immunization tracking system (SentryMD). The SON may require a copy of verification, which students are required to submit. Proof of Varicella may also be provided by titer for proof of illness. Students will not be allowed in the clinical areas without the vaccine on file with the SON. Students will be requested to sign the Authorization to Release Required Clinical Related Information form allowing the SON to release the student immunization status to clinical facilities at the beginning of the academic year. It is the student's personal and financial responsibility to maintain current immunization status. Students should upload required documentation into the student screening and compliance system (SentryMD):

- Copies of required immunizations

- CPR certification and TB test results prior to expiration.

Note: all students must complete the SON Authorization to Release Clinical Information form and upload it to SentryMD.

COVID-19 Vaccinations

UAM does not mandate that students who are enrolled in SON programs receive a COVID-19 vaccine series (and any recommended boosters), but they are strongly encouraged to do so. However, the clinical facilities that partner with UAM establish their own worksite policies, and they may require that faculty members and students be fully vaccinated for COVID-19 to work in the facility or be assigned to specific areas. Therefore, 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. Clinical facilities may also request information regarding COVID-19 vaccination status for any student and faculty assigned to the site. The SON will hold a copy of COVID-19 vaccination if submitted to the SON Secretary.

Student Representation on the School of Nursing Committees

Student representation on the SON committees from the BSN junior and senior, RN-BSN, and AAS in Nursing classes are an avenue for students to actively participate in the governance of the School of Nursing. Each year, students volunteer as representatives for the Admissions Committee, Teaching Resources Committee, and the Curriculum Committees. A student representative is also appointed to serve on the UAM SON Advisory Committee. This appointment comes from the Dean of Nursing. Students chosen to serve on these committees should have the time and be able to represent the students' viewpoint. Students who serve on these committees shall have the responsibility of reporting committee activities to their class. Alternates will be selected for each representative. If the representative cannot attend a scheduled committee meeting, the alternate should make plans to attend.

Admissions Committee

The Admissions Committee makes recommendations on all applications for admission and reviews admission criteria. This committee meets at least once per academic semester and as needed. Student representatives, one each from the BSN junior and senior, RN-BSN and AAS in Nursing classes, serve on this committee. Student representatives will be excused when applicants are discussed.

Teaching Resources Committee

The Teaching Resources Committee serves to review and make recommendations regarding supplies, audio-visual materials, computer software, and library holdings for the SON. Student representatives, one each from the BSN junior and senior, RN-BSN and AAS in Nursing classes, serve on this committee, which meets at least once each academic semester.

Curriculum Committee

The Curriculum Committee plans, revises, and evaluates the curriculum to assure quality education. The Curriculum Committee assures the program of learning adheres to the criteria established by the Arkansas State Board of Nursing, the Commission for Nursing Education Accreditation (CNEA), and the American Nurses Association. The committee includes student representatives, one each from the BSN junior and senior, RN-BSN and AAS in Nursing classes, serving on the committee.

Student Complaints

The following steps should be taken to file a formal complaint.

1. Students are encouraged to meet with the faculty member to communicate the complaint for a resolution. If the student, faculty member, and course coordinator are unable to come to resolution, the student shall take the complaint to the SON Dean within two (2) class/academic days following the discussion with the faculty member.
 - a. In circumstances where the student feels uncomfortable approaching the professor or course coordinator, the student may bypass the professor and/or course coordinator and may meet with the SON Dean.
2. The SON Dean shall attempt to resolve the complaint within two (2) class/academic days by meeting with the student and faculty member. If an investigation by the Dean is warranted, the student and faculty will be notified in writing within 1 week of the meeting.
3. If the student is not satisfied with the Dean's solution to the complaint, the student should then follow the UAM Student Academic Grievance Policy.

Professional Standards Review Committee

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

Disciplinary Process

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

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

SON Student Appeal Process

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

UAM Student Appeal Process Academic Appeals Process

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

Appeals of Course Grade

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

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

Appeals Due to Suspension for Poor Academic Performance

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

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

Appeals of a Decision by an Academic Officer/Board

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

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

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

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

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

Representation at Disciplinary Hearings

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

Academic Advisement Report

Students must file an official academic advisement report following completion of 70 hours and prior to the completion of 90 hours. The report becomes official when it is signed by the student,

advisor, dean, and registrar. This process is designed to assist the student in obtaining a degree. Lack of knowledge or incorrect interpretation of university policies and regulations does not remove the obligation to satisfy all requirements for a degree. The student bears the ultimate responsibility for completing a degree program.

Name and Address Changes

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

Withdrawal from the Program

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

At-Risk Student Policy

Function: To assist at-risk students to develop and engage in strategies to promote successful progression through the nursing program.

Process for at-risk students:

The student holds the responsibility to resolve the cited deficiencies to meet their course learning outcomes:

1. After failure of one examination, the student will meet with the Course Coordinator and complete a Student Performance Improvement Plan. A Counseling Record will be placed in the student's file.
2. After failure of the second examination, the student will be referred to the dean. Additional Counseling Records will be completed and placed in the students' file.
3. Students who are readmitted to the nursing sequence will meet with the Course Coordinator to complete a Student Performance Improvement Plan. A plan will be placed in the student's file.
4. Students with unsatisfactory performance in the clinical setting will meet with the clinical instructor to develop a plan of improvement before the next clinical week. A Counseling Record and the Student Performance Improvement Plan will be placed in the student's file.
5. Students with academic, personal and/or financial issues disrupting the learning process will be referred to UBIT or issued an Academic Alert.

Readmission to the Nursing Sequence

Any student that has failed/withdrew from the nursing sequence and seeks readmission to the School of Nursing is considered a readmit student. A student who discontinues the nursing sequence for any reason must petition the School of Nursing Dean by December 1 for consideration for readmission into the BSN program spring semester, March 1 for consideration for readmission into the AAS in Nursing summer or fall semester, and May 1 for consideration for readmission into the BSN program fall semester. Students are permitted only one readmission. Readmission is not guaranteed. Acceptance for readmission is based on availability of space, documentation of a plan to correct deficiencies, and approval of the nursing faculty and dean. Students who are readmitted to the nursing sequence will meet with the Course Coordinator to complete a Student Performance Improvement Plan. Readmission of students who withdraw from a nursing course for reasons other than failure will be considered by faculty on an individual basis after the student has reapplied for admission and has submitted a letter explaining how the problems that led to withdrawal have been remedied. Any student seeking readmission who has been out of the program for more than one year must complete another application and submit with a request letter. Students who are readmitted are accountable for the degree requirements in force at the time of readmission. Faculty hold the right to require repeat students to retake a foundational course if warranted.

BSN readmission

BSN applicants who are accepted for readmission and have been out of the program for more than one year must restart the nursing sequence with NURS 3333 Health Assessment. A student who is accepted for readmission to any Concepts course within one year of failure or withdrawal must do the following:

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

AAS in Nursing readmission

AAS in Nursing applicants who are accepted for readmission and have been out of the program for more than one year must restart the nursing sequence with the first nursing course. Placement of readmitted students may vary and are determined by faculty and the dean. A student who reapplies for readmission to any Principles course within one year must do the following:

- If failed or withdrew from NURS 1015 Principles of Nursing Care I- retake NURS 1015 Principles of Nursing Care I and resume the nursing sequence;

- If failed or withdrew from NURS 124V Principles of Nursing Care II- retake NURS 124V Principles of Nursing Care II, pass a skills check-off, and resume the nursing sequence;
- If failed or withdrew from NURS 225V Principles of Nursing Care III- retake NURS 124V Principles of Nursing Care II, pass a skills check-off, and resume the nursing sequence.

Faculty hold the right to require repeat students to retake a foundational course if warranted.

Confidentiality

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

Unlicensed Practice

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

Application for NCLEX-RN

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

NCLEX-RN Testing Policy after Three Years of Graduation

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

Criminal Background Check

Many healthcare facilities utilized for student clinical experiences require completion of a criminal background check. Therefore, all students entering the UAM School of Nursing programs will be required to complete the criminal background check as instructed by the School of Nursing.

Students will receive instructions regarding criminal background checks. In addition, the Arkansas State Board of Nursing requires a criminal background check by the Federal Bureau of Investigation and by the Arkansas State Police for graduates of nursing schools before taking the Registered Nurse Licensure Examination (NCLEX-RN) as per ACA §17-87-312. Criminal background checks are at the expense of the student and remain confidential.

Students Convicted of a Crime

The Arkansas State Board of Nursing (ASBN) has the authority to deny licensure to any person who has been convicted of a crime. Conviction of a crime may prevent a student from taking clinical courses, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or becoming licensed to practice as an RN. Successful completion of this program does not assure ASBN's approval to take the NCLEX-RN per ACA §17-3-102. If you have any questions or have been convicted of crimes of any type, go to the ASBN website for more information and make an appointment with the dean of the School of Nursing. Any violations or convictions during nursing school may result in dismissal from the program.

Anti-Tobacco Policy

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

Drug Policy

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

SON Drug Testing Policy

The University of Arkansas at Monticello (UAM) School of Nursing (SON) recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The SON is committed to protecting the safety, health, and welfare of its faculty, staff, and students and people who come in contact with its faculty, staff, and students during scheduled learning experiences. The SON follows a zero-tolerance drug policy and prohibits the use, possession, sale, conveyance, distribution, and/or manufacture of illegal, controlled, or abuse-potential substances and the presence of such substances in the body. A student must disclose any positive drug screens from employment.

As a condition of enrollment, each student will sign the Drug Testing Policy and Procedure Consent and the Authorization to Release Required Clinical Related Information forms agreeing to adhere to the SON Drug Policy. There is no initial drug screening prior to or immediately after admission to the SON. All drug screening is random. Random drug testing will occur prior to the 1st day of clinical and for cause/suspicion (see below). All drug screening locations are determined by the SON and may require students to test on site or at designated laboratories. For cause/suspicion drug screening may be requested at the clinical site. Drug testing and all follow-up lab work for positive screens are at the expense of the student. Refusal of a student to submit to drug testing on the day of the request from the SON will result in automatic dismissal from the program.

Students are required to submit in writing all medications (over the counter and prescription) prior to the collection of the specimen(s) to the lab collectors. Students must report nonprescription and prescription drug use and provide a copy of prescription medication(s) taken in the last six months to the lab collector, if indicated. Student reports of medications taken and/or provided by the student after the lab sample has been processed, will not be accepted by the SON or the lab. Therefore, students are encouraged to contact their pharmacy for a list of medications taken within the last six months if unable to recall medication taken.

Any nursing student who tests positive for illegal, controlled, or abuse-potential substances, may elect for further testing to prove negative findings. Further testing options are provided to the student according to the drug screening company policies. The SON does not read or report lab findings or medication analysis for effects on the drug screen. Lab results are reported by the drug testing company and any questions regarding results are referred to the testing lab. All lab results are reported to the SON, and reports are filed in the SON for clinical facility reporting. All students testing positive (without proof of over the counter/prescription verification) on drug screening will be dismissed from the program.

Although Medical Marijuana is legal in the state of Arkansas, where it is prescribed for specific medical conditions, it is a Schedule 1 substance under federal law and is therefore considered an illegal substance for purposes of this policy. Any nursing student who tests positive for marijuana will be dismissed from the program. In addition, any nursing student who is aware that another nursing student is using or is in possession of illegal, controlled, or abuse-potential substances, or is abusing non-prescription or prescription drugs, is obligated to report this information to a SON faculty member or the dean.

The SON determines the testing company for random drug testing. Random drug testing may be performed on-site via urine sample providing instant results. Confirmatory testing is submitted to laboratory partners pre-selected by the testing company. The SON is not responsible for the collection, testing, reading of the results, or the handling of the specimen(s). The testing company will use the following procedure upon drug testing.

1. Students will be informed of the day of drug testing by the SON Faculty/Dean/Secretary. No student is allowed to leave the building after being informed. Students who leave the building after being informed will be dismissed from the program. If the student must leave the building to obtain payment source or identification from their vehicle, the student must notify the SON Dean/designated faculty and the student will be accompanied to their vehicle. No exceptions are allowed.
2. Students will be given information about testing by the testing company lab collector(s) and given an opportunity to ask questions.
3. Students will complete all required drug screening paperwork, report medication taken per SON drug policy, and provide payment for the screening.
4. Collection of the urine sample will be proctored by the testing company collectors and follow their collection policies. Comparison of student reported medication with the urine lab results will be followed according to the testing company's policy. Outside sources of possible inferences are not allowed. Only valid prescribed medications (in the name of the student and not expired) will be accepted for review.
5. After collection of the urine sample, the testing company's collector will complete the lab results sheet and provide those results to the SON Dean/designated faculty. Results are then given to the student by the lab collector/SON Dean/designated faculty. Results will be shared in a private location with each individual student. Each student will be required to sign a waiver provided by the testing company granting permission to release results to the SON for reporting.
6. Positive results (without a valid prescription or approved testing company drug interaction) will result in immediate dismissal from the program removing him/her from all nursing courses and receive the grade according to university policy ("W" or earned grade depending on drop time).
7. If the student opts for confirmatory drug testing, the student must verbally make this request to the SON Dean/designated faculty member and then immediately send a written request to the SON Dean via email. No confirmatory testing request is offered or accepted after the student leaves the results meeting with the Dean/designated faculty member.
 - a. The student is directed to the testing company's collector to complete confirmatory testing paperwork and payment. All confirmatory testing expenses are the student's responsibility. The cost for confirmatory testing may range from \$200-\$500. Prices on confirmatory testing will be given to the student by the testing company's collector.
 - b. Confirmatory testing may include both urine and hair follicle testing. The initial urine sample will be used. The testing company will follow their policy regarding submitting the original urine sample for confirmatory testing. The testing company will follow their policy regarding hair follicle sampling.

- c. The policy regarding attendance to class/clinical will be enforced during the confirmatory testing period until results are received. The amount of time for confirmatory testing is not controlled by the SON.
- d. When confirmatory results are received from both the urine and/or hair follicle, the student will be informed of results by the SON Dean/designated faculty. Negative results must be reported on both the urine and hair follicle for the student to continue in the program and resume normal activities. Positive results on either urine or hair follicle confirmatory testing will result in immediate dismissal from the program.

Drug Testing Procedures:

Testing will be conducted using the following procedure:

1. Testing will occur on a random date selected by the SON.
2. Refusal to comply will result in immediate dismissal from the program.
3. Collection of urine samples will follow the drug testing laboratory's policy.
4. Results of the drug test will be communicated confidentially to the Dean or designated SON faculty/staff member.
5. The Dean/designated faculty/staff will share all drug results with the student.
6. If the test is positive for substances that violate the SON drug policy, the student may elect for confirmatory testing if the student insists on no drug use. The student will then be offered an opportunity for further testing by the drug testing company, according to their laboratory's policy. The student is responsible for all further testing costs. If the student does not request further testing, the student is immediately dismissed from the SON program.
7. Confidentiality will be maintained, and all testing results will remain the property of the UAM SON and designated drug company.
8. For cause drug testing will follow the below policy (see below).

Testing for Cause:

Any nursing student who demonstrates behavior changes suspected to be related to drug use, including, but not limited to, alcohol will be subject to testing. The SON faculty's decision to drug test will be drawn from situational facts in light of the experience of the observer, and may be based on, but not limited to, the following:

- observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug or prohibited substance.
- erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, smell of alcohol on breath, smell of marijuana on personal belongings, and/or deterioration of work performance
- conviction by a court, or entering a plea of guilt or nolo contendere to a drug, alcohol, or controlled substance criminal charge
- attendance with a pattern of tardiness and/or absenteeism, determined excessive by the course coordinator and SON dean
- unexplainable medication errors in the clinical site or questionable medication administration to a client

- unsafe or hazardous actions in the classroom or clinical setting that cannot be explained to the faculty/dean,
- requirement from a clinical site

Testing for cause will be conducted using the following procedure:

1. The SON faculty member will have another SON faculty member or clinical site RN confirm the suspicious behavior.
2. The student will be asked to leave the area and go with the SON faculty member and witness (another SON faculty or clinical site RN) to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made. If the decision to take the drug test is made, the faculty will contact the Chief Nursing Officer or Nursing Supervisor.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the SON drug testing policy and designated laboratory/clinical facility policy.
4. The student will be suspended from all clinical activities until the results of the drug test are known. Absences from clinical will receive an unsatisfactory grade and may impact student clinical progression grading.
5. If the laboratory test is negative for substances that violate the SON drug policy, the student will be allowed to return to class/clinical; however, any missed class/clinical time is still recorded as an absence, which may impact clinical progression. Arrangement to make up missed class work must be initiated by the student on the first day back to class. There are no arrangements for missed clinical.
6. If the test is positive for substances that violate the SON drug policy, or if the student refused to comply, the student is immediately dismissed from the SON program.
7. Confidentiality will be maintained, and all testing results will remain the property of the UAM SON.
8. The student is responsible for payment for drug testing to the clinical facility/lab.
9. Failure of the student to submit to “for cause” testing will result in dismissal from the nursing program.

Positive Results:

The outcome of a positive drug test will result in immediate dismissal from the SON. A positive result is defined by the SON according to how the drug testing lab reports. The SON has a zero tolerance for drug testing. If the student wishes to challenge the dismissal from the program, the student should follow the appeal process in the UAM Catalog. Any student dismissed following a positive drug test will be eligible for consideration for re-admission to the SON following the readmission policy in the SON Student Handbook. Re-admission to the SON is not guaranteed. Students will be referred to the University Behavior and Intervention Team (UBIT) for guidance upon a positive drug screen result.

Appealing a Positive Result:

Students testing positive on a random or for cause drug screen may choose to have further testing to confirm the positive result. Students are responsible for all testing fees from the drug testing company. Students will follow the drug testing labs policy on confirmatory testing.

Confirmatory Testing of Initial Positive Specimens will be conducted using the following procedure:

1. The student is informed by the SON Dean and on-site lab collector of the initial positive result.
2. The student must immediately request confirmatory testing to the SON Dean or designated faculty member and immediately send a written request via email to the SON Dean. Student requests for confirmatory testing after leaving the testing site will be denied.
3. The drug testing lab (collector) will follow their policies regarding collection of subsequent specimens and submit to their off-site lab as indicated in their policy.
4. The student with the initial positive on-site drug screen report that elects for confirmatory drug testing, will not be allowed to attend clinical until the confirmatory results are reported. The student will be allowed to attend class. Any missed clinical time is recorded as an absence, which may impact clinical progression. There are no arrangements for missed clinical.
5. When the confirmatory report is received by the SON from the confirmatory testing lab (off-site), the Dean will contact the student and share the findings. If the confirmatory testing does not indicate a violation of the SON zero-tolerance drug testing policy, the student will resume normal program activities. If the confirmatory testing reports any violations of the SON drug policy, the student is immediately dismissed from the program.

Negative Results:

An initial or confirmatory negative drug test will result in the student continuing normal SON program activities. A negative result is defined by the SON according to how the drug testing lab reports the findings (example: “negative”, “non-detected”, “none”. Diluent negative (a urine specimen that has a creatinine and specific gravity below the lab reported levels) results will not be accepted, unless there is a documented reason in the student file (kidney or heart conditions, documentation from physician or pharmacist regarding specific disease and/or medications that can affect creatinine and specific gravity levels). The student with a diluent negative will be required to retest at the student’s expense following the confirmatory testing policy unless a valid medical reason is provided in writing by the student.

Clinical Experiences

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

Clinical Competencies

Clinical competencies are evaluated as Met (M), Progressing (P), or Unmet (U). Met (M) indicates an ability to initiate or perform independently, or with minimal prompting. Progressing indicates progressing but needs improvement. Unmet (U) indicates the student is unable to perform independently, required repeated prompting, omitted required action(s), and/or performed unsafely. An overall grade of “UP” indicates progression for that clinical week. However, the

“UP” grade indicates that some areas of evaluation scored a “U”. A pattern of “U” in the same areas could lead to an overall unsatisfactory evaluation and/or clinical failure. Any serious client endangerment as well as serious professional misconduct (violation of the ANA Code of Ethics or Professional Standards and HIPAA Regulations) may result in immediate dismissal from the nursing program with final approval by the dean of the School of Nursing. A failing grade in either theory or clinical will result in a failing course grade.

Clinical Attendance

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

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

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

Absenteeism in Clinical

Clinical days per week (preplanning day is counted as 1 day)	Student will fail the course with:
1	More than 2 absences
2	More than 4 absences
3 or 4	More than 6 absences

Clinical Evaluation Process

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

performance with each succeeding semester. Violations of the ANA Code of Ethics or ANA Standards of Care may result in dismissal from clinical and the program.

Additional Clinical Guidelines

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

Clinical Equipment

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

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

Clinical Dress Code

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

The UAM nursing uniform and name pin are to be worn only during school sponsored experiences. Student's must wear the uniform specific to gender (male or female). The following uniforms are required for clinical:

MALES:

- Landau Proflex Men's Cargo Pants Navy #2103 – Required
- Lab Coat #3124 White (WWVC) – Required
- Landau Proflex Men's V-Neck Top Navy #4253 – Required

Warm-Up Jacket #7525 White (WWVC) – Optional
 Cherokee Men’s Underscrub Knit Top Navy #WW700 - XS-2XL - Optional

FEMALES:

Proflex Women’s Fashion Top with Curved Hem Navy #4169 – Required
 Landau Proflex Women’s Cargo Pants Navy #2042 – Required (or #2043)
 Landau Proflex Women’s Yoga Pants Navy #2043 – Required (or #2042)
 Lab Coat #3124 White (WWVC) – Required
 Double Pocket Cardigan (Women’s Jacket) #7525 White (WW&) –
 Optional Cherokee Skirt Navy #WW510 – Optional
 Women’s Long Sleeve Underscrub Knit Tee Navy #4881 – XS-2XL -
 Optional

The nursing emblem must be adhered to the left sleeve of the lab coat, two (2) inches below the shoulder seam. Emblems must be on uniform jackets and lab coats. The UAM SON patch must be adhered to the left sleeve, two (2) inches below the shoulder seam. The Long Sleeve Knit Underscrub T-shirt may be worn under the uniform for an additional layer for warmth or to cover visible tattoos. If a larger size is needed than available in the UAM Bookstore, the student should seek approval prior to purchasing.

Other Clinical Dress Code

- Dress in clean wrinkle-free uniform, and/or lab coats.
- Undershirts must be tucked in and not visible below the hem of the uniform shirt.
- Student photo ID must be worn in upper right corner with ID facing outward and secured with a clear badge holder. No ornamental badge holders are allowed.
- Metal, magnetic name badge must be worn on the lab coat and positioned on the left side.
- Shoes must be all white, enclosed, and leather. If shoes have strings, the strings must be clean. If shoes have a logo, it must be small.
- Socks must be white crew (no ankle, short, or no-show socks will be worn).
- Hair secured and up off collar. Hair ornamentation must be minimal and the color of hair, uniform, or neutral. Hair should be within the natural range of colors (blonde, brunette, black, auburn).
- Beards must be neatly trimmed ¼ - ½ inch in length. Facial and neck areas must be clean-shaven if not covered by a beard.
- Nails short (should not extend over fingertips). No nail polish, acrylic nails, or artificial nails.
- Jewelry must be limited to plain gold, silver, titanium, black, brown or white wristwatch and plain band rings.
- Only one small stud type earring allowed in each ear (diamonds, pearl, plain gold or silver).
- No other forms of visible body piercing allowed. This includes eyebrow piercing, tongue rings, nose rings, cartilage rings, etc.
- No bracelets or necklaces, hoops or dangling earrings.
- No hats or caps.

- No excessive make up, no eyelash enhancements.
- No perfume.
- No body odor.
- No visible tattoos.
- No gum chewing.
- No Fitbits, smart watches or other electronic devices.

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

Professional Dress Code

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

Community Dress Code

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

Dismissal from Clinical

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

Student Signature in Clinical

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

Examinations

Students are expected to take examinations at scheduled times. If it is impossible to take an examination at the scheduled time, the student is responsible for notifying the Course Coordinator prior to the absence. Failure to notify the Course Coordinator in advance of an absence may result in a failing grade for the examination. On the day the student returns to class, arrangements for a

make-up examination must be made with the Course Coordinator. Make-up examinations may vary in type and scheduled at the Course Coordinator's discretion. Nursing examinations may not be repeated in order to receive a higher grade.

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

Testing Procedure

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

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

Computer Exam Policy Guidelines:

- Only testing students, proctors, and instructors will be allowed in the testing room.
- All electronic devices must be turned off. All personal belongings including but not limited to cell/mobile/smart phones, smart watches, fitness bands, pagers, jump drives, cameras, or any other electronic device must be placed in the area designated by faculty. Any student caught with these items during examination will receive a zero (0) for that exam.
- Basic calculators, which only add, subtract, multiply, and divide may be used during exams. Use of graphing or scientific calculators will constitute cheating and may result in failure of the exam and/or course. No sharing of calculators will be permitted. Scratch paper will be distributed if needed.
- No baseball caps or hats of any kind may be worn during exams.
- No eating or drinking during exams.

- Sit at a clean desk or table. There should be no writing visible on the walls, desk, table, or your person.
- Students are not allowed to have anything on the computer screen except for the exam. No additional browsers, websites, or applications are permitted to be open on the computer.
- No talking or communicating with others by any means during testing, except for a proctor or instructor if necessary.
- Once a student saves his/her answers and “logs out” the student will not be permitted to re-enter or modify the answers. If a student does not complete all questions and logs out, the student will not be allowed to re-enter the exam and the unanswered questions will be marked as incorrect.
- Students who arrive late for the exam will not be compensated for missed time.
- Students who miss a scheduled exam must notify the instructor prior to the exam and follow up with the instructor on the day of return.
- Permission must be granted from the proctor or instructor during testing to exit the testing area.
- Permission must be granted from the proctor or instructor during testing to re-enter the testing area.

If the student is testing remotely, additionally

- UAM Technical Support is available 8:00 a.m. - 4:30 p.m. Monday-Friday. Students are encouraged to make arrangements to take exams during the hours technical support is available.
- If a remote proctor service is used, the student must follow all rules set forth by the remote proctor service.
- If a webcam is required, it should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker.
- The student will test in a quiet area, alone, with no communication during the exam.
- The student will complete the exam at one sitting.
- It is a violation of the UAM SON Honor Code to share, copy, or save exam information.

Policy Violation:

Student behavior that violates the above policy will result in a written counseling record; a zero (0) grade for the exam and could result in dismissal from the nursing program.

Test Review

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

- Test review time will be announced after the test has been graded and item analysis is completed. This will occur right after examinations are completed whenever possible. Otherwise, students will be notified of an alternate time.
- Purses, books, cell phones/smart watches and notebooks must be placed at the front of the classroom. No pencils or pens are allowed on the student’s desk during the test review.
- No conversation between students is allowed.

- The test booklet will be available to the student during the review. The students will have their Scantron answer sheet during the review.
- If there are grading questions, the student is to see the course coordinator/instructor.
- Students will be required to remain in the classroom for the duration of test review and until all test materials are collected.

Posting of Grades

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

Incomplete Grades

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

Grading Policy

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

Unit Exams – 75%
 Final – 20%
 Miscellaneous – 5%
 Total – 100%

School of Nursing Grading Scale:

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

Written Assignments

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

Arkansas Nursing Students' Association (UAM Chapter)

The UAM Chapter of the Arkansas Nursing Students' Association (ANSA) is a dedicated, extremely active, and award-winning group. It is open to all nursing majors. Students work closely with a faculty advisor involved in the Arkansas Nursing Students' Association. Meetings are held monthly. The Cabinet of the UAM Chapter of the ANSA consists of an elected student President, Vice President, Secretary, Treasurer, and Historian. The purpose of the organization is to inform nursing students of current health issues and to facilitate professional nursing role socialization.

The UAM Chapter works with ANSA to initiate change, maintain quality in health care, and shape a better state of living for all individuals through projects, legislation, and individual responsibility.

Students can apply for membership online at the official National Student Nurses' Association (NSNA) website Membership. Once on the website, choose Join NSNA Online and sign up for new membership. A hard copy application may be completed and mailed with dues and is available online at the same site by choosing the NSNA Dues Schedule and Membership Application. Current members of NSNA may access the same site and renew or update existing memberships. If a student does not receive their membership card or *Imprint*, they are to call NSNA or email nsna@nsna.org

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

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

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

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

Sigma Theta Tau International Honor Society of Nursing

For more than 90 years, Sigma Theta Tau has been recognizing and celebrating excellence in scholarship, leadership, and service within nursing and midwifery. Six nursing students at Indiana University [in the United States of America] founded the honor society, today known as Sigma Theta Tau in 1922. From those six founding members, our organization has grown to more than 135,000 active members, in more than 540 chapters, in over 100 countries around the world. Sigma also collaborates with several global organizations to improve the health of the world's people, including representation at the United Nations. This offers members the opportunity to extend their reach outside of their own communities.

Sigma members are leaders at all levels of the healthcare industry. The society only extends an invitation of membership to students in a baccalaureate or graduate level program. The potential member must have demonstrated superior academic achievement by being in the top 30% of their class, academic integrity, and professional leadership potential. Our membership includes top-notch nursing executives, clinicians, educators, researchers, policymakers, entrepreneurs, and others.

Criteria for admission to Sigma Theta Tau include:

- The potential member must have completed at least half of the nursing curriculum (courses with a nursing prefix). Students in basic programs shall be eligible for membership if they have achieved excellence according to the standards approved by the Society.
- For universities/institutions of higher education that use a 4.0 grade point average (GPA) system to measure academic achievement, undergraduate students must have a GPA of at least 3.0. GPAs should be computed cumulatively according to the policies of the university. For universities/institutions of higher education that do not use a GPA scale, the student must rank in the upper 35 percent of the graduating class. Class means the group anticipated to graduate within a given academic, calendar year, or semester. If the lowest grade point average in the upper 35 percent falls below 3.0, only those students with a 3.0 and above are eligible.
- Registered nurses continuing their studies to earn a Baccalaureate Degree or the equivalent and must have completed at least half of the nursing curriculum, courses with a nursing prefix. Students in baccalaureate programs shall be eligible for membership if they have achieved excellence according to the standards approved by the society. For universities/institutions of higher education that use a 4.0 grade point average (GPA) system to measure academic achievement, baccalaureate students must have a GPA of at least 3.0. GPAs should be computed according to the policies of the university. UAM students eligible for induction to Sigma Theta Tau become members of the Gamma X chapter.

Graduation Pins/Pictures

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

Reference Letters

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

Good Standing

The SON defines “good standing” as student departure from the program voluntarily and/or departure does not affect eligibility for readmission, and that the student is eligible to register for classes in the upcoming semester. If a student does not progress through courses due to failure, but is eligible for readmission into the program, the student is in good standing. If a student is dismissed for cheating, behavioral concerns, or other policy violations, the student is noted to not be in good standing.

Children/Dependents in the Workplace

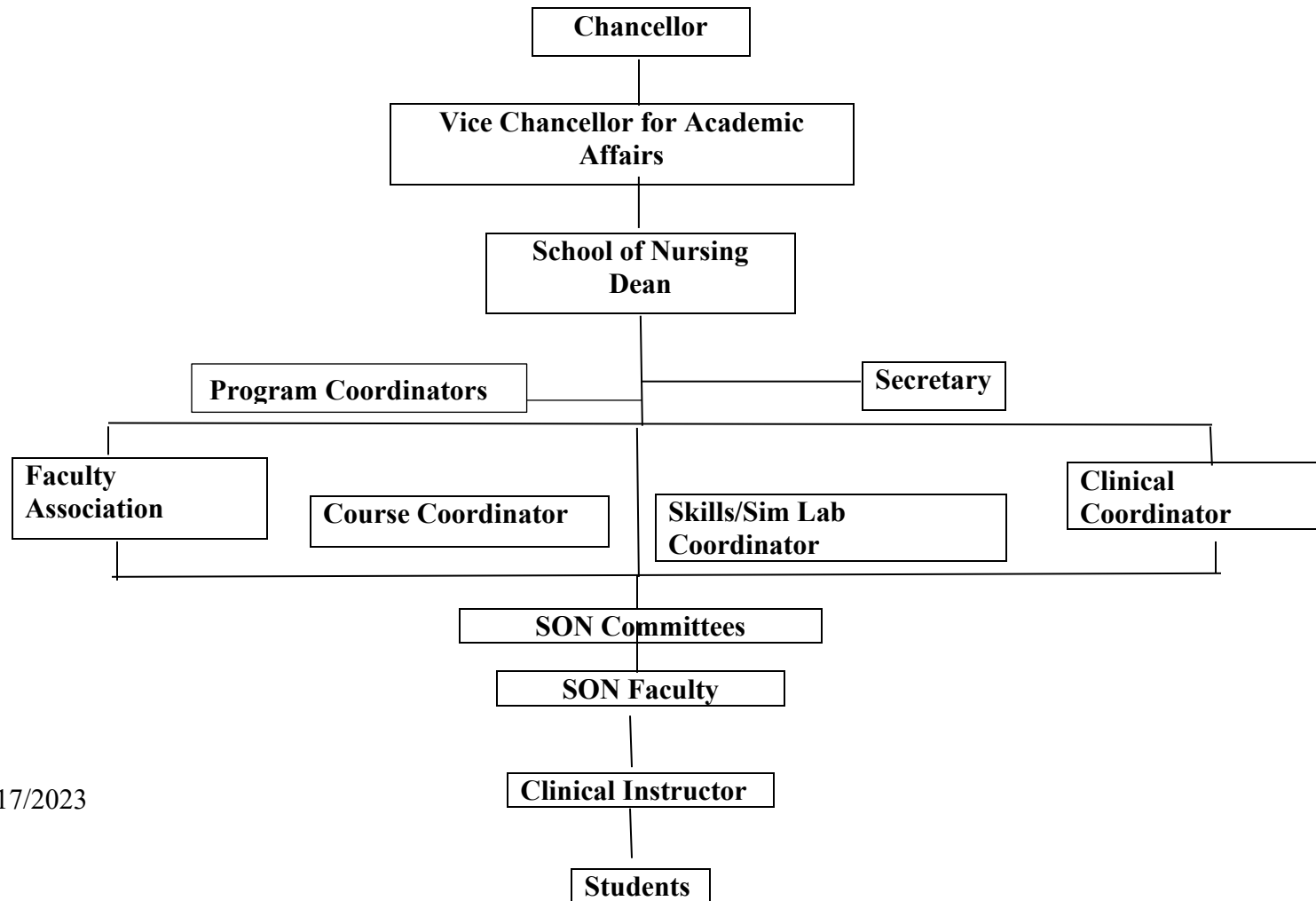
The SON is committed to a safe and secure environment for all its faculty, staff, students, and visitors. It is the expectation of the SON that children will not be brought into the learning environment. Adherence to this expectation will minimize job performance interference, learning, contribute to the University’s appearance of professionalism, reduce personal and property liability, and protect the welfare and safety of employees, students, and children. The SON may not be used as an alternative for childcare. When childcare arrangements break down, a student should seek alternatives to bringing children to the learning environment. A child is defined as a person under the age of 18 who is in the legal custody or supervision of a nursing student. The learning environment is defined as situations where the student is studying, attending class/clinical/lab, or practicing nursing skills.

This policy does not apply to participation in structured nursing events that are advertised or announced as public functions. Participation in an organized, approved, educational, or entertaining event that permits children to observe and/or participate is acceptable. In such events, the expectation remains that all visiting children will be accompanied by a supervising adult who will assume responsibility for the visiting children at all times.

Failure to comply with this policy will result in disciplinary action.

APPENDICES

APPENDIX A
GOVERNANCE OF THE SCHOOL OF NURSING

SON Organizational Chart**Governance of the School Of Nursing**

Revised 3/17/2023

APPENDIX B

WAIVER OF ACCESS TO CONFIDENTIAL LETTERS

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

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

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

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

Please record your decision below.

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

Signature

(Please print name)

Date

APPENDIX C
STUDENT HANDBOOK AGREEMENT

**University of Arkansas at Monticello
School of Nursing
Student Handbook Agreement**

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

Student Signature

Date

APPENDIX D
HIPAA REGULATIONS

**University of Arkansas at Monticello
School of Nursing
Student Agreement**

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

Student Signature

Date

APPENDIX E
AUTHORIZATION TO RELEASE REQUIRED CLINICAL
RELATED INFORMATION

University of Arkansas at Monticello
School of Nursing
Authorization to Release Required Clinical Related Information

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

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

Additionally, I authorize release of information to clinical agencies that I have been informed of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 requirements and regulations, and that I have been informed of actions which could constitute patient assault. Further, I authorize release of information about my student nurse liability insurance coverage to said clinical agencies.

Student Signature

Date

APPENDIX F
HONOR CODE AGREEMENT

University of Arkansas at Monticello
School of Nursing
Honor Code Agreement

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

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

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

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

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

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

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

Student signature

Date

APPENDIX G
STUDENT STATEMENT FOR TB SKIN TEST

**University of Arkansas at Monticello
School of Nursing
Student Statement for TB Skin Test**

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

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

Signature

Date

APPENDIX H

DRUG TESTING POLICY AND PROCEDURE CONSENT FORM

**University of Arkansas at Monticello
School of Nursing
Drug Screening Policy Signature Form**

Student: I have read and understand the drug screening policy. I was given an opportunity to ask questions regarding this policy and all my questions were answered. I understand this signature form will be filed in my UAM SON student file as record of my understanding of the drug screening policy.

Student Printed Name: _____

Student Signature: _____

Date of Signature: _____

APPENDIX I
CRIMINAL BACKGROUND CHECK POLICY

**University of Arkansas at Monticello
School of Nursing
Criminal Background Check Policy**

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

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

Students Convicted of a Crime

The Arkansas State Board of Nursing (ASBN) has the authority to deny licensure to any person who has been convicted of a crime. Conviction of a crime may prevent a student from taking clinical courses, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or becoming licensed to practice as an RN. Successful completion of this program does not guarantee ASBN's approval to take the NCLEX-RN per ACA §17-3-102.

ACA 17-87-312. Criminal background checks.

Any students found guilty of any of the following will never be allowed to practice as a Nurse.

Graduating from a nursing program does not assure obtaining Arkansas State Board of Nursing's approval to take a licensure examination. Criminal background checks

- (a) (1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Department of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.
 - (2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.
- (b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.
- (c) The applicant shall sign a release of information to the board and shall be responsible to the Department of Arkansas State Police for the payment of any fee associated with the criminal background check.
- (d) Upon completion of the criminal background check, the Identification Bureau of the Department of Arkansas State Police shall forward to the board all information obtained concerning the applicant in the commission of any offense listed in the subsection (e) of this section.
- (e) Except as provided in subdivision
 - (1) (10) of this section, a person shall not be eligible to receive or hold a license issued by the

board if that person has pleaded guilty or nolo contendere to or has been found guilty of any of the following offenses by a court in the State of Arkansas or any similar offense by a court in another state or any similar offense by a federal court: (1) Capital murder as prohibited in § 5-10-101; (2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103; (3) Manslaughter as prohibited in § 5-10-104; (4) Negligent homicide as prohibited in § 5-10-105; (5) Kidnapping as prohibited in § 5-11-102; (6) False imprisonment in the first degree as prohibited in § 5-11-103; (7) Permanent detention or restraint as prohibited in § 5-11-106; (8) Robbery as prohibited in § 5-12-102; (9) Aggravated robbery as prohibited in § 5-12-103; (10) Battery in the first degree as prohibited in § 5-13-201; (11) Aggravated assault as prohibited in § 5-13-204; (12) Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210; (13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility, § 5-13-211, if Class Y felony; (14) Terroristic threatening in the first degree as prohibited in § 5-13-301; (15) Rape as prohibited in § 5-14-103; (16) Sexual indecency with a child as prohibited in § 5-14-110; (17) Sexual extortion § 5-14-113; (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in § 5-14-127; (19) Incest as prohibited in § 5-26-202; (20) Felony offenses against the family as prohibited § 5-26-303 – 5-26-306; (21) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201; (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205 and endangering the welfare of a minor in the second degree as prohibited in § 5-27-206 (23) Permitting abuse of a minor as prohibited in § 5-27-221(a); (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child as prohibited in § 5-27-303 – 5-27-305, 5-27-402, and 5-27-403; (25) Computer child pornography as prohibited in § 5-27-603; (26) Computer exploitation of a child in the first degree as prohibited in § 5-27-605; (27) Felony adult abuse as prohibited in § 5-28-103; (28) Felony theft of property as prohibited in § 5-36-103; (29) Felony theft by receiving as prohibited in § 5-36-106; (30) Arson as prohibited in § 5-38-301; (31) Burglary as prohibited in § 5-39-201; (32) Felony violation of the Uniform Controlled Substances Act, § 5-64-101 – 5-64-510, as prohibited in the former § 5-64-401 and § 5-64-419 – 5-64-442; (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104; (34) Stalking as prohibited in § 5-71-229; and (35) Criminal attempt, criminal complicity, criminal conspiracy as prohibited I § 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection.

- (f) (1) (A) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check. (B) The permit shall be valid for no more than six (6) months. (2) Except as provided in subdivision (1)(1) of this section, upon receipt of information from the Identification Bureau of the Department of Arkansas State Police that the person holding the letter of provisional licensure has pleaded guilty or nolo contendere to, or has been found guilty of, any offense listed in subsection (e) of this section, the board shall immediately revoke the provisional license.
- (g) (1) the provisions of subsection (e) and subdivisions may be waived by the board upon the request of: (A) An affected applicant for licensure; or (B) The person holding a license subject

to revocation. (2) Circumstances for which a waiver may be granted shall include, but not be limited to, the following: (A) The age at which the crime was committed; (B) The circumstances surrounding the crime; (C) The length of time since the crime; (D) Subsequent work history; (E) Employment references; (F) Character references; and (G) Other evidence demonstrating that the applicant does not pose a threat to the health or safety of the public.

- (h) (1) Any information received by the board from Identification Bureau of the Department of Arkansas State Police pursuant to this section shall not be available for examination except by: (A) The affected applicant for licensure or his or her authorized representative; or (B) The person whose license is subject to revocation or his or her authorized representative. (2) No record, file, or document shall be removed from the custody of the Department of Arkansas State Police.
- (i) Any information made available to the affected applicant for licensure or the person whose licensure is subject to revocation shall be information pertaining to that person only.
- (j) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.
- (k) The board shall adopt the necessary rules and regulations to fully implement the provisions of this section.
- (l) (1) For purposes of this section, an expunged record of a conviction or a plea of guilty or nolo contendere to an offense listed in subsection (e) of this section shall not be considered a conviction, guilty plea, or a nolo contendere plea to the offense unless the offense is also listed I subdivision (1)(2) of this section. (2) Because of the serious nature of the offenses and the close relationship to the type of work that is to be performed, the following shall result in permanent disqualification: (A) Capital murder as prohibited in § 5-10-101; (B) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103; (C) Kidnapping as prohibited in § 5-11-102; (D) Aggravated assault upon law enforcement officer or an employee of a correctional facility § 5-13-211, if a Class Y felony; 17-87-309. Disciplinary actions. (a) The Arkansas State Board of Nursing shall have sole authority to deny, suspend, revoke, or limit any license or privilege to practice nursing or certificate of prescriptive authority issued by the board or applied for in accordance with the provisions of this chapter or to otherwise discipline a licensee upon proof that the person: (1) Is guilty of fraud or deceit in procuring or attempting to procure a license to practice nursing or is engaged in the practice of nursing without a valid license; (2) Is guilty of a crime or gross immorality; (3) Is unfit or incompetent by reason of negligence, habits, or other causes; (4) Is habitually intemperate or is addicted to the use of habitforming drugs; (5) Is mentally incompetent; (6) Is guilty of unprofessional conduct; (7) Has had a license, privilege to practice, certificate, or registration revoked or suspended or has been placed on probation or under disciplinary order in any jurisdiction; (8) Has voluntarily surrendered a license, privilege to practice, certification, or registration and has not been reinstated in any jurisdiction; or (9) Has willfully or repeatedly violated any of the provisions of this chapter. (b) The board shall refuse to issue or shall revoke the license of any person who is found guilty of or pleads guilty or nolo contendere to any offense listed in § 17-87-312(f) unless the person requests and the board grants a waiver pursuant to § 17-87-312(h). (c) Proceedings under this section shall be as provided in the Arkansas Administrative Procedure Act, § 25-15-201 et

ACA § 17-3-102. Licensing Restrictions Based on Criminal Records.

(a) An individual is not eligible to receive or hold a license issued by a licensing entity if that individual has pleaded guilty or nolo contendere to or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court, unless the conviction was lawfully sealed under the Comprehensive Criminal Record Sealing Act of 2013, § 16-90-1401 et seq., or otherwise previously sealed, pardoned or expunged under prior law:

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree and second degree as prohibited in §§ 5-10-102 and 5-10-103;
- (3) Manslaughter as prohibited in § 5-10-104;
- (4) Negligent homicide as prohibited in § 5-10-105;
- (5) Kidnapping as prohibited in § 5-11-102;
- (6) False imprisonment in the first degree as prohibited in § 5-11-103;
- (7) Permanent detention or restraint as prohibited in § 5-11-106;
- (8) Robbery as prohibited in § 5-12-102;
- (9) Aggravated robbery as prohibited in § 5-12-103;
- (10) Battery in the first degree as prohibited in § 5-13-201;
- (11) Aggravated assault as prohibited in § 5-13-204;
- (12) Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;
- (13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
- (14) Terroristic threatening in the first degree as prohibited in § 5-13-301;
- (15) Rape as prohibited in § 5-14-103;
- (16) Sexual indecency with a child as prohibited in § 5-14-110, if the offense is a felony;
- (17) Sexual extortion as prohibited in § 5-14-113;
- (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 — 5-14-127;
- (19) Incest as prohibited in § 5-26-202;
- (20) Offenses against the family as prohibited in §§ 5-26-303 — 5-26-306;
- (21) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
- (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
- (23) Permitting the abuse of a minor as prohibited in § 5-27-221;
- (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403;
- (25) Possession or use of child sexual abuse material as prohibited in § 5-27-603;
- (26) Computer exploitation of a child in the first degree as prohibited in § 5-27-605;
- (27) Felony adult abuse as prohibited in § 5-28-103;
- (28) Theft of property as prohibited in § 5-36-103;
- (29) Theft by receiving as prohibited in § 5-36-106;

- (30) Arson as prohibited in § 5-38-301;
- (31) Burglary as prohibited in § 5-39-201;
- (32) Felony violation of the Uniform Controlled Substances Act, § 5-64-101 et seq., as prohibited in the former § 5-64-401, and §§ 5-64-419 — 5-64-442;
- (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104;
- (34) Stalking as prohibited in § 5-71-229;
- (35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy, as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection; and
- (36) All other crimes referenced in this title.

(b)

(1) If an individual has been convicted of a crime listed in subsection (a) or subsection (e) of this section, a licensing entity may waive disqualification or revocation of a license based on the conviction if a request for a waiver is made by:

- (A) An affected applicant for a license; or
 - (B) The individual holding a license subject to revocation.
- (2) A basis upon which a waiver may be granted includes without limitation:
- (A) The age at which the offense was committed;
 - (B) The circumstances surrounding the offense;
 - (C) The length of time since the offense was committed;
 - (D) Subsequent work history since the offense was committed;
 - (E) Employment references since the offense was committed;
 - (F) Character references since the offense was committed;
 - (G) Relevance of the offense to the occupational license; and
 - (H) Other evidence demonstrating that licensure of the applicant does not pose a threat to the health or safety of the public.

(3) The waiver requirements of this section are not required for a renewal of a license if an individual has been convicted of a crime listed in subsection (a) of this section and has either:

- (A) Completed the waiver requirements of this section at his or her initial licensure;
- (B) Been licensed in this state before the enactment of subsection (a) of this section; or
- (C) Attended a professional or occupational school, program, or training in pursuit of an occupational license before the enactment of subsection (a) of this section and would have been qualified to hold an occupational license on or before July 24, 2019.

(c) If an individual has a valid criminal conviction for an offense that could disqualify the individual from receiving a license, the disqualification shall not be considered for more than five (5) years from the date of conviction or incarceration or on which probation ends, whichever date is the latest, if the individual:

- (A) Was not convicted for committing a violent or sexual offense; and
- (B) Has not been convicted of any other offense during the five-year disqualification period.

(d) A licensing entity shall not, as a basis upon which a license may be granted or denied:

- (1) Use vague or generic terms, including without limitation the phrases “moral

turpitude” and “good character”; or

(2) Consider arrests without a subsequent conviction.

(e) Due to the serious nature of the offenses, the following shall result in disqualification for licensure, regardless of the date of conviction or the date on which probation or incarceration ends unless a waiver is granted under subsection (b) of this section:

(1) Capital murder as prohibited in § 5-10-101;

(2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;

(3) Kidnapping as prohibited in § 5-11-102;

(4) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;

(5) Rape as prohibited in § 5-14-103;

(6) Sexual extortion as prohibited in § 5-14-113;

(7) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;

(8) Incest as prohibited in § 5-26-202;

(9) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;

(10) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;

(11) Adult abuse that constitutes a felony as prohibited in § 5-28-103;

(12) Arson as prohibited in § 5-38-301; and

(13) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403.

(f) This chapter does not preclude a licensing entity from taking emergency action against a licensee as authorized under § 25-15-211 for the sake of public health, safety, or welfare.

(g) The disqualification for an offense listed in subsection (a) of this section and the disqualification for an offense listed in subsection (e) of this section do not apply to:

(1) An individual who holds a valid license on July 24, 2019;

(2) An individual who holds a valid license on or before July 24, 2019, but failed to renew his or her license for any reason; or

(3) An individual who was a student on or before July 24, 2019, in a professional or occupational school, program, or training in pursuit of an occupational license and would have been qualified to hold an occupational license on or before July 24, 2019.

(h) This section does not apply to licensure or certification:

(1) Of professions not governed by this title;

(2) Of polygraph examiners and voice stress analysis examiners under § 17-39-101 et seq.;

(3) Of private investigators and private security agencies under the Private Security Agency, Private Investigator, and School Security Licensing and Credentialing Act, § 17-40-101 et seq.;

(4) Of body artists under § 17-26-601 et seq. who hold a valid license on or before July 1, 2024; or

(5) Of cosmetologists licensed under Title 17, Chapter 26, Subchapter 3

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

(<http://www.arsbn.org/Websites/arsbn/images/NursePracticeAct.July.2015.SubChapter3.pdf>)

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

Student Signature

Date

APPENDIX J
HANDHELD TECHNOLOGY USE POLICY

University of Arkansas at Monticello
School of Nursing
Handheld Technology Use Policy

Overall Goal: To support the infusion of technology into the nursing curriculum which will allow enhanced evidenced-based information and data usage. Students will be able to rapidly and efficiently access pertinent nursing data upon which to base safe and appropriate clinical judgments using handheld technology.

During the Clinical Experience:

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

During Classroom Instruction:

1. Students will not have cell phones/smart watches on their desks.
2. Students will turn off cell phones/smart watches.
3. Students will not receive or place phone calls.
4. Students will not text.
5. Students will not post to social media networks (i.e., Facebook, Twitter, etc.).

During Testing:

1. Use of a cell phone or other portable electronic device is not permitted during any assessment or exam.
2. While taking an exam, all personal electronic devices will be stored away from the student's workspace of the testing area.
3. Students must place the device on silent if placed in their backpack. Backpacks will be placed at the front of the classroom during the exam.
4. Violations of this policy may result in a grade of zero for the exam. Continued violations may result in referral to the PSR Committee.

Student Signature: _____ **Date:** _____

APPENDIX K
PHOTOGRAPHY CONSENT FORM

**UNIVERSITY OF ARKANSAS AT MONTICELLO
PHOTOGRAPHY CONSENT FORM**

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

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

_____	_____
Name (Please Print)	Mailing Address
_____	_____
Signature	City, State, Zip
_____	_____
Date	Phone Number

APPENDIX L
ATTENDANCE POLICY SIGNATURE FORM

**University of Arkansas at Monticello
School of Nursing
Student Attendance Policy**

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

Printed Name

Signature

Date

Appendix M:
Student Performance Improvement Plan

**University of Arkansas at Monticello
School of Nursing
Student Performance Improvement Plan**

Student _____ Course _____ Date _____

Submit this form to your instructor by _____ (date).

Assessment

Please identify any concerning factors which are effecting your course performance:

Expected Outcome(s)

Plan

Identify strategies to implement that will help improve your academic/clinical performance:

Appendix N:
Abilities and Skills Form

**University of Arkansas at
Monticello School of Nursing**

Abilities and Skills Form

The professional nurse must possess the knowledge and ability to effectively assist his or her client's biophysical, psychological, social, cultural, and intellectual domains. Further, the professional nurse must competently analyze the assessment data through intellectual processing to arrive at a definition of the client's status or problem, plan independently or collaboratively for a full range of therapeutic interventions, execute all or part of the plans through nursing acts, and evaluate the care delivered and the client's responses to it.

A candidate for professional nursing must have the abilities and skills necessary for use of the nursing process. These skills and abilities include: observation; communication; motor ability; conceptualization; integration and quantification; and behavior/social acceptability. Technological compensation can be made for some handicaps in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary is not acceptable, in that a candidate's judgment must be mediated by someone else's power of observation and selection.

The following abilities and skills are necessary to meet the requirements of the curriculum:

1. **Observation:** The candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.
2. **Communication:** The candidate must be able to speak, to hear, and to observe patients in order to elicit information; describe changes in mood, activity and posture; and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
3. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate must have sufficient motor skills to gain access to patients in a variety of care setting and to manipulate the equipment central to the treatment of patients receiving professional nursing care. Such actions require coordination of both gross and fine muscular movement, equilibrium, and functional use of the senses of touch and vision.
4. **Intellectual-Conceptual, Interactive, and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationship of structures.
5. **Behavioral and Social Attributes:** A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress They

must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities necessary for professional nursing.

I agree that I must possess and maintain the abilities and skills as indicated above for admission to and progression within the nursing curriculum at the University of Arkansas at Monticello.

Student Signature

Date