

**THE UNIVERSITY OF TENNESSEE AT
CHATTANOOGA SCHOOL OF NURSING**
Graduate Student Handbook

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TABLE OF CONTENTS

I.	School of Nursing Vision, Mission, and Core Values	3
II.	Conceptual Framework	4
III.	Graduate Curriculum Outcomes	5
IV.	Admission to Candidacy	5
V.	Time Limit of Candidacy	6
VII.	Transfer Credit	6
VIII.	ADA Awareness Statement	6
IX.	Uniform Policy	6
X.	Policy on Drug Screening	6
XI.	Infection control Policy	8
VIII.	Professional and Academic Standards	8
	1. Tennessee Board of Nursing Requirements	8
	2. UTC Honor System	9
	3. School of Nursing Confidentiality Policy	9
	4. Clinical Agency Policies	10
	5. Nursing Code of Ethics	11
	6. Individual Course Policies	12
	7. Academic Policies	12
	8. Dismissal Policies	12
IX.	Student Representation on Committees	14
X.	Student Faculty Communications	14
XI.	Graduate Assistantships	14
XII.	Writing Requirements	14
XIII.	Learning Laboratory	14
XIV.	UTC Policy for the Use of Computers	15
XV.	Policy on Selection of a Thesis Committee	15
XVI.	Policy on Selection of a Professional Project Committee	16
XVII.	Policy on the Thesis Defense or Professional Project Presentation and Evaluation	16
XVIII.	Meetings for Theses or Professional Projects	17
XIX.	Thesis Guidelines	17
XX.	Professional Project Guidelines	19
XXI.	Completion of Project or Thesis	20
XXII.	Appendices	
	a. Consent to Serve form	21
	b. Proposal Approval form	22
	c. Meeting form	23
	d. Thesis/Professional Project Timeline	24
	e. Project Approval form	25
	f. Thesis Approval form	26

This handbook was developed for students and faculty to provide a comprehensive document about the master's program in nursing. It is subject to change from time to time without notice. Before using the information herein for major decisions, please contact the School of Nursing.

It is essential that students understand the information presented in this handbook to facilitate progression through the graduate nursing program at UTC. This graduate nursing handbook is designed to be used in conjunction with other UTC publications such as the UTC Graduate Catalog and the UTC Student Handbook & Directory. All information in this handbook is in accordance with policies of the University, the Graduate School and the School of Nursing. All publications can be found on the University website at www.utc.edu.

Our Vision

The School of Nursing (SON) is dedicated to ensuring quality nursing education that is responsive to the needs of our community of interest.

Our Mission

The Mission of the SON is to prepare qualified nursing professionals who can influence the health care environment and enhance the quality of life for individuals, families and society. We are committed to providing leadership in health care.

Our Core Values

As the SON moves forward its mission and vision; it is guided by values that are grounded in a professional nursing practice that embraces clinical and scholarly excellence. The faculty, staff and students will:

1. Uphold and, at all times, act in concert with ethical values and principles.
2. Communicate with integrity, keep promises, and honor commitments.
3. Partner with our community of interest by creating relationships to promote common interest and shared values.
4. Practice stewardship through fair and responsible management of gifts and resources.
5. Espouse life-long learning, inquiry, and critical thinking.
6. Commit to quality and excellence in all we do.
7. Generate commitment and passion for the practice of nursing.
8. Foster creativity.
9. Model leadership.
10. Create an environment of inclusiveness where individual, intellectual and social diversity are valued.

PHILOSOPHY

Introduction

The School of Nursing frames its philosophy and programs within the theoretical structure of Dorothea Orem's Self-Care Deficit Nursing Theory. Orem identifies Self-Care Deficit Nursing as "a general theory of what nursing is and should be in concrete nursing practice situations" (Orem, 2001, p.136).

The School of Nursing's philosophical definitions of person, environment, health, nursing and nursing education are infused with Orem's terminology. Agency refers to an individual's capabilities and is used in the context of both the nurse and patient.

Person

A person has the actual or potential attribute of self-care agency. This agency, or capability, allows the person to deliberately learn and perform actions for survival, health and well-being. Factors affecting learning include age, mental capacity, culture, societal conditions, and a person's developmental or emotional state.

People dynamically move toward maturation and achievement of their full human potentials by integrating physical, psychological, interpersonal and social aspects of their lives. To do this they must reflect upon themselves and their environments and provide input into both self and environment. People use both symbols and words to express their ideas to communicate with others.

People gather in groups or structured relationships. These relationships both define and support self-care.

People have the power to act deliberately to identify their own and others' needs. The way people meet self-care needs is not instinctual, but is a learned behavior. If any person is unable or unwilling to learn, others must learn for and or provide for that person's self-care. Likewise, when a person has therapeutic self-care demands that he or she cannot meet, others with knowledge and skill must provide the means to meet those demands. If neither the person, the family nor a group to which the person belongs is able to supply therapeutic health care requisites, that person needs professional nursing care. (Orem, 2001)

Environment

Environment is the domain in which people exist. The interaction between the environment and people affects health, well-being, growth and development positively or negatively throughout the life cycle. The reciprocal relationship between the person and environment is influenced by both internal and external factors. Internal factors include the biological, psychological and spiritual attributes of the person, while external factors comprise physical, chemical, socio-cultural, economic, political, legal, ethical, and organizational elements.

The environment can be analyzed and understood. In some instances environment can even be regulated and controlled especially through community health efforts (Orem, 2001).

Health

The term health is used to describe living things when they are structurally and functionally whole or sound. The physical, psychological, interpersonal and social aspects of health are inseparable in the individual.

When “health” or “healthy” are used as descriptive terms for an individual, a judgment is being made on the basis of data about that person and his or her ability to maintain self-care. A person’s overall state of health is not necessarily modified by temporary changes in the state of wellness. The individual with an injury, for example would be considered injured and/or disabled, rather than sick or unhealthy, but would, for a short time require assistance with self-care. Ideally, health is the responsibility of both a society and its individual members and not of any one segment of that society.

Nursing

“Nursing is a direct human service provided by a qualified person to help persons to continuously know and meet their own or their dependents’ therapeutic self-care demands and to regulate the exercise or development of their self-care or dependent-care agency whenever their limitations for action are associated with their own health states or that of their dependents” (Orem, 2001, pp. 517-518).

Professional nursing rests upon the characteristics of nurse agency (communication, teaching, cultural competence, leadership, professional behavioral, legal understanding, professional technological skills) and is operationalized in the nursing systems of wholly compensatory, partially compensatory, and supportive-educative care. Nursing care is always tempered by the art and prudence of nursing. Art is the “intellectual quality . . . that allows . . . creative investigations, analysis, and synthesis” (Orem, p. 293). Prudence is selecting “the right reason about things to be done”; “a virtue of the mind and of the character of individuals” (p.293). “Art and prudence serve nurses in their performance of the interrelated operations of nursing practice” (p. 294).

Nursing care is based on professional standards, ethics, competencies and knowledge drawn from the natural, social, medical sciences, and the humanities, as well as nursing’s own body of knowledge. Professional nursing supports research and education to expand nursing knowledge and its use.

Nursing Education

The UTC School of Nursing prepares an educated person who nurses. Nursing education focuses on the development of nursing agency, the development of capabilities needed to provide professional nursing care.

Education encompasses both teaching and learning. Learning is a deliberate and dynamic process characterized by the acquisition of knowledge, self-awareness, breadth and depth in critical thinking, and by cognitive, affective and psychomotor skills all of which change the behavior of the learner. Learning is an individualized process which occurs best when learner's rights are respected and when the learner accepts responsibility for self-direction and for decisions. The outcome of learning is an enriched outlook, a new perspective.

Teaching is a transaction involving both learner and teacher where the teacher acts as a facilitator, a role model and a resource person using multiple modes of instruction. Teachers guide the learner by developing, organizing, and structuring knowledge; by fostering a spirit of inquiry, a sense of discovery and a desire for life-long learning. The outcome of teaching is an enriched outlook, a new perspective.

Undergraduate Nursing Education focuses on developing nursing agency through didactic and clinical experiences that build upon the student's foundation in the liberal arts curriculum.

Graduate Nursing Education is based on a sound baccalaureate program of studies. Graduate studies immerse the student in nursing practice, supported with a theory, research and policy core of graduate-level nursing courses, which precede a concentration in a specialty area.

The Nurse Anesthesia Concentration focuses upon the self-care demands and abilities of patients as they undergo an peri-operative experience.

The Nurse Practitioner Concentration focuses on the self-care demands and abilities of patients and families in the primary health care setting.

The Doctor of Nursing Practice is a clinical leadership degree that encompasses all of the nursing systems. It emphasizes the use of research-based evidence in collaboration with other disciplines to promote individual and population self care agency.

Approved by faculty, 5-1-08

GRADUATE CURRICULUM OUTCOMES

Upon completion of the Master of Science of Nursing program, the graduate:

1. Integrates concepts and theories from nursing and related disciplines into advanced nursing practice.
2. Demonstrates advanced knowledge and skills through safe and effective nursing practice in a specialized area.
3. Participates in scientific inquiry to validate or contribute knowledge relevant to nursing practice.
4. Engages in leadership and management strategies to influence nursing practice and health care.

5. Sets ethical standards for nursing practice that reflect human values, respect for diversity and cognizance of social issues.

6. Practices from a personal professional philosophy of nursing.

7. Possesses the foundation for doctoral study.

Graduate Committee 10/08/03

Approved by faculty 10/14/03

ADMISSION TO CANDIDACY

Application for admission to candidacy must be filed after the completion of nine hours of graduate study in the major and before completion of more than 18 hours. To be eligible for admission to candidacy, the student must have a "B" average on all courses taken for graduate credit and have completed prerequisite and designated courses as required by the School of Nursing.

The form for admission to candidacy may be obtained from the Graduate School or online at www.utc.edu/Administration/GraduateSchool/forms/index.php. Students should refer to the UTC Graduate Catalog for additional regulations regarding admission to candidacy.

TIME LIMIT OF CANDIDACY PROGRAM

All credit applied toward a graduate degree must be earned within a six year period beginning with the registration for the earliest course counted. Refer to the UTC Graduate Catalog for further information.

TRANSFER CREDIT

A maximum of six semester hours may be transferred into a student's graduate program from work taken at a regionally accredited institution (additional hours may be transferred from another University of Tennessee campus pending approval from the Graduate Council Petitions Committee). Refer to the UTC Graduate Catalog for further information.

ADA AWARENESS STATEMENT

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The faculty of the School of Nursing has identified the skills and professional behaviors that are essential to pursue a course of study to be eligible to write the national certification exams and practice as an advanced practice professional nurse. In order to progress in the nursing curriculum, a student must possess a functional level of capability to perform the duties required of an advanced practice nurse. The essential eligibility requirements for participation in the nursing program are identified as Core Performance Standards. These standards are adopted from the Southern Council on Collegiate Education for Nursing (SCCEN) and are congruent with the skills presented in the document entitled Essentials of College and University Education for Professional Nursing, a publication of the American Association of Colleges of Nursing. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty reserves the right to dis-enroll the student

from clinical courses. Potential students are provided copies of the Core Performance Standards upon request. A copy of the Essentials of College and University Education for Professional Nursing is available for review in the School's Office of the Director.

SCHOOL OF NURSING UNIFORM POLICY

Students are to comply with the policies and procedures of any agency with which the University of Tennessee at Chattanooga School of Nursing has an agreement. In addition, students are to wear the official UTC School of Nursing picture identification badge whenever present in the clinical agencies.

POLICY ON DRUG SCREENING

It is the policy of the College of Health, Education and Professional Studies (CHEPS) to be in compliance with all policies of the clinical facilities with which the College affiliates for student clinical learning experiences. The Chattanooga Area Consortium of Healthcare Education requires that at a minimum, students in a health care related program be required to submit to a drug screen for cause.

The purpose of this policy is to provide a safe working environment for students, patients, visitors, healthcare agency staff and university faculty and staff. In order to participate in the clinical experiences required in the health science programs, the student may be required to undergo drug screening. In addition, all students are subject to subsequent testing on a reasonable suspicion that he/she is under the influence of drugs or alcohol such that it impairs the student's ability to perform competently.

If a student's behavior demonstrates that he/she is impaired (functioning in any impaired manner, exhibiting inappropriate behavior in the classroom or clinical setting, or demonstrating any unprofessional conduct or negligence associated with impairment), the faculty academically responsible for that student will document the specific behaviors of the student. This written communication will include any supportive facts and/or documentation of the occurrence (at a minimum: time, places, circumstances, behaviors, witnesses or other persons who possess knowledge of the student's behavior). A determination of functioning in an unprofessional manner will be established by the professional responsible for the student based standards of the profession.

The student will sign that he/she has read the documentation completed by the faculty regarding his/her behavior. If the behavior is observed in clinical practice, the student will be immediately removed from the agency for the sake of patient safety. If the behavior occurs in the classroom, the student will be removed from the classroom. The student may not return to class or clinical until reviewed by the Dean of CHEPS.

Documentation of behavior will be forwarded to the Dean for review on the day of the incident. The documentation will become part of the student's record. The Dean or Designee(s) will evaluate the documentation presented, and if warranted, request an immediate drug screen. The Dean may ask to meet the student. The review will be completed by the Dean within five days of the incident.

If a student has a positive drug screen, s/he will not be allowed to participate in the clinical courses at the assigned clinical agency or any other clinical agency. The student will be dismissed from the program. The student will then be required to complete, at the student's cost, chemical dependency evaluation and treatment to be considered for readmission to the program. Readmission into a program in the CHEPS will be considered only upon completion of a treatment program, and the recommendations of the program's student/academic admission committee, the Department Head and the Dean. Any student with a positive drug screen shall be dismissed from the program for a minimum of one calendar year and will be immediately withdrawn from all courses.

If the student desires to reapply to the program, he/she must provide proof of a minimum of one year of treatment in a program and documentation of ongoing treatment if readmitted to the program. If readmitted to a program in the CHEPS, random drug screens will be required and these results must be conveyed to the Department Head. The student will be required to obtain random drug testing until the student withdraws or graduates from the program. All testing is at the student's expense.

Licensed Students

Licensed students, who test positive on a drug screen, will be reported to Tennessee Professional Assistance Program (TNPAP). Readmission into a program in the CHEPS will be considered only upon completion of a TNPAP approved rehabilitation program or the recommendation or TNPAP, and the recommendations of the program's student/academic admission committee, the Department Head and the Dean.

The CHEPS encourages impaired students to seek assistance voluntarily and assume responsibility for their personal and professional conduct.

Approved 2/22/06

INFECTION CONTROL POLICY

Policy is currently under review by the Safety & Risk Management Officer of the University.

PROFESSIONAL AND ACADEMIC STANDARDS

All students who have been admitted to the nursing program are required to meet the following professional and academic standards.

1. Tennessee Board of Nursing Requirements
2. UTC Honor System
3. School of Nursing Confidentiality Policy
4. Clinical Agency Policies
5. Nursing Code of Ethics
6. Individual Course Policies
7. Academic Policies
8. Dismissal Policies

1. Tennessee Board of Nursing Requirements

"...Nurses care for clients and families in a variety of settings where there may be no direct supervision. Individuals to whom care is given are often vulnerable, both physically and emotionally. The nurse has access to personal information about the patient and/or his/her

family, has access to the client's property and provides intimate care to the client. The Board believes that persons who receive nursing care in Tennessee should be able to have confidence that an individual licensed by the Board does not have a history of mistreatment, neglect, violence, cheating, defrauding the public, or otherwise taking advantage of another person."

"1000-1-.13 UNPROFESSIONAL CONDUCT AND NEGLIGENCE, HABITS OR OTHER CAUSE.

(1) Unprofessional conduct, unfitness, or incompetency by reasons of negligence, habits or other causes, as those terms are used in the statute, is defined as, but not limited to, the following:

- (a) Intentionally or negligently causing physical or emotional injury to a patient;
- (b) Failure to maintain a record for each patient which accurately reflects the nursing problems and interventions for the patient;
- (c) Abandoning or neglecting a patient requiring nursing care;
- (d) Making false or materially incorrect, inconsistent or unintelligible entries in any patient records or in the records of any health care facility, school, institution or other work place location pertaining to the obtaining, possessing or administration of any controlled substance as defined in the Federal Controlled Substances Act;
- (e) Unauthorized use or removal of narcotics, drugs, supplies, or equipment from any health care facility, school, institution or other work place location;
- (f) The use of any intoxicating beverage or the illegal use of any narcotic or dangerous drug while on duty in any health care facility, school, institution, or other work place location;
- (g) Being under the influence of alcoholic beverages, or under the influence of drugs which impair judgment while on duty in any health care facility, school, institution or other work place location;
- (h) Impersonating another licensed practitioner;
- (i) Permitting or allowing another person to use his or her license for the purpose of nursing the sick or afflicted for compensation;
- (j) Revocation, suspension, probation or other discipline of a license to practice nursing by another state or territory of the United States for any act or omission which would constitute grounds for the revocation, suspension, probation or other discipline of a license in this state;
- (k) Practicing professional nursing in this state on a lapsed (state) license or beyond the period of a valid temporary permit;
- (l) Assigning unqualified persons to perform functions of licensed persons or delegating nursing care functions and tasks and/or responsibilities to others contrary to the Nurse Practice Act or rules and regulations to the detriment of patient safety;
- (m) Failing to supervise persons to whom nursing functions are delegated or assigned;
- (n) Aiding, abetting, assisting or hiring an individual to violate or circumvent any law or duly promulgated rule intended to guide the conduct of a nurse or any other licensed health care provider;
- (o) Exercising undue influence on the patient including the promotion of sale of services, goods, appliances, or drugs in such a manner as to exploit the patient for financial gain of the nurse or of a third party;
- (p) Discriminating in the rendering of nursing services as it relates to race, age, sex, religion, national origin, or the condition of the patient;
- (q) Violating confidentiality of information or knowledge concerning the patient, except when required to do so by a court of law;

- (r) Failing to take appropriate action in safeguarding the patient from incompetent health care practices;
 - (s) Failing to report, through proper channels, facts known to the individual regarding incompetent, unethical or illegal practice of any health care provider;
 - (t) Performing nursing techniques or procedures without proper education and practice;
 - (u) Engaging in acts of dishonesty which relate to the practice of nursing.
- (TBN Rules and Regulations of Registered Nurses, Chapter 1000 –1- 13, p.24-26, June, 2003 [Revised])

2. UTC Honor System

The School of Nursing abides by the Honor System as specified in the UTC Student Handbook under the Academics Section. Students reported for violations of the Honor Code must follow the procedure as outlined in the UTC Student Handbook.

3. School of Nursing Confidentiality Policy

All faculty employed in the School of Nursing and all students enrolled in both the BSN and the MSN programs of the School of Nursing must follow the confidentiality policy. This policy states that faculty and students shall respect the confidentiality of all patient information and records and shall comply with all applicable laws and regulations concerning their maintenance and protection, including the Health Insurance Portability and Accountability Act (HIPPA) and any regulations promulgated under the Act relating to patient information and records.

Confidentiality and protection of client privacy is a priority. Students will not under any circumstance, discuss any patient, hospital, or staff information outside the confines of the classroom, clinical, or post-conference area and/or without the guidance of a faculty member. Any concern about a breach in confidentiality occurring in the clinical area must be discussed with the supervising faculty member and/or a member of the staff responsible for the area where the breach occurred.

4. Clinical Agency Policies

The University of Tennessee at Chattanooga School of Nursing shall direct its students and faculty to comply with the policies and procedures of any agency with which it has an agreement.

REQUIREMENT	FREQUENCY
1. A current, approved license to practice in the state in which you are involved in clinical rotations.	Upon admission to the School of Nursing AND evidence of relicensure before current license expires.
2. <u>CPR for HealthCare Providers</u> . You MUST maintain current certification throughout the program (submit copy). The CPR course you took must be equivalent to the AHA one for HealthCare Provider. If you have not been certified, the School of Nursing may offer CPR courses at the beginning of each semester or you can contact the American Heart Association at (265-3466) for a schedule of classes.	Upon admission to the School of Nursing AND evidence of recertification before current one expires.
3. <u>Personal Health Insurance</u> . A copy of a health insurance card must be submitted upon admission. Health insurance can be obtained through the university at the UTC Polyclinic if necessary.	Upon admission to the School of Nursing AND when changes occur in insurance coverage.

4. <u>Hepatitis Vaccine</u> . A series of 3 hepatitis B vaccines must be initiated prior to entry to the program. These immunizations can be received at the UTC Polyclinic or the Hamilton County Health Dept. for a fee (or from your physician). The second and third vaccine in the series must be completed within the recommended times (one month and six months following the first, or whenever the person administering recommends).	Upon admission to the School of Nursing (evidence that series has begun), AND evidence that the series has been completed within time period.
5. <u>Tuberculosis Testing</u> . This is an annual requirement and can be done at the UTC Polyclinic or through your physician.	Upon admission to the School of Nursing AND at the beginning of the third & fifth semester (i.e., every year).
6. <u>Liability Insurance</u> . This must be obtained through the University of Tennessee system. The insurance coverage is from July 1 to June 30 so, if you are entering in the Spring, you will pay in the Spring and then each subsequent Fall. If you enter in the Fall, you pay each Fall. This provides coverage ONLY when providing care as a student.	Upon admission to School of Nursing AND then every Fall semester (or Summer if taking a Summer clinical course).
7. <u>A Photograph</u> . (recent) of you showing your head and shoulders. A 3x5, 4x6, or a wallet-sized photo is sufficient.	Upon admission to the School of Nursing.
8. <u>Confidentiality and release of information waivers</u> will be distributed the first day of class for you and must be included in your folder.	Upon admission to the School of Nursing.
9. JCAHO requirements All students must complete the required modules through the Healthstream system on an annual basis prior to attending clinical. Students are responsible for this additional cost.	Upon admission to the School of Nursing and on an annual basis.
10. For graduate students in the Anesthesia Concentration: evidence of BCLS, ACLS and PALS	Upon admission to the School of Nursing and evidence of recertification before current one expires.
** These clinical requirements are subject to change at the discretion of the School of Nursing and/or with changes in clinical agency policies.	

5. Nursing Code of Ethics

All faculty and students abide by the American Nurses Association (ANA) code of ethics.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

(From American Nurses Association. [2001]. Code for nurses. Kansas City, MO: Author. [Online] Available at: <http://www.nursingworld.org/ethics/chcode.htm>)

6. Individual Course Policies

Individual course policies are printed on course syllabi and posted on Blackboard.

7. Academic Policies

A. Grading Scale: The following numerical grading scale will be used in all nursing courses:

A – 92-100

B – 84-91

C – 75-83

D – 70-74

F – Below 70

B. Grading for Thesis: See UTC Graduate Catalogue.

C. Grading for Professional Projects: See UTC Graduate Catalogue. Note that SON Professional Projects are graded, but the grade is not awarded until the project is completed. If a student is making satisfactory progress, a grade of "IP" will be given; upon completion of the project, the "IP" will be converted to a letter grade. If unsatisfactory progress is made, a letter grade of "F" will be given for that semester. There must be 2 credit hours graded for a project.

D. Grade Appeals: Whenever a student feels that his or her rights have been seriously jeopardized by way of unfair, arbitrary, or malicious exercises of faculty grading the University Grade Appeals Procedure Policy shall be followed, available in The UTC Student Handbook & Directory under Academic Standards.

E. Continuation/progression policies

To continue in the graduate nursing program, students are required to:

- a. Conform to the "Continuation Standards" as stated in the UTC Graduate Catalogue. This means maintaining a cumulative grade point average of 3.0

- on all courses taken for graduate credit.
- b. Maintain active clinical requirements. Clinical agencies such as hospitals, health departments, etc., have certain criteria with which we must comply. As a School of Nursing, we must certify that the students we take into clinical agencies as part of clinical courses meet these requirements.

8. Dismissal Policies

If a student violates any professional or academic policy as listed above they are subject to dismissal from the nursing program.

A. Students found guilty of unprofessional conduct, negligent habits or other cause as specified in the Tennessee Board of Nursing Rules and Regulations of Registered Nurses will be dismissed from the program.

B. Students who violate the ANA code of ethics policy will be dismissed from the program.

C. For students whose cumulative GPA falls below 3.0, refer to the UTC Graduate Catalog Continuation Standards.

D. A graduate student will be dismissed from the program if they fail a clinical course in more than one grading period. A grading period is defined as either Fall, Spring, Summer I or Summer II.

NOTIFICATION OF PROGRAM DISMISSAL

1. Notification of Program Dismissal for Grades

The UTC Graduate School will notify a student whose grade point average falls below a 3.0. Please refer to the UTC Graduate Catalogue for continuation policies.

2. Notification of program dismissal for reasons other than grades:

When a student violates a policy, other than grades, in a graduate nursing course, the course faculty will notify the School of Nursing Graduate Committee in writing. Upon notification from the course faculty, the Graduate Committee will notify the student within five working days, in writing, of his or her dismissal from the nursing program. The Graduate Committee will also notify the Director of the School of Nursing and the Dean of the UTC Graduate School in writing, at this time.

APPEALING DISMISSAL FROM THE PROGRAM

1. Appealing dismissal for grades.

Refer to the UTC Graduate Catalog.

2. Appealing dismissal for reasons other than grades.

Following written notification of program dismissal the student has the right to appeal. The student must initiate the appeal process within five working days of the dismissal. A written

appeal must be submitted to the Director of the School of Nursing within five working days of the notification of dismissal. The Director will make a decision and submit the decision in writing to the student within five working days. The student may appeal the decision to the Dean of the College of Education and Applied Professional Studies. If the student wishes to appeal to the Dean, the Director will forward all relevant documentation pertinent to the appeal to the Dean. The Dean will make a decision and submit the decision in writing to the student and the Director of the School of Nursing within five working days. If the student is not satisfied with the decision, he or she may appeal the Dean's decision to the Chancellor of the University. The Dean will forward all relevant documentation pertinent to the appeal to the Chancellor. The Chancellor's decision shall be final.

READMISSION TO THE PROGRAM

The School of Nursing follows the UTC policy on re-admission as stated in the Graduate Catalog and will be handled on a case by case basis.

STUDENT REPRESENTATION ON COMMITTEES

The Bylaws and Rules of Procedure of the School of Nursing provide for graduate student representation to the following school committees:

1. Student Affairs Committee
2. Nurse Anesthesia Faculty Committee
3. Graduate Committee

Representatives to these committees are elected by the students in the Fall Term of each year for one year appointments.

STUDENT-FACULTY COMMUNICATIONS

Access to E-Mail is required. You are assigned an email account through UTC's OneNet. All communication from the university and SON will be done through the student email address. Assistance with student email is available through the UTC Help Desk at 425-4000.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available for graduate nursing students. Information and application material can be obtained from the UTC Graduate School.

WRITING REQUIREMENTS

Students enrolled in graduate core courses will have a portion of their grade derived from individual narrative writing. Graduate students must keep a portfolio of all graduate papers. Perusal of these papers may help thesis or project committee members better guide the student.

Assistance with writing can be obtained through the UTC Writing Center at 425-1774.

LEARNING LABORATORY

The School of Nursing learning laboratories consist of the basic skills lab, simulation lab and computer lab.

The basic skills lab has hospital beds, medical equipment, and various audiovisual models for learning beginning nursing skills and physical assessment techniques. Learning stations equipped with VCR's and television sets reinforce actual "hands on" teaching.

The simulation lab has two SimMan and one VitalSim manikin. Students are to use this lab under the direction of faculty.

The computer lab has personal computers available. All computers in this lab are Internet linked and have a variety of nursing software available. A printer is available for student use by accessing via a MOC's ID card.

UTC POLICY FOR COMPUTER USE

Use of UTC's network and computing facilities must be in accordance with the Acceptable Use Policy found at www.utc.edu/trc/aup.

POLICY ON SELECTION OF A THESIS COMMITTEE

1. Refer to the UTC Graduate Catalog regarding regulations applying to all theses.
2. All thesis supervisory committees must have a minimum of three graduate faculty. The student must have negotiated the chair of the committee prior to registering for the first term of the thesis (N599r) and while enrolled in N596 (Graduate Seminar). Students register for sections assigned by faculty chairperson's name when enrolling for Thesis N599r.
3. The chairs of all committees will be selected from the School of Nursing faculty and must be doctorally prepared.
4. The complete committee membership should be constituted as soon as possible. The MSN program "consent to serve form" must be submitted to the School of Nursing Secretary to be placed in student's file.
5. Students may select faculty from other departments or colleges. No more than one member of the committee may come from these areas. The Director of the School of Nursing must approve all members who are not UTC faculty and the student should submit a letter of request that includes a rationale for committee membership. A copy of the proposed member's vitae should be attached. Any proposed outside committee member must be at least Masters prepared.
6. If a student is requesting an individual to be on his/her committee who is not a full-time member of the UTC faculty, the student must present a rationale for the inclusion of that individual on the committee. This needs to be done formally, in writing, including a rationale for inclusion and a copy of that person's Curriculum Vitae. This person must be approved, in writing by the Director. For example, a person requested for inclusion on a

committee may be a clinical expert, an individual with specific language and/or cultural skills, or a person with special competencies relevant to the project activity, etc.

POLICY ON SELECTION OF A PROFESSIONAL PROJECT COMMITTEE

1. All project supervisory committees must have a minimum of two faculty. The student must have negotiated the chair of the committee prior to registering for the first term of the project (N598r) and while enrolled in N596 (Graduate Seminar). Students register for sections assigned by faculty chairperson's name when enrolling for Project N598r.
2. The chairs of all committees will be selected from the School of Nursing faculty and must be doctorally prepared.
3. The complete committee membership should be constituted as soon as possible. The MSN program "consent to serve form" must be submitted to the School of Nursing Secretary to be placed in the student's file.
4. Students may select faculty from other departments or colleges in addition to the two SON faculty. No more than one member of the committee may come from these areas. The committee chair must approve all members who are not UTC faculty and the student should submit a letter of request that includes a rationale for committee membership. A copy of the proposed member's vitae should be attached.
5. If a student is requesting an individual to be on his/her committee who is not a full-time member of the UTC faculty, the student must present a rationale for the inclusion of that individual on the committee. This needs to be done formally, in writing, including a rationale for inclusion and a copy of that person's Curriculum Vitae. This person must be approved, in writing by the Director. For example, a person requested for inclusion in a committee may be a clinical expert, an individual with specific language and/or cultural skills, or a person with special competencies relevant to the project activity, etc.

POLICY ON THE THESIS DEFENSE OR PROFESSIONAL PROJECT PRESENTATION AND EVALUATION

1. S or SP (Satisfactory Progress) is given for professional project or thesis credit (respectively) for each term in which a student is registered for N598r or N599r. Upon completion of required hours (2 hours for N598r and 5 hours for N599r) a grade is assigned. Any student who does not demonstrate progress by the end of the sixth (6th) week of any term will receive a NC (no credit) for N598r or NP (no progress) for N599r.
2. A thesis requires a public defense. The professional project requires an oral presentation.
3. The scheduling of the defense will be arranged by the student and must be coordinated with the student's thesis committee. Scheduling of the project presentation will be scheduled by the student and must be coordinated with the student's supervisory committee. University policy states that no defenses or presentations will be scheduled during a final examination week. The School of Nursing requires that defenses or presentations be scheduled at least two weeks before the end of classes.

4. A student may be allowed, with permission of the Chair, to defend or present from a typed draft copy of the thesis or project report.
5. The typed draft copy must be submitted to all committee members no later than seven (7) days, excluding weekends, prior to the scheduled defense date.
6. If the defense of the thesis or presentation of the project is to occur in the term the student expects to graduate, the typed draft copy must be submitted to all committee members and the defense/presentation scheduled at an appropriate time in order for the student to meet all deadlines identified by the Graduate School (see current catalog) and/or the School of Nursing.
7. If the student is unable to meet the deadlines for submitting the final copy of the thesis, the student will be required to register for an additional term of two semester hours in order to complete all work, unless it can be completed on or before the first two weeks of classes in the next term.
8. If the student is unable to meet the deadlines for submitting the final copy of the project, the student will receive a grade of NC for a project and NP for a thesis and will be required to register for additional hours for the next term that the committee chair is available.

MEETINGS FOR THESES OR PROFESSIONAL PROJECTS

Meeting arrangements (frequency) for theses and professional projects are the responsibility of the student in conjunction with the chairperson. No meeting may be arranged without prior chair approval. Following chair approval, the student must reserve a room by checking with the Administrative Assistant for room availability. The student must forward room notification to all members of the committee. Thesis and project meeting forms must be used.

THESIS GUIDELINES

Note: Evaluation of thesis will consist of satisfactory progress (SP) or no progress (NP) for each term the student is registered. A minimum of 5 semester hours is required. If the student does not complete the thesis within this time frame the student must continue to register each term excluding summer, for additional semester hours of credit until all work is completed. Upon completion of the thesis a grade is assigned for a maximum of 5 semester hours credit.

Title: The title should identify the variables and the population of the study.

Chapter 1: The Problem

Introduction - The introduction should represent the background for the problem. Statements obtained from the literature should be included to support the existence of the problem and the need for the investigation of the problem.

Statement of the Problem - The statement of the problem may be brief and may be in either the narrative form or the interrogative form.

Purpose of the Study - The purpose of the study is to investigate the variables identified.

Hypotheses or Research Questions - Hypotheses, if utilized, are predictions of the outcome of the study. Some descriptive, historical, and philosophical studies may have research questions rather than hypotheses.

Assumptions - Statements that are taken for granted or are considered true, even though they have not been scientifically tested.

Conceptual Framework - The conceptual framework provides the context for the study. More than one framework may be utilized.

Theoretical Definitions - Theoretical definitions reflect the conceptual framework and are used to define important terms utilized in the study. Theoretical definitions of specific terms are generic in that they would be appropriate for other studies using the same terms.

Operational Definitions - Operational definitions are what, specifically, the theoretical definitions mean for this project.

Significance of the Study - The significance of the study includes the contribution to nursing that the study will provide as related to the specified problem. This section of Chapter 1 may also serve as the chapter summary.

Chapter 2: Review of the Literature

Introduction - The introduction to Chapter 2 gives a brief overview of the areas of literature to be included in the chapter.

Literature Related to --- There may be more than one of these sections. The review of the literature differs from the literature cited in Chapter 1, which indicated a need for the project. The literature in Chapter 2 is a critical review of studies reported within the problem area.

Summary - The summary should be a brief overview of the areas of the literature reviewed in Chapter 2, with conclusions of what is known and not known on the subject.

Chapter 3: Methodology

Chapter 3 provided the detailed methodology of the study, such that the study could be replicated. See research textbook from Nursing 501. This chapter includes the plans for:

Design

Sample criteria

Protection of Human Subjects

Instruments

Procedure

Data Analysis

Limitations

Summary

Chapter 4. Results (or Findings).

State the findings of the study without commentary (commentary on the findings goes in chapter 5). First introduce the chapter and state the purpose of the study.

Describe the sample and univariate statistics on all variables. Use tables and graphs as appropriate. The inferential statistical analyses are presented after this. End with a summary of the findings.

Chapter 5: Discussion, Conclusions and Implications

Chapter 5 should contain a discussion of the meaning of the findings of the study. Limitations as stated in Chapter 3 and other factors which may have influenced the findings should be discussed. The findings of the present study as they relate to the studies cited in Chapter 2 should be discussed. Do the findings support previous research or not? Implications of the study should address nursing education, nursing practice, and nursing research. This chapter should conclude with a brief summary.

References: APA form must be used for all references cited.

Appendices: The appendices may contain letters of permission, consent forms, Institutional Review Board Forms, and copies of data collection instruments such as tests, interview questions, and questionnaires.

Note: This document is a guide for descriptive, experimental and quasi-experimental studies. Exceptions and alterations may be appropriate and necessary for particular studies and such exceptions and alterations are to be determined by the student and the thesis committee members.

The style specified by the School of Nursing is the Publication Manual of the American Psychological Association (APA), current edition.

PROFESSIONAL PROJECT GUIDELINES

Note: Evaluation of professional project will consist of IP (in progress) or no credit (NC) for each term the student is registered. A minimum of 2 semester hours is required. If the student does not complete the professional project within this time frame the student must continue to register each term excluding summer, for additional semester hours of credit until all work is completed. Upon completion of the project a grade is assigned for a maximum of 2 semester hours credit.

Title: The title should clearly identify the project.

Part 1:

Chapter 1: The Problem

Introduction - The introduction should represent the background for the problem that the project will address. Statements obtained from the literature should be included to support the existence of the problem and the need for the proposed solution to the problem.

Statement of the Problem - The statement of the problem may be brief and may be in either the narrative form or the interrogative form.

Purpose of the Project - The reason the project was undertaken and what the project will accomplish.

Conceptual Support - The conceptual support provides the context for the project.

Significance of the Project - The significance of the project includes the contribution to nursing that the project will provide as related to the specified problem. This section of Chapter 1 may also serve as the chapter summary.

Chapter 2: Review of the Literature

Introduction - The introduction to Chapter 2 gives a brief overview of the areas of literature to be included in the chapter.

Literature Related to --- There may be more than one of these sections. The review of the literature differs from the literature cited in Chapter 1, which indicated a need for the project. The literature in Chapter 2 is a critical review of studies reported within the problem area.

Summary - The summary should be a brief overview of the areas of the literature reviewed in Chapter 2, with conclusions of what is known and not known on the subject.

Chapter 3: Methodology

Details of the Professional Project - the specifics of the project methodology; inclusive of interview transcripts, actual designs of products or copies of the protocols developed.

Examples of Professional Projects:

1. Design or develop a Family Nurse Practitioner clinic. 2. Develop a paper for submission to a specific peer reviewed journal. 3. Design a study.

References: APA form must be used for all references cited.

Appendices: The appendices may contain letters of permission, consent forms, Institutional Review Board Forms, and copies of instruments utilized for establishment of project components such as tests, interview questions, and questionnaires.

Part 2:

Actual project generated as a result of the work identified in Part 1.

Note: This document is a guide. Exceptions and alterations may be appropriate and necessary for particular projects and such exceptions and alterations are to be determined by the student and the project committee members. The style specified by the School of Nursing is the Publication Manual of the American Psychological Association (APA), current edition.

COMPLETION OF PROJECT OR THESIS

Students must turn in their completed and bound projects or theses to their committee chairs before a grade is given or graduation can occur. If the agreement with the committee chair was that a paper was to be submitted to a publisher as part of the required work, a copy of the official postal mailing certificate showing the date the material was sent and to whom it was sent must be presented to the committee chair.

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF NURSING**

**MSN PROGRAM
CONSENT TO SERVE**

Check the appropriate option:

_____ Thesis Committee _____ Professional Project Committee

Name of student _____ Date _____

Tentative title _____

I am willing to serve as a member of the committee for the above named student:

Signature of Chairperson _____

Rank/Title _____

Office Address _____ Phone _____

Signature of Member _____

Rank/Title _____

Office Address _____ Phone _____

Signature of Member _____

Rank/Title _____

Office Address _____ Phone _____

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF NURSING
MSN PROGRAM
PROPOSAL APPROVAL FORM**

Check the appropriate option:

_____ Thesis Committee _____ Professional Project Committee

Name of student _____

Tentative Title _____

Date of Proposal Meeting: _____

Committee Decision:

- Approved as submitted _____
- Approved with revision _____
- Approved pending Human
Subjects Review _____
- Not approved _____

Comments:

Signatures:

Chairperson: _____

Committee member: _____

Committee member: _____

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF NURSING**

Check the appropriate option:

_____ Thesis Committee _____ Professional Project Committee

TO: _____ Chairperson

_____ Member

_____ Member

_____ Member

FROM: _____

DATE: _____

A meeting has been scheduled for the above student to be held on _____
(date)

from _____* to _____* in _____.
(time) (time) (place)

(*meetings are usually a minimum of 90 minutes)

Title of paper: _____

This is the (check which applies):

- _____ 1st committee meeting
- _____ 2nd committee meeting
- _____ 3rd committee meeting
- _____ predefense meeting
- _____ final defense meeting
- *if final defense, post notice

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF NURSING**

**MSN PROGRAM
THESIS/PROFESSIONAL PROJECT TIMELINE**

Check the appropriate option:

_____ Thesis Committee _____ Professional Project Committee

Name of student _____

Chairperson _____

Committee member: _____

Committee member: _____

Proposed completion date: _____

Timeline for completion of thesis/professional project:

Semester _____ # hours _____

Goals*:

Semester _____ # hours _____

Goals*:

Semester _____ # hours _____

Goals*:

*Specific objectives are to be written and attached for each semester a student is register for thesis/professional project hours.

Signatures:

Student _____ Date _____

Faculty _____ Date _____

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

School of Nursing

PROJECT APPROVAL FORM

Name of Candidate _____

Department Nursing _____Major Subject Nursing _____Degree Master of Science in Nursing _____

Title of Project _____

(accepted in partial fulfillment of the requirements for the degree of Master of Science in Nursing)

We have read this project and recommend its acceptance.

Chairperson, Project Committee Date_____
Member, Project Committee Date_____
Member, Project Committee Date_____
Coordinator, MSN Program Date_____
Director, School of Nursing Date

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

School of Nursing

THESIS APPROVAL FORM

(To be submitted by the student to the Graduate School with thesis copy before reproduction and with all committee and School of Nursing signatures obtained.)

Name of Candidate _____

Department _____

Major Subject _____

Degree _____

Title of Thesis _____

(accepted in partial fulfillment of the requirements for the degree of Master of Science in Nursing)

We have read this thesis and recommend its acceptance.

Chairperson, Thesis Committee Date

Member, Thesis Committee Date

Member, Thesis Committee Date

Coordinator, MSN Program Date

Director, School of Nursing Date

Accepted for the Graduate Division

Dean, The Graduate School