

School of Nursing

Dean

(1999). Dean of the School of Nursing and Professor of Nursing. B.S.N., West Virginia University; M.S.N., San Jose State University; Ph.D., The University of Tennessee, Memphis.

Mission Statement

The mission of the School of Nursing is to be excellence-driven, Christ-centered, people-focused, and future-directed while preparing qualified individuals for a career in the caring, therapeutic, teaching profession of nursing.

Faculty

(1992). Associate Professor of Nursing and Chair of the School of Nursing, Jackson. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences.

(1972-89; 1991). Associate Professor of Nursing. B.S.N., University of Tennessee College of Nursing, Memphis; M.Ed., University of Memphis; M.S.N., University of Tennessee Center for the Health Sciences.

(1992). Associate Professor of Nursing. Diploma, Norton Memorial Infirmary School of Nursing; B.S.N., University of North Alabama, Florence; M.S.N., University of Alabama, Birmingham; Ed.D., University of Memphis.

(1994). Associate Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee, Memphis; N.D., Rush University.

(1979). Professor of Nursing, Germantown. B.S.N., Duke University; M.S.N., University of Tennessee Center for Health Sciences; M.S., Ed.D., University of Memphis.

(1994). Assistant Professor of Nursing. A.S.N., B.S.N., Union University; M.S.N., University of Tennessee, Memphis.

(1989). Professor of Nursing. B.S.N. and M.N.Sc., University of Arkansas; Ed.D., University of Memphis.

(1999). Associate Professor of Nursing. A.S.N., University of South Carolina; B.S., University of Tennessee, Chattanooga; B.S.N., and M.S.N., University of Mobile; DNSc., Louisiana State University.

(1974). Georgia Wilson Distinguished Assistant Professor of Nursing. A.A., Union University; B.S.N., Texas Christian University; M.S.N., University of Alabama at Birmingham.

(1976). Associate Professor of Nursing. B.S.N., University of Mississippi; M.S.N., University of Tennessee Center for Health Sciences; additional study, University of Memphis.

(1995). Assistant Professor of Nursing. B.S.N., Harding University; M.S.N., University of Arkansas.

(1993) Associate Professor of Nursing. B.S. and A.A., University of Tennessee, Martin; M.S.N. University of Tennessee, Knoxville; additional study, Union Uni-

versity; DNSc., University of Tennessee Health Sciences Center.

(1982). Professor of Nursing and Provost. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., University of Tennessee Center for Health Sciences; Ph.D., University of Florida.

(1993). Associate Professor of Nursing, Germantown. B.S., University of Tennessee, Martin; B.S.N., University of Tennessee, Memphis; M.S., University of Memphis; M.S.N., University of Tennessee, Memphis; additional study, University of Memphis.

(1999). Associate Professor of Nursing. Diploma, Baptist Memorial Hospital; B.A., Stephens College; M.S., Texas Women's University; Ph.D., St. Louis University.

(1987). Associate Professor of Nursing and Director of the Master of Science in Nursing Program. B.S.N., Murray State University; M.S.N., University of Evansville; Ph.D., University of Tennessee, Memphis.

The programs of the School of Nursing are approved by the Tennessee Board of Nursing and accredited by the Commission on Collegiate Nursing Education. CCNE may be contacted at One Dupont Circle, NW Suite 530, Washington, DC 20036-1120 or 202-887-6791.

The program leads to the Bachelor of Science in Nursing degree (RN to BSN track or Basic BSN track). The RN to BSN track offers a curriculum of study leading to the BSN degree for registered nurses who have graduated from associate degree programs or diploma programs. Details of the RN to BSN track are found in the *Catalogue*, "Adult Studies." The School of Nursing also offers the Basic BSN track, a curriculum of study leading to the BSN degree as the first professional degree in nursing, to students who have completed two years of pre-nursing study. In addition, the School of Nursing offers an LPN to BSN track.

The nursing student qualifies as a full participant in the intellectual community of the liberal arts college. Students majoring in nursing share with other students at Union University a basic foundation in the social and physical sciences, as well as in general knowledge. The faculty of the School of Nursing expresses the belief that nursing is a dynamic discipline reflecting change based on an ever-expanding body of knowledge. Through application of principles from the physical and social sciences, nursing is directed toward helping to meet society's health needs. The professional nurse with a BSN degree applies principles from a diverse supporting curriculum to the science of nursing and functions as a care provider, manager, health teacher, advocate, and change agent. All BSN program tracks provide nursing knowledge and clinical experiences which encourage expanded roles, innovation, non-traditional practice opportunities, use of independent nursing judgment in health care planning, and use of the research process and findings. To this end, the BSN student's curriculum provides a professional practice base and preparation for future specialized graduate studies.

In addition to learning alternate ways of organizing and delivering nursing care for hospitalized clients, the BSN student learns to practice in community settings where health promotion and maintenance is the principal concern. The student works with individuals, families, and communities to identify potential physical or environmental health problems into the health care system.

Admission to the Basic BSN Track

LPN BSN T

For all information concerning the LPN to BSN Track, please contact the School of Nursing.

Assessment of Majors

Nursing majors are required to take standardized nursing tests at specific points throughout the program of study. As a part of NUR 499, students will take the HESI Comprehensive Exam to evaluate readiness to take the NCLEX licensure exam. Successful completion of 499 includes scoring at least the current national passing standard. During NUR 440, Community Health Nursing, the comprehensive baccalaureate standardized test is given which measures baccalaureate level knowledge. Student assessments include, but are not limited to, communication skills, therapeutic nursing interventions and critical thinking skills. Basic Nursing students are expected to take the NCLEX-RN after completion of the program of nursing to become registered nurses.

Course Offerings in Nursing (NUR)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

An exploratory course for the student interested in the nursing profession. Students will be introduced to the broad scope of nursing roles, settings and specialties.

A study of arithmetic dosages and solutions and introduction to basic drug classifications and principles of pharmacology. Legal and ethical responsibilities of the professional nurse for the well or ill person are emphasized.

Prerequisite: Admission to Basic BSN track.

The philosophy of nursing and the four main concepts of person, environment, health, and nursing. The basic concepts in health promotion and health maintenance are emphasized.

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Prerequisite: Admission to Basic BSN track.

This course focuses on the nursing interventions and skills necessary for basic nursing practice in the care of individuals of all age groups in diverse settings. Introduction of the nursing process provides a basis for development of decision-making and critical thinking skills in the formation of nursing diagnosis.

A practical hands-on experience in nursing skills. Students work with faculty to perform specific clinical skills using scientific principles basic to nursing knowledge and application.

Prerequisite: Admission to the School of Nursing or by permission of the faculty.

The use of the nursing model in developing skills and knowledge related to history taking, assessing the health status of an apparently healthy individual, and recognizing deviations from the normal. Communication technique is further developed by emphasis on student interviewing skills. Emphasis will be on functional health patterns throughout the life span.

Prerequisites: 302, 305, 308, 310, 320. Corequisite: 410, 423.

Promotive and preventive health care for members of childbearing families along the wellness-illness continuum. Emphasis is placed on the developmental aspect of families and on high-risk families.

Prerequisite: Admission to the School of Nursing.

An examination of the scientific knowledge base of nursing. There is an introduction to nursing theories as a bases for nursing practice.

Prerequisite: Successful challenge of NUR 302 & 308.

This course transitions the licensed practical nurse to the role of the professional nurse and the nursing process as taught in the baccalaureate program. It prepares students to meet program outcomes and includes validation of nursing knowledge and skills.

Prerequisite: MAT 114; Admission to the School of Nursing.

The role of the professional nurse in critiquing and in utilizing nursing research literature. Critical thinking skills and the steps of scientific inquiry are applied to develop a research project.

212 An introduction to concepts related to the care of individuals and families in the community setting integrating knowledge from the humanities, social and biological sciences, and nursing to holistically address client needs. The nursing process is applied to actual and potential health needs of clients with emphasis on health promotion and disease prevention.

Case management as a model for organizing health care for persons of all ages and cultures. Emphasis is placed on defining the changing role of the R.N. case manager. A nursing process approach is used to explore the skills of problem solving, interpersonal communication, critical thinking, organization, negotiation, networking and creativity. The certification process is also discussed.

Prerequisite: NUR 301, 305, 310.

The biochemical and psychological effects of drugs on the wholistic person in a multicultural society. Nursing process with different classifications of drugs is emphasized. Historical, economic, legal, and ethical issues are identified.

Prerequisite: NUR 318, 410, 423.

Promotive and preventive health care for members of childrearing families along the wellness-illness continuum. Emphasis is placed on the developmental aspect of children from infancy to adolescence and on children with special problems.

Prerequisite: NUR 320.

The nurses's role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Consideration is given to the legal,

Pre/Corequisite: BIO 300 and all other nursing courses.

A culminating experience in population-focused health care in diverse settings. Health needs are addressed using nursing theory and research with knowledge from the humanities, biological and social sciences. The nursing process provides the framework for critical thinking and decision-making regarding the holistic health needs of aggregates and communities.

SCHOOL OF NURSING

A study of culturally appropriate and wholistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research and theories of intercultural nursing, cultural assessment, and strategic planning for competent nursing care which will result in positive health care outcomes for intercultural populations.

Prerequisite: NUR 430. Corequisites: NUR 420, 425, 440.

This course focuses on concept synthesis in order to prepare the new graduate for entry into the nursing profession. Emphasis is placed on critical thinking skills needed by the generalist to address health care dilemmas.

