

School of Nursing

Dean

Susan R. Jacob (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

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

Sandra Brown (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., The University of Tennessee, Health Science Center.

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

Gail Coleman (1994). Associate Professor of Nursing. Diploma, Baptist Memorial Hospital School of Nursing; B.S.N., Union University; M.S.N., The University of Tennessee, Health Science Center; N.D., Rush University.

Nancy Dayton (1979). Professor of Nursing, Germantown. B.S.N., Duke University; M.S.N., The University of Tennessee, Health Science Center; M.S., Ed.D., University of Memphis.

Cynthia Fish (1994). Assistant Professor of Nursing. A.S.N., B.S.N., Union University; M.S.N., The University of Tennessee, Health Science Center.

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

Donna Latham (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.

Melanie Matthews (1976). Associate Professor of Nursing. B.S.N., University of Mississippi; M.S.N., The University of Tennessee, Health Science Center; additional study, University of Memphis.

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

to schedule an appointment with the Dean of the School of Nursing for a confidential discussion of the specific situation and concern.

8. Current health care provider CPR certification must be maintained throughout the nursing program of study.

Admission to the Accelerated BSN Program

The Accelerated Program is an option for qualified recipients of a bachelors degree in another field. See the Adult Studies section for details.

Requirements for Progression in the BSN Program

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a C grade in each clinical nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than C in any clinical course may not proceed to the next clinical course until the failed course has been repeated with a final grade of C or above. Nursing courses may be repeated only once. Permission to progress must be obtained from School of Nursing faculty and will be dependent upon meeting course prerequisites and corequisites. In non-clinical nursing courses, a grade of C or above is required. A student who receives a grade of D or below will be allowed to repeat the non-clinical course the next time it is offered in the scheduled sequence of courses. A student who receives a grade less than C in two nursing courses will not be allowed to progress in the Nursing Program. To progress to the final year of the program, a student must have a minimum GPA of 2.0.

Continuation in the program is also contingent upon compliance with ethical and professional standards of conduct. Students who remove school or hospital property without permission will be subject to immediate disciplinary action. Graduation requirements follow the guidelines of Union University.

Readmission to the BSN Program

A student who wishes to reenter the nursing program should submit a letter to the Dean of the School of Nursing requesting readmission to the School of Nursing well in advance of the semester in which they wish to enroll. Their request for readmission will be considered along with other applicants to the program.

A student who receives a final grade less than C in two Nursing courses will not be readmitted to the Nursing Program but will be advised to seek another major. Withdrawal from a nursing course does not guarantee readmission

Students readmitted to the program may be asked to repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum.

Uniforms

Students must purchase appropriate uniforms. The School of Nursing will provide necessary forms for ordering the uniforms.

Insurance

Students will be charged for the school's group policy liability insurance when participating in a nursing course that requires clinical ex7gml

- B. Basic BSN Track
 1. NUR 302, 306, 308, 309, 310, 318, 410, 423, Upper level Elective—Curriculum Model Year 3.
 2. NUR 330, 418, 419, 421, 425, 430, 440, 499—Curriculum Model Year 4.
- C. Licensed Practical Nurse to BSN Track
 1. NUR 322 (Transition course) after successful challenge of NUR 302 & 308 or (if unsuccessful in challenge) enrollment in NUR 302 & 308.
 2. NUR 303, 309, 310, 318*, 410, 423, Elective, Upper level Elective—Curriculum Model Year 3.
 3. NUR 330, 418*, 419, 421, 425, 430, 440, 499—Curriculum Model Year 4.

*NUR 318 and 418 are available for challenge by testing for the LPN.

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

310. Health Assessment (3) F

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.

318. Nursing Care of Childbearing Families (5) S

Prerequisites: 302, 305, 308, 310. 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.

322. LPN Transition Course (1) W, Su

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.

330. Introduction to Research in Nursing (3) F

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.

345. Case Management (3) As Needed

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.

418. Nursing Care of Childrearing Families (5) F

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.

419. Issues in Professional Nursing (3) F, S

The nurses's role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Students explore the role of nursing theory in the continued development of professional nursing. Consideration is given to the legal, ethical, social, economic, political, moral and scholarly obligations of the professional nurse.

421. Nursing Care of Adults in Health and Illness I (6) F

Prerequisites: NUR 318, 410, 423.

Professional nursing practice and further development in nursing process application with adults from multicultural backgrounds along the wellness-illness continuum. There

452. Intercultural Issues (3) As Needed

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The **Fannie J. Watt, R.N., Psychiatric Nursing** is to be presented to the basic nursing student who has demonstrated the greatest potential for effective practice in a psychiatric setting.

The **Fannie J. Watt, R.N., Professional Nursing** is presented to the graduating RN-BSN student at each program site who has shown sensitivity to the psycho-social needs of patients and has shown potential for making a serious contribution to nursing.

The **Nursing Faculty** is presented to the outstanding graduating nursing student (either basic or RN-BSN) who has demonstrated an above average level of theoretical knowledge in the classroom and a high degree of skill in the clinical setting. This student shows promise of achievement in nursing.

The **Terry Robinson Nursing** is presented to the student who has evidenced an extraordinary degree of motivation toward nursing with a quiet, steady and courageous persistence toward their goal.

The **Emily Saffel Nursing** is established in memory of Emily Saffel. Emily was born with a congenital heart defect that was resistant to treatment, and she only survived 2 1/2 weeks. Her only contact with God's world was in the caring voices and touch of her parents, grandparents, doctors, and nurses. This award is to recognize characteristics of the kind of nursing that her family hopes she received during her brief life.

The **Wilson Nursing** was established by Miss Georgia Wilson to be presented to the member of the BSN (basic) graduating class who is deemed by the nursing faculty to have been the most outstanding in clinical nursing.

School of Nursing Scholarships

The School of Nursing offers several types of scholarships which are awarded on different bases such as academics and financial need. Applications for nursing scholarships may be obtained in the School of Nursing office. Completed applications should be submitted no later than April 15 for consideration of the award for the following academic year.