

F.M CANSECO
SCHOOL OF NURSING



STUDENT HANDBOOK
2002-2003

TEXAS A&M INTERNATIONAL UNIVERSITY
LAREDO, TEXAS

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HISTORICAL OVERVIEW

Summer 1994 Approved by BOR, THECB for RN/BSN program

Initial accreditation RN/BSN by State Board of Nurse Examiners

Spring 1995 First class of 32 RN/BSN students admitted

Spring 1996 First BSN graduates

Full accreditation RN/BSN by State Board of Nurse Examiners

Spring 1997 Dedication of Canseco Hall

Initial accreditation RN/BSN by National League for Nursing Accrediting Commission

Summer 1998 Approval by BOR, THECB for Basic BSN program

Initial accreditation Basic BSN by State Board of Nurse Examiners

Fall 1998 Recruitment of faculty and students for Basic Program

Spring 1999 First class of 34 Basic BSN students began coursework

Planning authority from THECB for MSN program

Fall 1999 75% of RN/BSN graduates were enrolled in Masters Education

Spring 2000 Second group of 30 Basic BSN students admitted

Spring 2001 Third group of 32 Basic students admitted

First group of Basic BSN students graduate

86% pass rate on NCLEX-RN

Spring 2002 Fourth group of 40 basic nursing students admitted

Full accreditation by NLNAC

95% pass rate on NCLEX-RN

Spring 2003 Fifth group of 40 basic students admitted

III.

IV. FACULTY

In Fall 2002, the Canseco School of Nursing operated with 10 full-time faculty, one part-time faculty, six clinical adjunct faculty, one teaching assistant and one tutor.

V. STUDENTS

The RN/BSN program has shown a steady rate of admission, progression and graduation and has appeared to level off at around 60 students with 40 or so active at any one point of time. For one reason or another, students may become inactive for a year or more and then return to finish their studies.

Projections of demand for the Basic BSN program have been met and greatly exceeded. It was estimated that the first class would include 30 students, with another 60 in prenursing coursework. In actuality, first semester figures showed 34 students admitted to clinical nursing coursework and 122 more enrolled in prenursing courses at TAMIU and 80 or so elsewhere. Thirty more students were admitted in Spring 2000, 32 in Spring 2001, 40 in Spring 2002, and 40 in Spring 2003.

GRADUATES

Spring 2002 Commencement included the 20 graduates of the Basic nursing program of the Basic nursing program of the Canseco School of Nursing, as well as 10 RN/BSN completion graduates. Over 30% of graduates have enrolled in graduate education, most in advanced practice nursing programs.

VI.

VII. SCHOLARSHIP

Scholarly activities of the School of Nursing include publication of journal articles and book chapters, presentations by faculty and/or students at local, national and international professional meetings, and applied research. The School has also actively sought grant support and has received funding from both private foundations and governmental resources.

VIII. CLINICAL PRACTICE

All faculty of the Canseco School of Nursing hold advanced practice credentials and maintain active practice as required to renew those credentials. Ongoing involvement in clinical practice is essential to effective, up-to-date teaching.

IX. COMMUNITY PARTNERSHIPS

The School of Nursing is an integral part of Laredo's effort to provide accessible, high quality health care in the mid-Rio Grande border region. The growth and development of the School has been made possible by outstanding financial support (currently in excess of \$5 million) received from the Laredo community. The Lamar Bruni Vergara Trust and Mercy Health Systems of Texas provide funding for program development and faculty and student support. Spacious, state-of-the-art facilities in Canseco Hall and an endowed scholarship fund serve as a family memorial to a noted Laredo physician and his wife, Dr. F.M. and Mrs. Consuelo Canseco. Three other endowed scholarships honor Laredo families.

The School of Nursing, in turn, is highly aware of its responsibility to prepare nurses to help meet the health care needs of Laredo's culturally diverse population. The innovative, community-based curriculum combines mastery of acute clinical nursing competencies with effective community development strategies. Students and faculty work in community agencies and neighborhoods alongside other health care professionals throughout the program. In the final semester, two unique courses provide an opportunity for students to synthesize their knowledge. One course, Emergent Care Nursing, prepares nurses to meet the high demand for trauma care and intensive care in Laredo, the nation's busiest inland port. During this course, students gain competence in both Advanced Cardiac Life Support and the Trauma Nursing Core Curriculum. Clinical experiences on the City of Laredo Fire Department ambulances and in the shock rooms of an out-of-town Level I Trauma Center prepare them to become the leaders of emergency nursing in Laredo. At the same time, students are enrolled in the other synthesis course, International and Border Health Nursing, which challenges them to become active global citizens and advocates for "health for all." This course is taught in collaboration with the Escuela de Enfermeira de la Universidad Autonoma de Tamaulipas in Nuevo Laredo, Mexico.

FUTURE DIRECTIONS

Graduate nursing education. The growth of the undergraduate program accentuates the need for faculty to support the program. At the same time, the Laredo community continues to have a critical shortage of primary care providers. With a growing number of BSN prepared nurses in the community (now approximately 10 new RN/BSNs per year, to be joined by a target of 30 basic BSN graduates a year), the School of Nursing has developed a Master of Science in Nursing program. Pending financial approvals, the program is projected to start in the Fall of 2002. In the meantime, Texas A&M University Corpus Christi offers a Master of Science in Nursing Program to Laredo in collaboration with the Canseco School of Nursing.

A&M System Health Science Center. As one of five schools of nursing in the TAMU HSC, the Canseco School of Nursing participates actively in the "Center for Nursing Excellence." During 2000-2001, all 5 TAMU system-nursing schools collaborated on a tobacco prevention and cessation grant funded by the Texas Higher Education Coordinating Board. Other collaborative initiatives include educational and research partnerships.

External funding. A major objective is to supplement generous local financial support with national funding. A 3-year federal (HRSA) grant STAT-RN provided additional student support services, starting Fall 1999. A grant from the Helene Fuld Health Trust offered stipend support for selected transition students. A federal (HRSA) grant supports the development and first 3 years of the MSN program (STAT-APN).

On-line testing. In order to provide optimal preparation for nursing students to take the computerized NCLEX-RN test, the School of Nursing is moving toward on-line testing. ParScore is used to evaluate course testing and computer-based standardized achievement tests are administered at the end of basic nursing courses to evaluate student advancement.

International collaboration. In keeping with the international mission of the university, the School of Nursing serves on the Regional Border Council of the U.S.-Mexico Border Health Association, meeting once a month with a group of representatives from a variety of health-related organizations in both Laredo, Texas and Nuevo Laredo, Tamaulipas, Mexico. We have ongoing interaction and collaborative teaching with the School of Nursing in Nuevo Laredo and plan to establish a binational chapter of the nursing honor society of Sigma Theta Tau and collaborate on research initiatives. Active collaboration activities are also in place with Schools of Nursing of the Universidad Autonoma de Coahuila (Saltillo) and the Universidad Autonoma de San Luis Potosi. Collaboration with other Schools of Nursing in Mexico has included participation in Mexican faculty and student meetings as well as faculty and student exchange. The Pan American Health Organization is eager to send students from South America to our Master of Science in Nursing program, once it is established.

ACCREDITATION

The RN/BSN program has full accreditation from the Texas Board of Nurse Examiners. The Basic BSN program has initial accreditation from the Texas Board of Nurse Examiners. Both programs are accredited by the National League of Nursing Accrediting Commission.

X. PHILOSOPHY AND GOALS

- ❖ TEXAS A&M INTERNATIONAL UNIVERSITY
- ❖ CANSECO SCHOOL OF NURSING
- ❖ CONCEPTUAL FRAMEWORK
- ❖ PROGRAM OBJECTIVES

TEXAS A&M INTERNATIONAL UNIVERSITY MISSION STATEMENT

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in an increasingly complex, culturally diverse state, national, and global society. The University provides students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the liberal arts and natural sciences. To fulfill its mission, the university offers baccalaureate and masters programs in the arts, humanities, business, education, physical, biological, and social sciences, and health professions, with authority for select doctoral programs. Programs focus on developing strong undergraduate and graduate offerings and a progressive agenda for global study and understanding across all disciplines.

Through instruction, faculty and student research, and public service, Texas A&M International University is a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

PHILOSOPHY OF THE SCHOOL OF NURSING

The Faculty believe that the School of Nursing of Texas A&M International University is in a unique position, as a result of geographic location and institutional affiliation, to prepare professional nurses to improve the well-being of complex and diverse populations. As an international city spanning the border between the United States and Mexico, Laredo (with its sister city Nuevo Laredo) offers a culturally, economically and politically unique setting in which health problems originating in either country merge as residents of Texas and Mexico live and work together. Faculty believe that professional nursing education must address a wide range of health beliefs in combination with dynamic political, social, economic and legal issues. The border setting provides students the opportunity to appreciate that people's health beliefs often vary in significant and meaningful ways, that solutions for health problems are defined by radically different health care contexts, and that measures for resolving or managing health problems are affected by economic and social value systems. Despite the complexities inherent in such an environment, the Faculty are convinced that this bicultural setting affords an ideal opportunity for students to learn to appreciate that clients are unique, worthy of respect, and capable of making their own life choices about matters of health and illness.

The Faculty believe that professional nurses have distinct educational needs and practice responsibilities. As adult learners, students enter the program with a foundation of knowledge and their own unique values, understandings and experiences. The Faculty believe that nursing education is a lifelong process that includes formal and informal components, and that teaching and learning are reciprocal activities during which faculty and students learn from each other. To effectively serve a diverse population and to address rapid changes in health care systems and treatment, nurses must develop critical thinking skills which will enhance creative and flexible problem solving within their own practice. The Faculty believe that diverse and changing health care needs can best be met by practice based on theory and research that is continually evaluating and modifying the standards of care. The Faculty of the School of Nursing are committed to educating outstanding clinicians, scholars, health advocates, mentors and leaders who will be instrumental in addressing the health care needs of communities. The Faculty believe that strong communication skills are essential to enactment of these roles, and that professional nurses must also be increasingly concerned with the ethical, legal, political and socioeconomic dimensions of their practice. The Faculty believe it is essential to promote the personal development and educational advancement of its students, to provide opportunities for research and creative expression, and to remain highly responsive through its educational program to the community. The Faculty believe that nurses graduating from this program will be instrumental in realizing the University mission of improving the quality of life for citizens of South Texas and nearby international communities.

Nursing is a learned and complex therapeutic process through which the nurse engages individuals, families, or communities for the purpose of meeting health needs. Nurses understand health and illness to be relative conditions of human existence involving intricate balances between life experiences and biological phenomena. To be effective in the nursing role, the nurse is required to develop, synthesize, and work from a broad framework based on the humanities and the social and biological sciences. Furthermore, the unique nature of nurse-client relationships is derived from a broad understanding of persons within their environments and the therapeutic use of self. Effective nurses design and implement innovative strategies that reflect caring through understanding, respect, appreciation, involvement, and advocacy.

Nursing roles and responsibilities in the 21st Century are likely to change significantly from nursing practice as we know it today. The current foundation of health information on which nurses must base their practices is often unclear concerning how many health problems can be prevented. Until research can provide explanatory and predictive models on which to build

effective preventive strategies, much nursing time and effort will continue to be devoted to caring for people with health problems and helping people either regain health status jeopardized by illness or adapt to significant, permanent changes in health. Although the present structure of the US health care system has dictated for decades that most of the nursing care provided to ill persons be delivered within institutional settings, current trends suggest that nurses will be increasingly involved in broader community-based health care models and systems. Institution-based care in the future will serve as a short-term, highly technical, and procedure-driven component of the larger community-based system. Nurses will be responsible for overseeing the health care of members of communities over prolonged time intervals. Demands for such changes in the nurses' role will require added emphases on analytic, education, leadership, and scholarship functions. It is also anticipated that nurses in the emergent health care system will need to provide and manage health care in ways that are cost effective, consumer-oriented, and likely to result in optimal health.

There are many challenges which lie ahead for professional nurses. Community-based health care, including care provided in hi-tech institutions, will have to be culturally appropriate and connected with persons at some very personal and intimate level to be effective. Nursing education in a border community presents opportunities for the advancement of nursing practice through the examination and exploration of concepts of culture and human caring.

CONCEPTUAL FRAMEWORK

The conceptual framework of the Canseco School of Nursing is portrayed as a pair of hands joined within a globe. The globe signifies the international context of the nursing program. The hands are joined in such a way that the individual fingers are intertwined and hidden within the clasp of the two hands.



At one level, the clasped hands represent the interaction between nurse and partner, be that client, community, family or other health care provider. In this interchange, the fingers of the two hands become so intertwined that it becomes difficult to determine which fingers derive from which hand.

At another level, the two hands represent the two foci of the curriculum: expertise in clinical nursing care and nursing in partnership with communities. Together these two capacities can effect dramatic changes in the world with which they interact.

The hand clasp can be loosened somewhat to reveal individual fingers that represent the strands of the nursing curriculum, as described by the nine curricular objectives: (1) a broad base of knowledge; (2) cultural competence; (3) critical thinking and the research process; (4) the nursing process; (5) health promotion; (6) professional nursing roles; (7) societal trends; (8) law and ethics; and (9) life-long learning.



The nine strands are defined within the context of the overall program philosophy of cultural diversity and community partnership, as follows:

- (1) **A broad base of knowledge** includes grounding in the natural and social sciences, the liberal arts as well as awareness of tradition and prior learning and experience in nursing.
- (2) **Transcultural nursing and cultural aspects of care** include awareness of individual and

cultural variations in health status, human development, values, beliefs, attitudes, history and environment and how these differences affect the need for and acceptance of nursing care within a global context.

- (3) **Critical thinking** includes the use of problem solving, clinical judgment and the research process to apply appropriate principles for the resolution of ever changing societal and professional problems. It includes a search for structural causes of illness outside the narrow confines of a biomedical paradigm.
- (4) **The nursing process** involves planning, implementing and evaluating theory-based and culturally-appropriate nursing care in collaboration with individuals, families and communities. It requires an understanding of necessary linkages to other sectors and levels - i.e., state, regional, national, international.
- (5) **Health promotion** strategies incorporate the three modes of Transcultural nursing care (preservation, accommodation and repatterning) to promote health of individuals, families and communities within the limits of culturally acceptable behaviors.
- (6) **Professional nursing roles** of the baccalaureate nurse include those of provider of care, health care team member/collaborator, leader/manager, teacher, scholar, advocate, activist, mentor and entrepreneur.
- (7) **Societal trends** involve analysis of the impact of evolving socioeconomic and political forces on nursing practice and health care systems. Poverty is examined as a primary cause of illness.
- (8) **Legal and ethical principles** that guide professional nursing practice include analysis of the Texas Nurse Practice Act, standards of professional nursing and its specialty organizations, and the application of nursing codes of ethics and statutory and case law and acknowledgment of professional responsibility to strive for systemic change.
- (9) **Life long learning** is a manifestation of professional accountability that involves incorporation of updated knowledge of nursing and health care standards with ongoing service to and empowerment of the community.

SCHOOL OF NURSING

Program Objectives

During the course of studies, the student will have had opportunities to:

1. Synthesize knowledge from the arts, humanities, sciences, and other disciplines in developing a framework for nursing knowledge and practice.
2. Explore needs for nursing care as functions of variations in health status, developmental processes, values, beliefs and attitudes, history, and environment.
3. Use critical thinking, clinical judgment, problem-solving, and the research process in the development of nursing knowledge and practice.
4. Plan, implement, and evaluate theory-based and culturally-appropriate nursing care with individuals, families, and communities.
5. Synthesize health promotion strategies in the development of nursing practice.
6. Develop professional nursing practice frameworks and roles, including the provider of care, health care team member/collaborator, leader/manager, teacher, scholar, advocate, activist, mentor, and entrepreneur.
7. Evaluate the impact of evolving socioeconomic and political forces on nursing practice and health care systems.
8. Synthesize legal and ethical principles in the development of nursing practice.
9. Articulate a commitment to life-long learning, professional accountability, and community service.

Adopted by Faculty 3-8-96

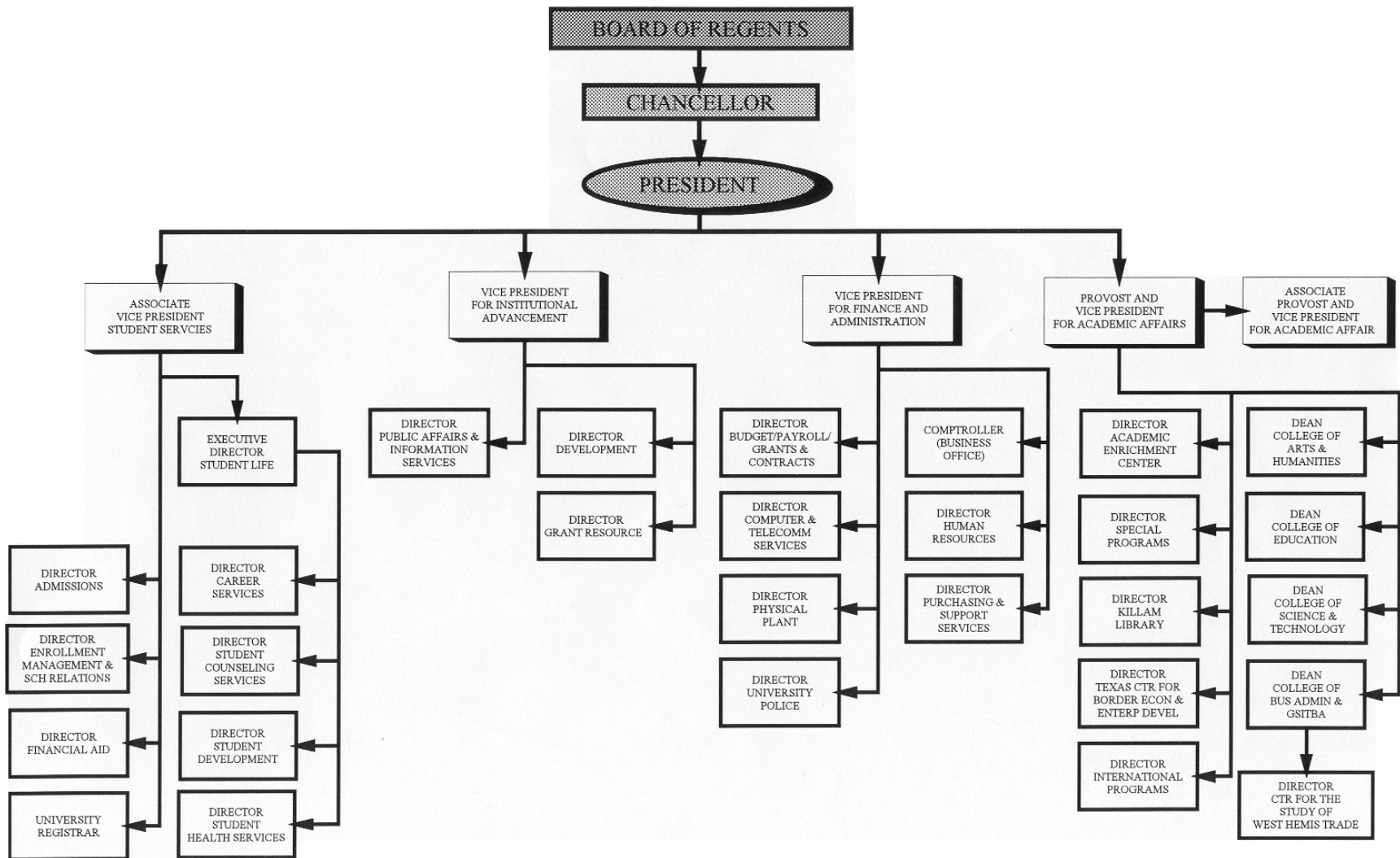
XI. ORGANIZATIONAL STRUCTURE

❖ TEXAS A&M SYSTEM

❖ TEXAS A&M INTERNATIONAL UNIVERSITY

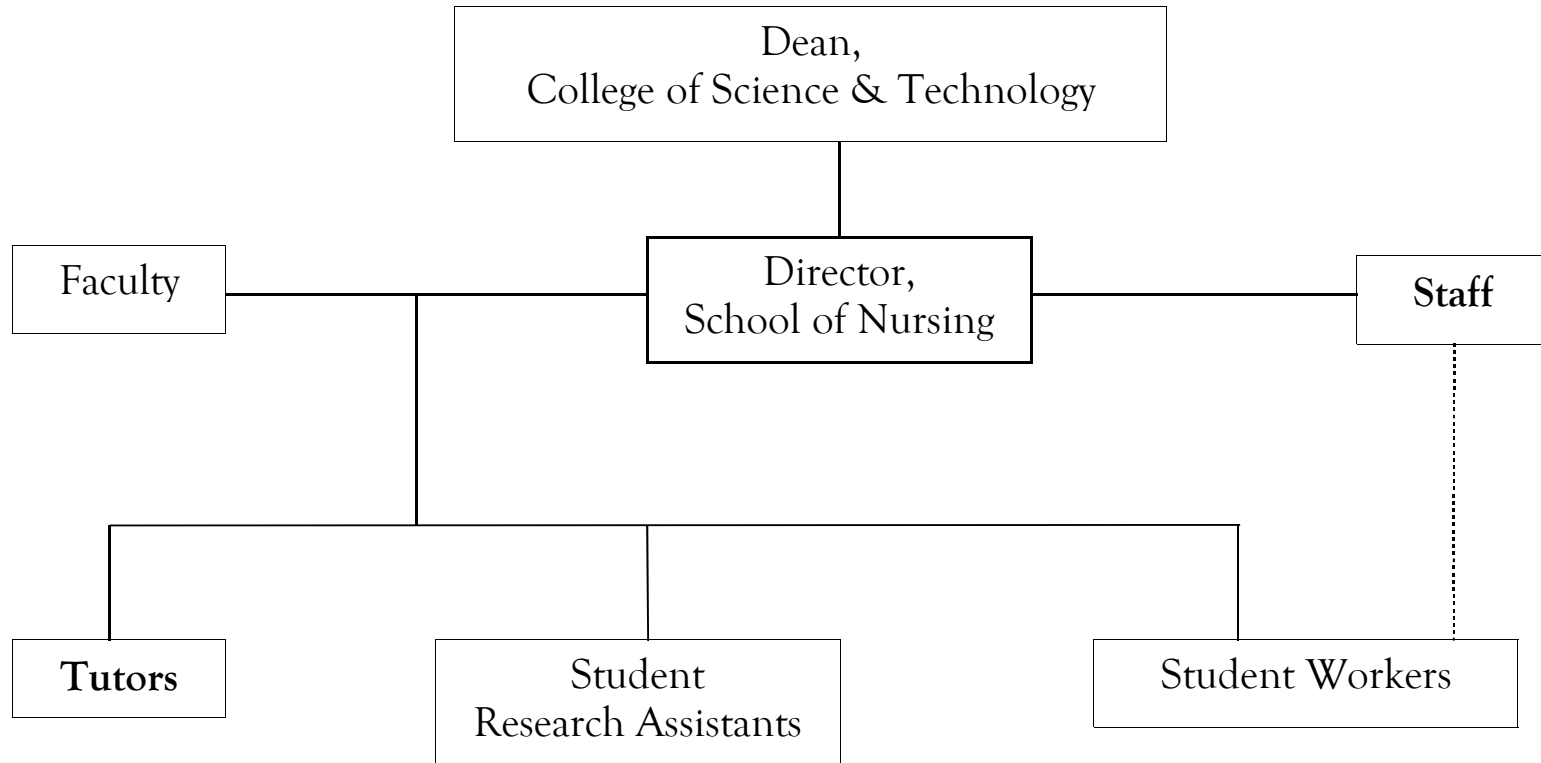
❖ SCHOOL OF NURSING

❖ NURSING FACULTY BYLAWS



TEXAS A&M INTERNATIONAL UNIVERSITY
CANSECO SCHOOL OF NURSING

XII. Organizational Chart



**By-Laws of the Canseco School of Nursing Faculty Organization
(1999)**

ARTICLE I: NAME

The name of this organization is the Canseco School of Nursing Faculty Organization, hereinafter referred to as the Organization.

ARTICLE II: MISSION STATEMENT

The object of the organization is to promote excellence of the programs and activities of the Canseco School of Nursing.

ARTICLE III: FUNCTIONS

The functions of the organization shall be to:

1. Establish and implement the philosophy, purposes and objectives of the Canseco School of Nursing.
2. Establish and implement the curriculum content and sequence of the Nursing major.
3. Establish and implement nursing student admission, progression and graduation policies and practices.
4. Promote the rights and facilitate the responsibilities of Nursing faculty and students.
5. Improve the total program in the Canseco School of Nursing through systematic evaluation and revision based on the Accreditation Criteria for baccalaureate programs of the Texas Board of Nurse Examiners.
6. Arrange for facilities, resources and services needed to implement the curriculum.
7. Participate in the development of the annual School of Nursing budget.
8. Develop and maintain relationships with external agencies and organizations.
9. Participate in the recruitment and selection of faculty.
10. Develop and implement a plan for peer evaluation of teaching effectiveness.
11. Establish and monitor a university-wide nursing peer review plan.

ARTICLE IV: MEMBERSHIP

1. Active members, all full and part time nursing faculty: voice and vote privileges.
2. Associate members, one BASIC and one RN/BSN representative: voice privilege.

ARTICLE V: OFFICERS

The officers of the Organization shall be the Chair and the Secretary.

1. The Director of the School of Nursing shall serve as Chair.
2. The Secretary shall be elected annually and will serve to review and approve the minutes.

ARTICLE VI: COMMITTEES

The Committees of the Organization shall consist of the following:

1. Curriculum and Evaluation

A. Function

1. Formulate, interpret and implement the nursing program curriculum.
2. Evaluate, on a systematic basis, all aspects of the curriculum and the resource services that support it.
3. Determine revisions needed in course content, objectives, clinical expectations, evaluation and teaching methods in relation to the total curriculum.
4. Recommend to the University administration, through the Director, necessary facilities, resources or services essential to the curriculum.

B. Membership

1. Three active members and one associate (student) member of The Nursing Faculty Organization.
2. Chair selected by the membership.

C. Meeting

1. Once monthly, during spring and fall semesters.
2. May meet concurrently with Nursing Faculty Organization.

2. Admissions, Progressions, Graduation and Scholarship

A. Function

1. Interpret and implement the policies established by the faculty for admission, progression, graduation and scholarship.
2. Review and revise the policies for admission, progression, graduation and scholarship in conjunction with evaluation of the total curriculum.
3. Plan and implement student recruitment initiatives.
4. Act on any admission, progression, graduation or scholarship decisions in instances where the established policy does not provide for the specific instance.
5. Recommend to the Chairperson the certification for graduation of all candidates for graduation with a nursing major. Associate members will be excused when individual decisions about students are made.
6. Recommend to the Director, names of candidates for scholarship/honors recognition as deemed appropriate by the Nursing Faculty Organization.

B. Membership

1. Three active members and one associate (student) member of the Nursing Faculty Organization.
2. Chair selected by the membership.

A. Meeting

1. Once monthly.
2. May meet concurrently with Nursing Faculty Organization.

3. Nursing Peer Review Committee

A. Function

1. Evaluate nursing services, the qualifications of nurses, and the quality of patient care rendered by nurses or nursing students affiliated with the Canseco School of Nursing.
2. Evaluate the merits of complaints concerning nurses, student nurses, and nursing care.
3. Make determinations or recommendations regarding complaints.

B. Membership

1. Two permanent members and one rotating member elected each September by the Canseco School of Nursing faculty from the full time nursing faculty.
2. Permanent members will serve one-year terms and may be reelected.
3. Rotating member familiar with area of practice under review to be appointed as needed by permanent members.

C. Meetings

1. Committee will meet on as needed basis, initiated by any RN employed by TAMIU who has a concern needing to come before this committee.
2. A quorum shall require presence of all committee members.

ARTICLE VII: AMENDMENTS

These by-laws may be amended by a majority vote of the Canseco School of Nursing Faculty Organization.

XIII. CURRICULUM

- ❖ DEGREE REQUIREMENTS
- ❖ COURSE DESCRIPTIONS
- ❖ CURRICULUM
- ❖ SEQUENCE OF COURSES
- ❖ CREDIT FOR PRIOR LEARNING
- ❖ THEORY & CLINICAL LABORATORY HOURS

DEGREE REQUIREMENTS

TRANSCULTURAL NURSING CURRICULUM

The nursing curriculum consists of the following components:

- # General Education Courses
- # Science Support Courses
- # Advanced Standing for RNs
- # Transcultural Nursing Courses

CORE CURRICULUM 41 SCH

- English & Literature 9 SCH
- History 6 SCH
- Political Science (Government) 6 SCH
- Communication 3 SCH
- Mathematics¹ 3 SCH
- Social / Behavioral Science (Intro to psychology) 3 SCH
- Science (A&P I and II) 8 SCH
- Arts/Fine Arts 3 SCH
- Wellness / Computer Literacy²

OTHER EDUCATION REQUIREMENTS 14 SCH

- Microbiology 4 SCH
- Chemistry 4 SCH
- Life Span Growth & Development 3 SCH
- Statistics³ 3 SCH
- University Writing Assessment
- Foreign Language Requirement

NURSING CURRICULUM⁴.....72 SCH

- NURS 2310 Nutrition
- NURS 2311 Pharmacology
- NURS 2312 Foundations of Professional Nursing
- NURS 2313 Basic Nursing Skills Lab
- *NURS 3302 Cultural Determinants of Health
- *NURS 3305 Nursing Research
- *NURS 3314 Pathophysiology
- *NURS 3315 Health Assessment
- *NURS 3590 Nurse Role/ Practice Transitions (RN/BSN only)
- NURS 3665 Adult Health Nursing
- NURS 3558 Mental Health Nursing
- NURS 3625 Maternal and Child Health Nursing
- NURS 4665 Advanced Adult Health Nursing
- *NURS 4375 Issues in Transcultural Nursing
- *NURS 4622 Community Health Nursing
- *NURS 4463 Leadership and Management in Nursing
- *NURS 4440 International & Border Health Nursing
- *NURS 4470 Emergent Care Nursing
- NURS 4190 Senior Lab Seminar
- *NURS 4399 Nursing Elective

*Components of RN/BSN curriculum

TOTAL.....127 SCH

1 Math 1314 or higher

2 Requirement met within nursing courses

3 See Nursing Advisor

4 All courses required for completion of the basic Bachelor of Science in Nursing degree can be completed in four calendar years of full time study, including eight long semesters and three summers. The ten nursing courses required for completion of the Bachelor of Science in Nursing for Registered Nurses track can be completed in four long semesters of full time study. Information on tuition, fees, and length of program for accredited U.S. Nursing Programs is now available from the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, (212) 363-5555, FAX: (212) 812-0390, <http://www.nlnac.org>.

COURSE DESCRIPTIONS

NURS 1302 (Basic Nursing Program)/3302 (RN/BSN) Cultural Determinants of Health Behavior. Three semester hours, theory only.

This course examines relationships between cultural phenomena and health behavior. The meaning and expression of personal health behaviors are explored as consequences of family and community life set within developmental contexts. For both children and adults, the ways and conditions under which individuals define health status are explored. Cultural forces that enhance or reduce the capacity of individuals, families, or communities to maintain health are analyzed. Prerequisites: None.

NURS 2311 Pharmacology. Three semester hours, theory only.

Focuses on principles of pharmacology and drug classifications by body system; approaches clinical application of drug therapy through the nursing process. Nursing implications of drug therapy are emphasized and competency in dosage calculations is required. Regional and cultural variables affecting use of medications are discussed. (Advanced standing for Registered Nurses).

NURS 2310 Nutrition. Three semester hours, theory only.

Life cycle nutrition is presented in conjunction with diet therapy principles. Nutritional assessments will include the influencing variables of culture, religion, economics, physiology, and medical regimen. Relevant research will be identified. Counseling and other interventions will be taught within the framework of the nursing process. (Advanced standing for Registered Nurses).

NURS 2312 Foundations of Professional Nursing. Three semester hours, theory only.

This course provides the student with an organizing framework for defining professional nursing practice as a learned and complex therapeutic process through which the nurse engages individuals, families, or communities for the purpose of meeting health needs. Nursing philosophies are explored, with special emphasis given to interpretation of the influence of culture and caring on health. Processes deemed essential to professional nursing are emphasized, including informatics, critical thinking, nursing process, therapeutic communication and teaching-learning. Emerging nursing roles are examined within a historical and cultural context. The student is encouraged to consider a broad scope of roles in establishing a professional nurse identity with special attention to ecology, social justice, gender, and other ethical considerations. (Advanced standing for Registered Nurses.) Pre- or Co- requisites: NURS 2311, NURS 2310; Pre- or Co-requisite: NURS 1302.

NURS 2313 Basic Nursing Skills. Three semester hours, clinical only (9 clock hours).

This 3- credit hour laboratory and clinical course provides an introduction to the psychomotor skills involved in providing basic nursing care to a culturally diverse population. Students are exposed to a variety of psychomotor skills applicable to nursing and other disciplines; such as body mechanics, vital signs, patient transport, range of motion exercises, hot and cold therapies, stress management, hygiene, skin and wound care, and cardio-pulmonary resuscitation (CPR). In addition, through laboratory and clinical assignments students gain competence in nursing techniques, including comfort measures, positioning and transporting, asepsis and sterile procedures, and therapeutic modalities related to preoperative and postoperative care. Students will be expected to apply critical thinking to their mastery of basic nursing skills. (Advanced standing for Registered Nurses: opportunities for challenge exams available for active currently licensed vocational or practical nurses.) Co-requisite: NURS 2312.

NURS 3314 Pathophysiology. Three semester hours, theory only.

This course is a comprehensive study of underlying concepts common to the major pathophysiologic processes of the body. The influence of psychoneuroimmunologic mechanisms

upon structure and function of the body's adaptive and compensatory needs will be explored. The interaction of age, life-style, culture, gender differences, and intrinsic and extrinsic environmental factors will be examined in relation to these psychoneuroimmunologic mechanisms. Emphasis is placed upon the pathophysiological concepts essential for understanding the rationale for preventive and therapeutic nursing interventions. Must be taken concurrently with NURS 3315. Prerequisite: NURS 2312, NURS 2313.

NURS 3315 Health Assessment. Three semester hours, laboratory only (6 clock hours).

This seminar and lab course builds upon the theoretical basis for physical, social, psychological, and cultural assessment of clients. The student applies knowledge of pathophysiology of each body system from health assessments to determine nursing diagnoses. Students compile a health history which includes an assessment of cultural values, health beliefs, and caring practices. Legal and ethical issues implicated in obtaining and managing health data are explored. Students practice in a supervised laboratory setting the procedural steps of a comprehensive health assessment. The importance of the professional nursing role in health assessment is examined. Must be taken concurrently with NURS 3314.

NURS 3665 Introduction to Adult Health Nursing. Six semester hours, 3 theory, 9 clinical.

This 6 credit hour clinical course provides an introduction to culture specific caregiving to adult clients experiencing acute and chronic illnesses. An anatomical systems, adult lifespan approach will structure the course; critical thinking, research applications and professionalism are to be demonstrated. Diverse practice settings will be used for the 135 required hours of student clinical experience. (Advanced standing for Registered Nurses.) Prerequisite: NURS 2312, NURS 2313, Pre- or Co-requisite: NURS 3314, NURS 3315.

NURS 3625 Maternal/Child Health Nursing. Six semester hours, 3 theory, 9 clinical.

This course focuses on clinical application of the nursing process in providing culturally specific care to childbearing women and to infants, children, adolescents and their family systems during the childrearing period. Clinical experiences in acute care and community/school based settings provide students with the opportunity to apply primary, secondary and tertiary prevention within childbearing, childrearing family-client systems and women's health across their lifespan. Critical thinking, health promotion, family-centered care and cultural diversity are stressed. (Advanced standing for Registered Nurses.) Prerequisite: NURS 3665, NURS 3314, NURS 3315.

NURS 3558 Psychosocial Nursing. Five semester hours, 3 theory, 6 clinical.

This clinical course focuses on culturally competent nursing care for persons experiencing alterations in mental health status, applying the nursing process with individuals, families and groups adapting to those alterations. Particular attention is given to cultural influences and caring psychosocial interventions in a variety of residential and community-based settings. Student competence in therapeutic communication, group process and the counselor role will be further developed. (Advanced standing for Registered Nurse students.) Prerequisite: NURS 3625.

NURS 3305 Nursing Research. Three semester hours, theory only.

Nursing research focuses on the introductory use of the research process in the development of nursing knowledge and practice. Steps in the research process are detailed. Research questions are explored with regard for theoretical underpinnings, methods of data collection and analysis, and the interpretation and use of study findings in the care of individuals, families and communities. Pre- or Co- requisite: Statistics (Math 1342).

NURS 3590 Nurse Role and Practice Transitions. Five semester hours, three theory, six clinical.

This course provides the student with an organizing framework for defining professional nursing practice as a learned and complex therapeutic process through which the nurse engages individuals, families, or communities for the purpose of meeting health needs. The health needs of individuals, families and communities are examined within relevant theoretical contexts. Nursing philosophies are explored, with special emphasis given to the interpretation of the influence of culture and caring on health. Co-requisite: NURS 4799 (NLN mobility examinations) is Co-requisite to NURS 3590 for all part-time students. Full-time students must successfully complete NURS 4799 prior to their third semester of nursing course work.

NURS 4199-4799 Current Topics. One - Three semester hours, theory and/or clinical.

An in-depth focus upon current issues impacting the profession of nursing and/or the health of society. May be repeated when topic changes. Open to all students with permission of the instructor.

NURS 4375 Issues in Transcultural Nursing. Three semester hours, theory only.

This course focuses on prominent national, state and local issues in nursing and health care. Key practice, education, and governance issues in nursing are examined in both historical and evolving contexts. Elements that determine the culture of nursing and health care organizations are considered with regard for inherent issues concerning the development of nursing roles. Students will explore political and legal foundations of the health care professions, the control of health care resources and decision making, and the rights and duties of providers and recipients of health care. Prerequisites: Senior standing or permission of instructor.

NURS 4440 International and Border Health Nursing. Four semester hours, theory only.

This synthesis level course examines Border Health problems and challenges within the context of current political-social-cultural-economic international realities. Looking at health and health care as a basic human right, students will explore basic health-related concepts and trends within a global context. Students will then be challenged to analyze the realities and challenges of achieving Health for All in two specific bi-national contexts: the urban 3rd World setting of Nuevo Laredo, Mexico and its more affluent sister-city, Laredo, Texas that also includes “colonias”, typical of those found in any underdeveloped country. Immigration, socio-economic conditions and environmental factors will be analyzed in relationship to border health. Special attention will be paid to the impact NAFTA and various “maquila” phenomena have had on border health, the profession of nursing and the future socio-economic growth and/or development of the two Laredos. Prerequisite: NURS 4622 or permission of instructor.

NURS 4463 Leadership and Management in Nursing. Four semester hours, 2 theory, 6 clinical.

In this theoretical and experiential course, current theories of management and leadership are examined and related to nursing practice. Leadership is examined as a process which can be learned. The essential components of this process include knowledge and skills for the effective use of power as a positive force in bringing about desired change and influencing health care. Critical thinking is used to develop innovative and creative approaches to nursing practice through clinically related applications. Management theories are compared and contrasted in relation to nursing management and the nursing process. Prerequisite: NURS 3665 or NLN Mobility Exams and NURS 3590.

NURS 4470 Comprehensive Emergent Care. Four Semester Hours, 1 theory, 9 clinical.

This course focuses on the development of advanced nursing knowledge and skills in the acute care of high risk populations. Because students will have contact during the course with individuals and families from diverse cultural groups, health care problems and needs are examined with regard for the unique influences of divergent cultural, economic, and political forces. However, the emphasis of the course is on the mastery of competencies and confidence in the provision of direct nursing care to high risk individuals demanding emergent care. Prerequisites: NURS 4665 or NLN Mobility Exams, NURS 3302, NURS 3590, NURS 3314, and NURS 3315 and consent of faculty.

NURS 4622 Community Health Nursing. Six semester hours, 3 theory, 9 clinical .

Community health nursing emphasizes the development of knowledge and skills integral to working with communities. Epidemiological principles will provide the framework for conducting community assessments. Students will work in mutuality with community groups to assess their health care needs, emphasizing the cultural and environmental contexts of health problems. In partnership with this group, students will examine the entire range of health needs and resources (folk and traditional) available within this community, identify strengths and weakness of those resources, and work in partnership with the community to address its felt needs. Prerequisite: NURS 3665 or NLN Mobility Exams, NURS 3302, NURS 3590, NURS 3314, and NURS 3315; Pre- or Co-requisite: NURS 3305.

NURS 4665 Advanced Adult Health Nursing. Six semester hours, 3 theory, 9 clinical.

This course offers expanded knowledge based on clinical experiences in acute care settings. The focus of the course is providing culturally congruent comprehensive nursing care to adults with multi-system and complex health care needs. Post conferences will coordinate clinical experience with theory-based practice and ethical and legal ramifications. During the 135 required hours of clinical practice, students will be introduced to the nurse's professional, provider and coordinator of care roles. (Advanced standing for Registered Nurses.) Prerequisite: NURS 3558.

NURS 4190 Senior Lab Seminar. One semester hour, laboratory only (3 clock hours).

This laboratory course provides in-depth diagnosis of mastery and reinforcement of all curricular content in basic nursing knowledge and skills. Critical thinking is used to apply the nursing process to plan and evaluate culturally based care for individuals, families and groups across the lifespan experiencing alterations in physical and psychosocial health. Computer assisted instruction and standardized testing are used to evaluate student readiness for professional licensure and practice. Successful completion of course requirements includes satisfactory performance on a nationally recognized standardized readiness evaluation instrument. (Advanced standing for Registered Nurses.) Pre- or Co-requisite: all other degree requirements.

Texas A&M International University
Canseco School of Nursing

XIV. Curriculum: Basic Bachelor of Science in Nursing

	FALL	SPRING	SUMMER			
Freshman	English I Anatomy/Physiol. I Math I - College Algebra Psychology Total	3 4 3 3 13	English II Anatomy/Physiol. II Sociology Cultural Determinants Total	3 4 3 3 13	English III Math II - Statistics Gov't. I History I Total	3 3 3 3 12
Sophomore	Gov't. II Chemistry Nutrition History II Total	3 4 3 3 13	A. <u>Start Clinical Nursing Work</u> Microbiology Pharmacology Foundations Prof. Nsg. Skills Lab Total	4 3 3 3 13	F. Language I F. Language II Fine Arts English (3301) Total	3 3 3 3 12
Junior	Pathophysiology Health Assessment Adult Health I Total	3 3 6 12	Maternal/Child Health Nsg. Leadership/Mgmt Issues Total	6 4 3 13	Psych. Mental Health Research Total	5 3 8
Senior	Adult Health Community Health Total	6 6 12	Border Health Emergent Care Senior Lab Seminar Total	4 4 1 9		

Oct. 15 – Application
2.5 GPA – 2.5 Science
NET
Entrance Test
November



SEQUENCE OF COURSES FOR RN/BSN PLAN

Concurrently with enrollment in NURS 3590 Nurse Role and Practice Transitions, Registered Nurses validate basic nursing knowledge through the National League for Nursing Mobility Profile II Examinations in Adult Health, Maternal/Child Health and Psychiatric/Mental Health Nursing. Upon successful completion of these examinations with a Decision Score of at least 90, transfer credits are awarded (15 lower division and 7 upper division, validated as NURS 4799).

Most Registered Nurses fulfill nursing course requirements in two-three years, depending on their own circumstances and completion of core curriculum requirements.

2 YEAR FULL-TIME SEQUENCE

YEAR 1

Fall		Spring	
NURS 3302	Cultural Determinants of Health	NURS 3590	Nurse Role and Practice Transitions
NURS 3314	Pathophysiology	NURS 4375	Issues in Transcultural Nursing
NURS 3315	Health Assessment	NURS 4463	Leadership and Management in Nursing

Summer	
NURS 4399	Nursing Elective

YEAR 2

Fall		Spring	
NURS 4622	Community Health Nursing	NURS 4440	International and Border Health Nursing
NURS 3305	Nursing Research	NURS 4470	Emergent Care Nursing

3 YEAR PART-TIME SEQUENCE

YEAR 1

Fall		Spring	
NURS 3314	Pathophysiology	NURS 3590	Nurse Role and Practice Transitions
NURS 3315	Health Assessment	NURS 3302	Cultural Determinants of Health

YEAR 2

Fall		Spring	
NURS 3305	Nursing Research	NURS 4375	Issues in Transcultural Nursing
NURS 4399	Nursing Elective	NURS 4463	Leadership and Management in Nursing

YEAR 3

Fall		Spring	
NURS 4622	Community Health Nursing	NURS 4440	International and Border Health Nursing
		NURS 4470	Emergent Care Nursing

Individualized plans can extend the part-time sequence over 1-2 additional years. Required nursing courses are not usually offered in the summer, allowing students time to complete core requirements.

CREDIT FOR PRIOR LEARNING

All RN/BSN students are transfer students. They need 60 semester credit hours to be admitted to junior status at TAMIU. Negotiated articulation plans with neighboring community college A.D.N. programs and challenge exams such as NLN Mobility Profile II are used to grant college credit. Because of its international character, TAMIU also attracts foreign nurses who wish to pursue a baccalaureate degree. TAMIU already has extensive experience with foreign students and has policies for them, as described in the TAMIU catalog.

Associate Degree nursing graduates highly interested in transcultural nursing and South Texas border environmental issues also seek admission to TAMIU School of Nursing to pursue courses in the major dedicated to that international emphasis.

RN/BSN students may pursue the nursing major following either a part-time or full-time sequence.

THEORY AND CLINIC LABORATORY HOURS

Credit hour allocation follows the standard university ratio of one semester credit hour for one clock hour of class time, and one semester credit hour for every three clock hours of clinical experience. One course, NURS 3315 Health Assessment has a ratio of two clock hours of intensive laboratory experience to one course credit. The reason for a different ratio for this health assessment laboratory is the intensity of the clinical laboratory experience in contrast to a field clinical experience.

Nursing is a practice discipline, requiring substantial hands-on clinical experience in support of classroom learning. Beginning students require more background classroom learning and supportive laboratory instruction, whereas advanced students require increased hours of clinical field experience in preparation for transition to the nursing workplace.

XV. FACILITIES

❖ OFFICES AND CLASSROOMS

❖ LIBRARY

❖ INTERNATIONAL LANGUAGE INSTITUTE

❖ COMPUTER FACILITIES AND SERVICES

❖ CLINICAL SITES

OFFICES AND CLASSROOMS

The School of Nursing moved in February 1997 into a new state-of-the-art nursing wing in a 44,755 square foot, \$7.5 million building on the new campus of Texas A&M International University. Funding for the building came from a combination of state and private funds, including a substantial gift of around \$2 million from the family of a local physician to support the nursing arts complex. In recognition of this gift the building is named the FM Canseco Building. Even though other offices and laboratories are presently located in the building, the nursing facilities are adequate to meet the educational needs of the School of Nursing and to allow for anticipated growth. The main office of the School of Nursing is in Canseco Hall 315.

XVI. Killam Library

The Sue and Radcliffe Killam Library at Texas A&M International University in Laredo is a fully automated library facility constructed in 1995. The library occupies the eastern side of the four-floor Sue and Radcliffe Killam Library building, but will expand to fill most of the building as the remaining phases of the campus are constructed. At present, the library contains over 42,000 square feet of floor space and over 20,900 feet of shelving. Book holdings are 197,980 titles in 230,000 volumes. The library subscribes to 1,405 print subscriptions in paper and microfilm, of which 61 relate directly to Nursing and the Biomedical Sciences (detailed below). The library also has access to over 6,300 additional titles electronically through ProQuest Direct, Science Direct, IDEAL, Academic Universe, TexShare, the Health Reference Center, CINAHL and other databases.

The library has current subscriptions to 38 nursing journals in paper format:

Nursing Journals

ACHN Journal	1991 -present
Advances in Nursing Science	1990 - present
American Journal of Nursing	1990 - present
American Journal of Public Health	1991 - present
American Nurse	1991 - present
Archives of Psychiatric Nursing	1995 - present
Cancer Nursing	1992 - present
Cardiovascular Nursing	1990 - 1996 (ceased)
Clinical Nurse Specialist	1995 - present
Critical Care Nurse	1988 - present (1989 incomplete)
Image: Journal of Nursing Scholarship	1994 - present
Journal of Adolescent Health	1994 - present
Journal of American Academy of Nurse Practitioners	1991 - present
Journal of Cardiopulmonary Rehabilitation	1994 - present
Journal of Community Health Nursing	1988 - present
Journal of Emergency Nursing	1983 - present
Journal of Family Nursing	1995 - present
Journal of Gerontological Nursing	1983 - present
Journal of Holistic Nursing	1995 - present
Journal of Law, Medicine, and Ethics	1995 - present
Journal of Nursing Administration	1994 - present
Journal of Professional Nursing	1991 - 1992, 1995 - present
Journal of Psychosocial Nursing & Mental Health	1994 - present
Journal of Transcultural Nursing	1996 - present
Nurse Educator	1995 - present
Nurse Practitioner	1994 - present
Nursing Administration Quarterly	1994 - present
Nursing and Health Care Perspectives	1984 - present
Nursing Clinics of North America	1971 - present
Nursing Forum	1994 - present
Nursing Outlook	1991 - present
Nursing Research	1991 - present
Public Health Nursing	1994 - present
Regan Report on Hospital Law	1995 - present
Regan Report on Medical Law	1995 - present
Regan Report of Nursing Law	1974 - present
Research in Nursing and Health	1995 - present
Western Journal of Nursing Research	1995 - present

The library also has current subscriptions to 23 medical and nutrition journals in support of the nursing program:

Alternative Therapies in Health & Medicine	Nov. 1997 - present
American Health for Women	Dec. 1996 - present
The Cancer Bulletin	Current ten years
Capsule (UT Health Center at Tyler)	1986 - present
Disease Prevention News	1993 - present
Family Practice	1998 - present
Hastings Center Report	1976 - present
Heart and Lung	1977-1978, 1994 - present
Hogg Foundation News	Current five years
JAMA	1990 - present
Journal of Communication Disorders	1968, 1970 - present
Journal of Internal Medicine	1994 - present
Journal of Nutrition Education	1975 - present
Journal of Speech and Hearing Research	1973 - present
M.D. Anderson Oncology	1979 - present
New England Journal of Medicine	1990 - present
Nutrition Today	1997 - present
Perspectives in Biology and Medicine	1983 - present
Qualitative Health Research	1976 - present
Rehabilitation Counseling Bulletin	1972 - present
Revista de Salud Fronteriza - Border Health	1997 - present
Texas EMS Magazine	1992 - present

The Killam Library is automated using the Voyager integrated online system for online catalog, circulation, cataloging, acquisitions, and serials. Through the Internet, library patrons can access the online catalogs of other Texas A&M University system libraries for interlibrary loan purposes. The library subscribes to both the OVID and the ProQuest Direct versions of Periodical Abstracts Research II and ABI/Inform. It also provides online access to PsycInfo, First Search, Health Reference Center (full text), Science Direct, IDEAL, Academic Universe's Health and Medicine News and Health and Medicine journals, Medline, PreMedline, the Nursing Research Collections I and II, the New York Times, the Wall Street Journal, The Christian Science Monitor, the Washington Post, College Source online, the TexShare Gale databases, ERIC, MLA Bibliography, JSTORE, Books in Print, and Marcive among others. A complete list of databases can be found in the following URL: <http://www.tamtu.edu/library/hot-link.htm>

All databases available through Killam library can be accessed both from any computer on campus and from home if you are affiliated with Texas A&M International University.

In CD ROM, the library subscribes to the New York Times, the Wall Street Journal, ERIC, CINAHL, LILACS, the Grolier and Britannica multimedia encyclopedias, and Artemisa. The Texas USMTR/NAFTA Information Center supplies the library with access to their home-grown NAFTA database. The library also has full access to the Internet, and over 450 databases through Knight Ridder's Dialog, which includes 49 databases in the categories of medicine, bioscience, and the health care industry).

Database Descriptions

The **Health Reference Center** database is produced by IAC and uses the Infotrac search engine. It includes indexing and full text of over 364,824 articles from 1996 - present (last update Oct 6, 2000). Subject coverage includes: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health & Safety, Alcohol and Drug Abuse, HMO's Prescription Drugs, etc. We access the Health Reference Center through any Internet browser at: <http://web2.infotrac.galegroup.com/itw/session/>.

The **Medline** database is produced by the National Library of Medicine and uses the National Library of Medicine search engine. It includes indexing and abstracts of more than 11 million articles from over 4,000 journals published in the United States and 70 other countries from 1965 - present, plus selected monographs of congresses and symposia. Subject coverage includes: medical and biomedical information, the biological and physical sciences; humanities and information science as they relate to medicine and health care. We access Medline through the Internet at: <http://www.ncbi.nlm.nih.gov/pubmed/>

The **CINAHL database** (Cumulative Index to Nursing and Allied Health Literature) is produced by Cinahl Information Systems and uses the WinsSpirs search engine. It provides authoritative coverage of the literature related to nursing and allied health disciplines. It includes more than 300,000 records from over 950 English-language journals as well as references to healthcare books, nursing dissertations, selected conference proceedings, standards of professional practice, educational software, nurse practice acts, critical paths, and research instruments. It also includes virtually all publications of the American Nurses' Association and the National League for Nursing. It covers relevant material from Biomedicine, management, behavioral sciences, health science librarianship, education, and consumer health. The library accesses the CINAHL through the Internet at: <http://webspirs3.silverplatter.com/cgi-bin/customers/c122909/c122909.cgi>

The **Nursing Collection I** uses the Ovid search engine, and provides full text access, including all graphics, tables, figures and photographs, to the following 14 nursing journals: Advances in Nursing Science, AJIC (American Journal of Infection Control), AORN Journal, Dermatology Nursing, Heart & Lung, Image Journal of Nursing Scholarship, Journal of Advanced Nursing, Journal of Clinical Nursing, Journal of Emergency Nursing, Nurse Researcher, Nursing & Health Care Perspectives on Community, Nursing Management (RCN Publication), Nursing Standard, and RN. Current coverage 1995 to present. Updated monthly. The Nursing Collection I can be accessed at:

<http://www.texshare.edu/ovidweb/ovidweb.cgi?T=dbList&D=nurc&S=PHMKBKJPGEDIKK>

The **Nursing Collection II** also uses the Ovid search engine, and provides full text, including all graphics, tables, figures and photographs, to the following additional 14 nursing journals: AWHONN Lifelines, American Journal of Nursing, Cancer Nursing, Computers in Nursing, JONA Journal of Nursing Administration, JNSD Journal of Nurses in Staff Development, JOGNN Journal of Obstetric, Gynecologic, and Neonatal Nursing, Journal of Intravenous Nursing, Lippincott's Primary Care Practice, MCN, the American Journal of Maternal/Child Nursing, Nurse Educator, Nursing Case Management, Nursing Research, and Outcomes Management for Nursing Practice. Current coverage 1996 to present. Updated monthly. The Nursing Collection I can be accessed at:

<http://www.texshare.edu/ovidweb/ovidweb.cgi?T=dbList&D=nc2&S=PHMKBKJPGEDIKK>

Lilacs is a database on CD ROM produced in Brazil by the Latin American and Caribbean Health Sciences Information Center (BIREME). Lilacs (Latin American and Caribbean Literature on the Health Sciences) covers literature related to the health sciences and has been published in countries of the Region since 1982. It contains articles from about 670 of the most well-known journals in medicine field, reaching approximately more than 150,000 records and other documents, such as: theses, chapters of theses, books, chapters of books, congress and conference proceedings, technical and scientific reports and governmental publications.

Artemisa is a database on CD ROM produced in Mexico by the National Health Information and Documentation Center (CENIDS). It is updated on an annual basis. It contains the full text articles of the 28 most relevant Mexican biomedical journals.

Periodicals in Electronic Format

The additional periodicals listed below are held in electronic format through the Periodical Abstracts Research II database in ProQuest Direct (online), Ovid, IDEAL, and ScienceDirect. Many of the ProQuest and ScienceDirect journals listed here are available both in full text and image (including tables and graphics).

TITLE	PROQUEST	OVID
Alcohol Health and Research World	1990 - present	1994 - present
American Journal of Psychotherapy	1995 - present	1994 - present
American Journal of Sports Medicine		1994 - present
American Rehabilitation		1995 - present
Behavioral Health Management		1994 - present
Better Nutrition		1996 - present
British Medical Journal		1994 - present
Cancer News		1995 - present
Clinical Nursing Research	1996 - present	1996 - present
Current Health 2		1992 - present
Health and Social Work	1995 - present	1994 - present
Health Education and Behavior	1997 - present	1997 - present
Health News		1995 - present
Hospital and Health Services Administration		1995 - present
Hospital and Health Networks		1995 - present
Journal of Aging and Health	1996 - present	1996 - present
Journal of Applied Gerontology	1995 - present	
Journal of Community Health	1991 - present	
Journal of Environmental Health		1994 - present
Journal of Health and Social Behavior	1992 - present	1994 - present
Journal of Health Care for the Poor and Underserved	1996 - present	1996 - present
Journal of Mental Ethics	1992 - present	1995 - present
Journal of Mental Health Administration	1996 - present	1996 - present
Journal of Nutrition	1992 - present	1995 - present
Journal of Rehabilitation Research and Development	1990 - present	1994 - present
Journal of Sex Research		1994 - present
Journals of Gerontology	1995 - present	1995 - present
Lancet	1988 - present	
Medical Care Research and Review	1996 - present	1996 - present
Medical Letter on Drugs and Therapeutics		1994 - present
Nursing		1994 - present
Nursing Homes		1994 - present
Nutrition Action Newsletter		1995 - present
Nutrition Reviews	1992 - present	1994 - present
Prevention	1988 - present	1995 - present
Public Health Reports	1992 - present	1994 - present
Research on Aging	1995 - present	
Studies in Family Planning		1994 - present
Suicide and Life-Threatening Behavior		1994 - present
Total Health		1995 - present
Tufts University Health and Nutrition Letter	1997 - present	1997 - present

Biomedical Sciences Journals in the IDEAL System (Academic Press)

TITLE Holdings	Holdings	TITLE	
Anaerobe	1998-	Experimental Cell Research	1998-
Analytical Biochemistry	1998-	Experimental Eye Research	1998-
Appetite	1998-	Experimental Neurology	1998-
Archives of Biochemistry and Biophysics	1998-	Experimental Parasitology	1998-
Biochemical and Biophysical Research Communications	1998-	Experimental and Molecular Pathology	1998-
Biochemical and Molecular Medicine	1998-	General and Comparative Endocrinology	1998-
Biological Control	1998-	Gynecologic Oncology	1998-
Biologicals	1998-	Hormones and Behavior	1998-
Blood, cells, Molecules and Diseases	1998-	Journal of Molecular and Cellular Cardiology	1998-
Brain and Cognition	1998-	Journal of Molecular Biology	1998-
Brain and Language	1998-	Journal of Structural Biology	1998-
Brain, Behavior and Immunity	1998-	Journal of Surgical Research	1998-
Cell Biology International	1998-	Microvascular Research	1998-
Cellular Immunology	1998-	Neurobiology of Learning and Memory	1998-
Clinical Immunology and Immunopathology	1998-	Plasmid	1998-
Computers and Biomedical Research	1998-	Preventive Medicine	1998-
Cryobiology	1998-	Seminars in Cancer Biology	1998-
Cytokine	1998-	Seminars Cell and Developmental Biology	1998-
Developmental Biology	1998-	Seminars in Immunology	1998-
Experimental and Molecular Pathology	1998-	Seminars in Virology	1998-
		Theoretical Population Biology	1998-

One of the most recent database services added in Killam Library is ScienceDirect, which includes the image and full text of thousands of journals. These are the Biomedical Sciences Journals in ScienceDirect (Elsevier) by category and title. The majority of the titles are available from 1995 to present. Some titles are listed more than once, depending on the categories they fall under:

ALLIED HEALTH

- International Journal of Nursing Studies
- Journal of Midwifery & Women's Health
- Journal of Nurse-Midwifery
- Journal of Pediatric and Adolescent Gynecology
- Patient Education and Counseling

ANESTHESIA AND INTENSIVE CARE

- Ambulatory Surgery
- Annales Françaises d'Anesthésie et de Réanimation
- Burns
- Cardiovascular Surgery
- Injury
- Journal of Clinical Anesthesia
- Journal of Emergency Medicine
- Journal of Pain and Symptom Management
- Pain
- RBM-News
- Resuscitation
- Urgences Médicales

BIOMECHANICS

- Clinical Biomechanics

- Gait & Posture
- Human Movement Science
- Journal of Biomechanics
- Journal of Electromyography and Kinesiology
- The Knee
- Medical Engineering & Physics

BIOMEDICAL MATHEMATICS AND COMPUTING

- Artificial Intelligence in Medicine
- Biosystems
- Computational Statistics & Data Analysis
- Computer Methods and Programs in Biomedicine
- Computerized Medical Imaging and Graphics
- Computers in Biology and Medicine
- Gait & Posture
- International Journal of Medical Informatics
- Journal of Clinical Epidemiology

(continued on next page)

- Journal of Health Economics
- Mathematical and Computer Modelling
- Mathematical Biosciences
- Medical Engineering & Physics

- Medical Image Analysis
- Micron
- Neural Networks
- RBM-News

CANCER RESEARCH

- Advances in Enzyme Regulation
- Auris Nasus Larynx
- Biomedicine & Pharmacotherapy
- Bone
- Cancer Genetics and Cytogenetics
- Cancer Letters
- Clinical Positron Imaging
- Controlled Clinical Trials
- Cytokine & Growth Factor Reviews
- European Journal of Cancer
- Experimental Hematology
- International Journal of Radiation Oncology*Biography*Physics
- The Journal of Heart and Lung Transplantation
- Journal of Pain and Symptom Management
- The Journal of Steroid Biochemistry and Molecular Biology
- Leukemia Research
- Lung Cancer
- Magnetic Resonance Imaging
- Medical Dosimetry
- Molecular Medicine Today
- Option/Bio
- Oral Oncology
- Primary Care Update for OB/GYNS
- Radiotherapy and Oncology
- Surgical Oncology
- Trends in Cell Biology
- Trends in Genetics
- Urologic Oncology

CARDIOVASCULAR AND RESPIRATORY SYSTEMS

- ACC Current Journal Review
- The American Journal of Cardiology
- American Journal of Hypertension
- Annales Françaises d'Anesthésie et de Réanimation
- Annals of Epidemiology
- The Annals of Thoracic Surgery
- Atherosclerosis
- Biochimica et Biophysica Acta (BBA) - Molecular and Cell Biology of Lipids
- Biomedicine & Pharmacotherapy
- Cardiovascular Pathology
- Cardiovascular Research
- Cardiovascular Surgery
- Controlled Clinical Trials
- European Journal of Cardio-Thoracic Surgery
- European Journal of Heart Failure
- European Journal of Ultrasound
- The International Journal of Biochemistry & Cell Biology
- International Journal of Cardiology

- Journal of Diabetes and its Complications
- The Journal of Heart and Lung Transplantation
- Journal of the American College of Cardiology
- The Lancet
- Lung Cancer
- Pathophysiology
- Primary Care Update for OB/GYNS
- Progress in Pediatric Cardiology
- RBM-News
- Respiration Physiology
- Resuscitation
- Thrombosis Research
- Trends in Cardiovascular Medicine
- Trends in Pharmacological Sciences

CLINICAL IMMUNOLOGY AND INFECTIOUS DISEASE

- Antimicrobics and Infectious Diseases Newsletter
- Biomedicine & Pharmacotherapy
- Clinica Chimica Acta
- Clinical and Diagnostic Virology
- Clinical Microbiology Newsletter
- Clinics in Dermatology
- Diagnostic Microbiology and Infectious Disease
- European Journal of Cancer
- European Journal of Internal Medicine
- Immunology Letters
- Immunology Today
- International Journal for Parasitology
- International Journal of Antimicrobial Agents
- Journal of Clinical Virology
- Journal of Reproductive Immunology
- Option/Bio
- Oral Oncology
- Transplantation Proceedings
- Trends in Microbiology

DENTISTRY, ORAL SURGERY AND MEDICINE

- Archives of Oral Biology
- Dental Materials
- Journal of Clinical Anesthesia
- Journal of Dentistry

(continued on next page)

- Oral Oncology

DERMATOLOGY

- Burns
- Clinics in Dermatology
- Journal of Dermatological Science
- Journal of the European Academy of Dermatology and Venereology

ENVIRONMENTAL/SOCIAL MEDICINE AND PUBLIC HEALTH

- Ambulatory Surgery
- American Journal of Preventive Medicine
- Annals of Epidemiology
- The Annals of Occupational Hygiene

- Annals of ICRP
- Applied Ergonomics
- European Journal of Cancer
- Evaluation and Program Planning
- Health & Place
- Health Policy
- Integrative Medicine
- International Journal of Industrial Ergonomics
- Journal of Clinical Epidemiology
- Oral Oncology
- Patient Education and Counseling
- Social Science & Medicine
- Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences
- Women's Health Issues

FORENSIC SCIENCE

- Forensic Science International
- Injury
- Journal of Chromatography B: Biomedical Sciences and Applications

GASTROENTEROLOGY AND HEPATOLOGY

- The American Journal of Medicine
- Clinica Chimica Acta
- Diabetes Research and Clinical Practice
- European Journal of Internal Medicine
- European Journal of Ultrasound
- Hepatology Research
- Injury
- Integrative Medicine
- Journal of Emergency Medicine
- Maturitas
- Sleep Medicine

HEMATOLOGY

- Experimental Hematology
- Leukemia Research
- Option/Bio
- Thrombosis Research
- Transfusion Science

MEDICAL TECHNOLOGY AND LABORATORY MEDICINE

- Artificial Intelligence in Medicine
- Clinical Biochemistry
- Clinical Imaging
- Clinics in Dermatology
- Computerized Medical Imaging and Graphics
- Computers in Biology and Medicine
- European Journal of Radiology
- European Journal of Ultrasound
- Immunotechnology
- International Journal of Medical Informatics
- Journal of Virological Methods
- Magnetic Resonance Materials in Biology, Physics, and Medicine
- Medical Dosimetry

- Medical Image Analysis
- Nuclear Medicine and Biology
- Ultrasound in Medicine and Biology

MEDICINE (GENERAL)

- Ambulatory Surgery
- The American Journal of Cardiology
- The American Journal of Medicine
- The American Journal of Surgery
- Annales de l'Institut Pasteur/Actualités
- Annals of Epidemiology
- Archives of Medical Research
- Biological Psychiatry
- Cardiovascular Pathology
- Current Therapeutic Research
- European Journal of Internal Medicine
- Filoterapia
- Forensic Science International
- Integrative Medicine
- Journal of Adolescent Health
- Journal of Pediatric and Adolescent Gynecology
- Journal of Substance Abuse
- Journal of the European Academy of Dermatology and Venerology
- The Lancet
- Médecine de Catastrophe – urgences collectives
- Médecine & Droit
- Molecular Medicine Today
- The Netherlands Journal of Medicine
- Studies in History and Philosophy Part C: Studies in History and Philosophy of Biological and Biomedical Sciences
- Trends in Neurosciences
- Trends in Pharmacological Sciences

NEPHROLOGY AND UROLOGY

- Journal of Diabetes and its Complications
- Urologic Oncology
- Urology

OPHTHALMOLOGY

- American Journal of Ophthalmology
- Clinical Eye and Vision Care
- Image and Vision Computing
- International Contact Lens Clinic
- Japanese Journal of Ophthalmology
- Journal of Cataract & Refractive Surgery
- Journal of Diabetes and its Complications
- Journal of Physiological Paris
- Ophthalmic and Physiological Optics
- Ophthalmology
- Progress in Retinal and Eye Research
- Survey of Ophthalmology
- Vision Research

ORTHOPEDICS AND SPORTS MEDICINE

- Annales de Réadaptation et de Médecine Physique
- Biomaterials
- Bone

- Clinical Biomechanics
- Gait & Posture
- Injury
- Journal of Biomechanics
- Journal of Electromyography and Kinesiology
- The Knee
- Medical Engineering & Physics
- Surgical Neurology

OTORHINOLARYNGOLOGY

- Auris Nasus Larynx
- Hearing Research
- International Journal of Pediatric Otorhinolaryngology

PEDIATRICS

- Brain and Development
- Early Human Development
- European Journal of Obstetrics & Gynecology and Reproductive Biology
- Infant Behavior and Development
- International Journal of Gynecology & Obstetrics
- International Journal of Pediatric Otorhinolaryngology
- Journal de Pédiatrie et de Puériculture
- Journal of Adolescent Health
- Journal of Pediatric and Adolescent Gynecology
- Journal of the Society for Gynecologic Investigation
- Neuromuscular Disorders
- Pediatric Neurology
- Progress in Pediatric Cardiology
- Sleep Medicine

PSYCHIATRY

- Aggression and Violent Behavior
- Annals of Epidemiology
- Archives of Clinical Neuropsychology
- The Arts in Psychotherapy
- Behavior Research and Therapy
- Biological Psychiatry
- Child Abuse & Neglect
- Clinical Psychology Review
- Drug and Alcohol Dependence
- European Neuropsychopharmacology
- European Psychiatry
- Evolution and Human Behavior
- General Hospital Psychiatry
- International Journal of Drug Policy
- International Journal of Industrial Ergonomics
- International Journal of Law and Psychiatry
- Journal of Adolescent Health
- Journal of Affective Disorders
- Journal of Behavior Therapy and Experimental Psychiatry
- Journal of Communication Disorders
- Journal of Epilepsy
- Journal of Fluency Disorders
- Journal of Psychiatric Research
- Journal of Psychosomatic Research

- Journal of Substance Abuse
- Journal of Substance Abuse Treatment
- Neuropsychologia
- Neuropsychopharmacology
- Parkinsonism & Related Disorders
- Pharmacology Biochemistry and Behavior
- Physiology & Behavior
- Progress in Neuro-Psychopharmacology and Biological Psychiatry
- Psychiatry Research
- Psychiatry Research: Neuroimaging
- Psychoneuroendocrinology
- Research in Developmental Disabilities
- Schizophrenia Research
- Sleep Medicine
- Trends in Cognitive Sciences

RADIOLOGY, NUCLEAR MEDICINE AND IMAGING

- Annals of the ICRP
- Applied Radiation and Isotopes
- Clinical Imaging
- Clinical Positron Imaging
- Computerized Medical Imaging and Graphics
- European Journal of Radiology
- European Journal of Ultrasound
- International Journal of Radiation Oncology *Biology* Physics
- Magnetic Resonance Imaging
- Magnetic Resonance Materials in Biology, Physics, and Medicine
- Medical Dosimetry
- Medical Image Analysis
- Nuclear Medicine and Biology
- Radiation Measurements
- Radiation Physics and Chemistry
- Radiotherapy and Oncology
- RBM-News
- Ultrasonics
- Ultrasonics Sonochemistry
- Ultrasound in Medicine & Biology
- Urologic Oncology

REPRODUCTIVE MEDICINE

- ACOG Clinical Review
- Contraception
- Early Human Development
- European Journal of Obstetrics & Gynecology and Reproductive Biology
- European Journal of Ultrasound
- Fertility and Sterility
- International Journal of Gynecology & Obstetrics
- Journal of Midwifery & Women's Health
- Journal of Nurse-Midwifery
- Journal of Reproductive Immunology

- Journal of the Society for Gynecologic Investigation
- Maturitas
- Obstetrics & Gynecology
- Primary Care Update for OB/GYNS
- Reproductive Toxicology
- Urologic Oncology
- Women's Health Issues

RHEUMATOLOGY

- Bone

SURGERY

- Ambulatory Surgery
- The American Journal of Surgery
- The Annals of Thoracic Surgery
- Auris Nasus Larynx
- Burns
- Cardiovascular Surgery
- Clinical Eye and Vision Care
- Clinical Neurology and Neurosurgery
- Clinical Positron Imaging
- Current Surgery
- European Journal of Cardio-Thoracic Surgery
- Gait & Posture
- Injury
- Journal of Cataract & Refractive Surgery
- Journal of Clinical Anesthesia
- Journal of Emergency Medicine
- The Journal of Heart and Lung Transplantation
- Journal of Pain and Symptom Management
- Journal of the American College of Surgeons

- The Knee
- Medical Image Analysis
- Neuromuscular Disorders
- Ophthalmic and Physiological Optics
- Pediatric Neurology
- Progress in Pediatric Cardiology
- Surgical Neurology
- Surgical Oncology
- Transplant Immunology
- Transplantation Proceedings

FEDERAL DEPOSITORY

Killam Library is also a depository for federal documents and research reports produced by various agencies within the Department of Health and Human Services, including but not limited to.

Aging Administration
Public Health Service
Substance Abuse and Mental Health Services Administration
National Institutes of Health
National Cancer Institute
Center for Disease Control
Health Care and Financial Administration
Food and Drug Administration
Radiological Health Bureau
National Conference for Health Statistics
Health Care Policy and Research Agency
National Clearinghouse on Aging
National Library of Medicine

AHEC Circuit Librarian

An agreement under the South Texas Initiative links the Killam Library with the “circuit librarian” of the Dolph Briscoe Jr. Library at the University of Texas Health Science Center at San Antonio. Because the School of Nursing is the only health science component at TAMIU, the university library cannot be expected to fulfill all the specific, highly specialized needs the faculty and students will have as educational offerings and research and scholarship endeavors expand. This link between the Killam and Briscoe libraries facilitates rapid access to vital health-related information. The circuit librarian, Mary Jo Dwyer, provides personal targeted retrieval services within hours. On the following pages are forms to assist in ordering materials. For more information call 1-800-421-2432.

UTHSCSA/AHEC LIBRARY SERVICES
INFORMATION SEARCH REQUEST
FAX: (210) 567-2463, (210) 567-2473
PHONE: (800) 421-2432

Date _____
Search requested by _____
Institution Texas A&M International University Canseco School of Nursing (Killam Library)

This search is needed for the following:

- _____ patient care rush (priority for immediate action; same day delivery if possible)
- _____ administrative rush (fax delivery within 24 hours)
- _____ class assignment
- _____ regular (any information not time sensitive; search usually completed within 24 hours)

Return completed search by

_____ fax; fax number _____
_____ mail; address _____

Search topic (please state your topic in a sentence or two. It is especially important to let us know the relationships between the subjects. For example, I need articles about adverse effects of the use of _____ to treat _____. This helps us to provide a search that will meet your specific needs.)

Special instructions _____

DOCUMENT DELIVERY
REQUEST

NAME: _____ DATE: _____
TELEPHONE #: _____ FAX#: _____
INSTITUTION: _____ OCCUPATION: _____
DEPARTMENT or address: _____

<u>JOURNAL ARTICLE:</u> UI# or AN# _____ JOURNAL TITLE _____ ARTICLE AUTHOR(s) _____ ARTICLE TITLE _____ YEAR___ VOLUME___ ISSUE(___)PAGES___	<u>JOURNAL ARTICLE:</u> UI# or AN# _____ JOURNAL TITLE _____ ARTICLE AUTHOR(s) _____ ARTICLE TITLE _____ YEAR___ VOLUME___ ISSUE(___)PAGES___
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O PATIENT CARE RUSH O ADMINISTRATIVE RUSH O CLASS ASSIGNMENT O
 ROUTINE

TEL: 1-800-421-2432
 FAX: 1-210-567-2473
 FAX: 1-210-567-3031

THE INTERNATIONAL LANGUAGE INSTITUTE

The International Language Institute (ILI) offers intensive language instruction in English and Spanish as a foreign language. This program is designed to meet the needs of individuals interested in preparing for social/professional growth in either language or for those preparing for academic course work in the United States. The ILI offers six intensive levels of English as a Second Language (ESL). These courses are given in intensive format (2 months) or the semi-intensive format (4 months). Each course consists of a TOEFL Preparation Course to prepare students for either the International or Institutional TOEFL. The Michigan Placement Test is used to evaluate student level.

COMPUTER FACILITIES AND SERVICES

The School of Nursing has adequate and up-to-date computer hardware and software resources. All faculty offices have a computer and printer, with direct on-line access to the Internet and a variety of computer based services, both within the School of Nursing and the University. School of Nursing faculty can access Killam Library services from their offices, including CINAHL (the online Cumulative Index of Nursing and Allied Health) and are directly connected with the rest of the University's 400 staff and faculty computers through e-mail.

There are over 300 student computers on campus, in eight computer laboratories in four buildings, giving a student: computer ratio of 10:1. Computers are available to students 90 hours a week over all seven days. In the School of Nursing there is a computer laboratory with 30 computers. In addition, an adjacent room presently designated for group study is designed for future expansion of computer laboratory facilities in the School of Nursing. The Computer Laboratory of the School of Nursing is used for a variety of computer-assisted tutorials as well as giving students access to the Internet, e-mail and word-processing for the preparation of reports and projects. All computers are networked through fiberoptics building-to-building and floor-to-floor. All students can have e-mail accounts and over half of the 3,000 students at Texas A&M International actually do have e-mail accounts.

The School of Nursing has access to telecommunications links to the School of Nursing of the University of Texas Health Science Center at San Antonio and to the Texas A&M University System. These resources increase student and faculty opportunities for collaboration and enrichment.

Support staff for computer education, troubleshooting and repairs are available within the School of Nursing and from the University. All staff are knowledgeable about computer utilization, with varying levels of expertise. Specialized knowledge and skills are available from the University Office of Computer and Telecommunications Services. Director Viswanath Lakshmana is assisted by 14 part-time and 24 full-time personnel who provide a variety of microcomputer and network services, student computer lab services and audiovisual services, including assistance with videoconferencing.

CLINICAL SITES

Inpatient Facilities	Community-Based Settings
Hospitals Mercy Health Center Border Region MHMR Universal Doctors Hospital San Antonio State Hospital (MHMR) Ben Taub Hospital Trauma Center (through affiliation with Prairie View A&M)	Mercy Health Center Primary Care Colonias Project, community clinics, Child Care, etc. Border Region MHMR outreach Gateway Community Health Center City of Laredo Health Department LMG Zapata Clinic
Long Term Care Facilities Border Region MHMR	Laredo Independent School District United Independetn School District City of Laredo Fire Department Ruth B. Cowl Rehabilitation Center City of Laredo Employee Health

XVII.STUDENT LIFE

- ❖ RIGHTS AND RESPONSIBILITIES
- ❖ ACADEMIC HONESTY
- ❖ STUDENT HEALTH
- ❖ STUDENT CHEMICAL
ABUSE/DEPENDENCY/IMPAIRMENT POLICY
- ❖ CLINICAL GUIDELINES
- ❖ STUDENT ORGANIZATIONS
- ❖ STUDENT FACULTY COMMUNICATION
- ❖ FINANCIAL AID OPPORTUNITIES

RIGHTS⁵

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the student's freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, and political associations which instructors acquired in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
8. The student should have the right to have a responsible voice in the determination of the curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
18. Adequate safety precautions should be provided by schools of nursing, for example, to and from student dorms, adequate street lighting, locks, etc.
19. Dress code, if present in school, should be established by student government in conjunction with the school director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

⁵The Student Bill of Rights and Responsibilities was adopted by the NSNA House of Delegates in April 1975

STUDENT RESPONSIBILITIES⁶

Students should assume responsibility for:

1. Representative participation in curriculum development by:
 - attending all scheduled meetings
 - preparing ideas, comments, reactions, and suggestions
 - sharing ideas, comments, reactions, and suggestions
 - polling students for their views, comments, reactions, and suggestions
 - formulating mechanisms to increase input
 - following through with assignments regarding curricular activities
 - developing jointly with faculty policies for grading, promotion, and retention

2. Participation in curriculum implementation by:
 - attending classes
 - following through with class and laboratory assignments
 - preparing in advance of scheduled classes and laboratory sessions
 - maximizing all learning opportunities
 - resisting a focus limited to minimal achievement
 - sharing learning experiences with peers
 - striving constantly to broaden their general education base
 - transferring previous learning
 - fostering effective relationships with members of the interdisciplinary health team
 - abiding by the established policies and procedures
 - assuming responsibility for their own learning experiences
 - seeking out new and different learning experiences
 - finding opportunities for decision making, independent judgment, and self-direction
 - operationalizing the philosophy and conceptual frameworks
 - contributing to research and scholarly activities.
 - preparing one's own projects, papers, thesis, dissertation, and other assignments
 - maximizing learning through independent study

3. Participation in the evaluation of the curriculum by:
 - appraising self in relation to stated course, level, and end-of-program behavioral expectations
 - appraising faculty in relation to their facilitation of the meeting of stated course, level and program goals

⁶Adopted from the NLN publication by Dorothy Ozimek and Helen Yura. Students Have Responsibilities as Well as Rights

ACADEMIC HONESTY

The highest standards of academic honesty are expected of the student. Wilson (1985) succinctly described plagiarism in Research in Nursing:

Plagiarism and paraphrasing. Plagiarism means to steal and pass off the work of another as one's own. It usually results from bad paraphrasing or improper referencing. Both paraphrasing that merely substitutes a few word changes for those of the original author and forgetting to use quotation marks and a reference citation are technically considered plagiarism, even if you somehow hypnotize yourself into thinking that those really were your own words to express your own ideas. The only safe way to paraphrase is to read the original over several times and then write your conception of what you've read without looking at the original. In other words, when paraphrasing, keep the source book closed.(p.523)

XVIII. STUDENT HEALTH

ADMISSION REQUIREMENTS

Application to the School of Nursing includes evidence of current rubella, varicella, and TD immunization, PPD, mantoux or chest X ray, Hepatitis B vaccines or signed informed refusal, and physical exam certifying good health/no restrictions.

OSHA REQUIREMENTS

An employee should:

- < Read the OSHA poster at the jobsite.
- < Comply with all applicable OSHA standards.
- < Follow all employer safety and health regulations, and wear or use prescribed protective equipment while working.
- < Report hazardous conditions to the supervisor.
- < Report any job-related injury or illness to the employer, and seek treatment promptly.
- < Cooperate with the OSHA compliance officer conducting an inspection if he or she inquires about safety and health conditions in the workplace.
- < Exercise rights under the Act in a responsible manner.

DRUG, ALCOHOL, TOBACCO & FIREARM POLICIES

Refer to Texas A&M International University's Student Handbook.

NURSING STUDENT CHEMICAL ABUSE OR DEPENDENCY POLICY

A. Purposes

1. To comply with the reporting requirements of the "Nurse Practice Act," Texas Revised Civil Statutes Annotated, Section 301.452:
2. To provide a program for educating students and faculty regarding professional and personal problems associated with chemical abuse or dependency.
3. To encourage a student who abuses or becomes dependent upon chemicals to contact the University Student Health Service for evaluation, advice, and referral to a qualified counseling or rehabilitation service, if appropriate.
4. To provide an environment that supports and encourages a student who has successfully completed recommended counseling or rehabilitation program to return to the School of Nursing and complete academic work.

B. Reporting Requirements

Pursuant to the "Nurse Practice Act," any Registered Nurse associated with Texas A&M International University, either as an employee or a student in the Canseco School of Nursing, who has reasonable cause to suspect that the ability of any professional nursing student to perform the services of the nursing profession may be expected to be impaired by chemical abuse or dependency must take one of the following actions:

- (1) Submit a signed, written report to the Texas Board of Nurse Examiners identifying the student and provide any additional information required by the Board; or
- (2) Report the student to a member of the faculty of the Director of the Canseco School of Nursing.

Pursuant to the law, if the Canseco School of Nursing has reasonable cause to suspect the ability of a professional nursing student to perform the services of the nursing profession may be expected to be impaired by chemical abuse or dependency, representatives of the School of Nursing must submit a signed, written report to the Board of Nurse Examiners identifying the student and providing any additional information required by the Board.

C. School Committee on Chemical Abuse and Dependency

1. The Canseco School of Nursing Peer Review Committee will serve to review reports of student nurse chemical abuse or dependency. In such cases, committee membership will include representation of the TAMU student health services.
2. In the development and implementation of the program, the Committee will utilize the existing services, facilities, and personnel of the University and will not duplicate such services or facilities, in whole or in part, within the School of Nursing.

D. Status of a Student Who Enters a Counseling or Rehabilitation Program

1. A Student who enters a counseling or rehabilitation program for chemical abuse or dependency must inform the Director of the School of Nursing and authorize the professional responsible for the student's counseling or rehabilitation program to provide the Peer Review Committee.
 - a. the nature, severity, and prognosis of the student's problem
 - b. periodic reports concerning the student's progress and
 - c. a final report indicating whether the program was successfully completed and assessing the student's ability to avoid future abuse of chemicals.
2. Upon receipt of initial information, the Committee will recommend to the Director whether the student should continue in the nursing curriculum while participating in a counseling or rehabilitation program or should be withdrawn from the program.
3. A student who is withdrawn from the nursing program pending successful completion of a counseling or rehabilitation program must apply for readmission. The Committee will review the final report form the professional who was responsible for the student's program and recommend to the Director whether the student should be readmitted.
4. If the Committee recommends that a student should continue in the nursing curriculum while participating in a counseling or rehabilitation program or that a student who has been withdrawn should be readmitted after successful completion of such a program, the Committee will include in the recommendation any restrictions or conditions that will apply to the student's future participation in the nursing curriculum. The student's participation in the nursing curriculum will be conditioned upon the written agreement of the student to comply with such restrictions or conditions. The restrictions or conditions may not be the type that are authorized as student disciplinary penalties.

5. The Committee will be responsible for determining whether a student complies with the restrictions or conditions established for participation in the nursing curriculum. The Committee will inform a student of any allegations that he or she has failed to comply with such terms and conditions and will meet with the student and hear his or her response. If the Committee determines that the allegations are true, the Committee may impose additional restrictions or conditions or recommend to the Director that the student be withdrawn.
6. The decision of the Director regarding all recommendations of the Committee is final.
7. Participation in a counseling or rehabilitation program for chemical abuse or dependency will not be considered as a mitigating factor in determining whether a student meets the performance standards for the nursing curriculum.

E. Office of Associate Vice President for Student Life

The Director of the School of Nursing is responsible for informing the Associate Vice President for Student Life when any student is participating in a counseling or rehabilitation program for chemical abuse or dependency. The AVPSL will take such actions as may be appropriate under the circumstances.

TPAPN

The purpose of TPAPN is to identify and assist Licensed Vocational Nurses and Registered Nurses of Texas whose ability to provide nursing services has been impaired by chemical dependency or mental illness so that they can return to competent practice and be a useful member of the profession. Emphasis of the program is on education, advocacy, and opportunity as opposed to punitive action against the nurse. All aspects of the program are conducted with compassion, dignity, and confidentiality.

TPAPN helps provide referral, support, and monitoring services to nurses whose ability to practice nursing has been impaired by chemical dependency or mental illness. TPAPN also assists the employers of such nurses. For additional information, contact the office of the Director of the School of Nursing or call TPAPN at 1-800-288-5528.

REPORT FORM- REPORTING RN/LVN/ NURSING STUDENT TO PEER REVIEW COMMITTEE

1. Nurse Being Reported (Please provide the following information about the Nurse being reported.)

Name: _____ Phone Number: _____
RN _____ LVN _____ Student: _____ Position: _____

2. Incident Being Reported (Describe briefly. Do not use patient's name. Please indicate dates. If more space is needed, use additional sheets.)

Date: _____ Time: _____
Location: _____
Summary: _____

3. Witness (Identify other persons who have information about the incident/conduct.)

4. Minor Incident

Do you consider the incident to be minor? If so, why?

5. Chemical Dependency or Mental Illness

Do you suspect the nurse's behavior is related to chemical dependency or mental illness?

Dependency _____ Mental Illness _____ Neither _____

6. Report to BNE/BVNE (Optional: It is not required that this section be completed.)

Have you ever reported the incident to the BNE/BVNE? No _____ Yes _____ Date:

7. Person Making Report (Provide the following information about yourself.)

Name: _____
RN _____ LVN _____ Lic. # _____ Other: _____
Phone Number: _____ Position: _____

CLINICAL GUIDELINES

Nursing courses include a variety of clinical activities. Some of these will involve independent application of the theoretical content to the nurse's own practice. Other clinical activities will involve diverse settings in the community.

The purpose of the clinical experience is to provide an opportunity to integrate theory and practice. Students will be placed in a variety of agencies where they will focus on specific activities as indicated by specific clinical assignments. You are reminded that at all times you are in an assigned clinical area you represent the School of Nursing at Texas A&M International University to the agency and to the community.

Attendance during assigned clinical hours is mandatory. The only reason for an absence is an unavoidable emergency. If, for any reason, you must be absent from the clinical, you are required to call the instructor, preferably 24 hours in advance. You may leave a message, but continue to call until you are sure the instructor has received your message. You are also responsible for notifying the clinical agency that you will be absent. Clinical absences will be made up at the discretion of the clinical instructor.

When you are in the student role you must remain in the student role; do not perform clinical skills unless they are part of your student assignment. To help others respect your role boundaries, you will purchase a student name tag. The name tag can be purchased at the campus bookstore. The background is to be maroon and the letters white. The name tag is to read as follows:

First Initial. Last name, (RN if applicable) TAMIU Nursing Student

At all times you are in the student role you are expected to dress in a professional manner. Be sure to check with clinical faculty for appropriate dress guidelines for clinical setting. Avoid perfume or cologne, because they frequently provoke allergic reactions. Hair should be neat, clean, and no more than collar length and carefully styled away from your face. One pair of small, non-dangling earrings and one small ring may be worn; neck chains should be avoided.

Bring only items necessary to the clinical setting (paper, pen, guidelines, etc.). Leave purses and all valuables or bulky items safely at home. Wear clothing that will allow you to carry items such as your keys or driver's license in your pocket.

Confidentiality

Nurses must know a great deal about their patients in order to plan comprehensive care. The student role requires that some of this information be shared with faculty and other students. Students and faculty share the burden of carefully protecting the privacy of all persons concerned. Please do not identify clients by name in any written work and do not discuss any client information outside of the assigned seminar or class times.

STUDENT ORGANIZATIONS

Students of the Canseco School of Nursing founded a chapter of the Texas Nursing Student Association in Spring 1999, with Ms. Carmen Bruni serving as faculty sponsor. In its first few months, members of the organization participated in several community health fairs and health awareness activities.

All registered nurses in the BSN program are urged to be active members of the ANA/TNA. In this way students can participate in the discussion of professional issues in the district meetings and the students' new knowledge can impact health care delivery in the Laredo area.

During the 2000-2001 Academic year, a student honor society was established in time to induct students from the first graduating class of basic nursing students. This honor society is the precursor of a chapter of the international nursing honor society, Sigma Theta Tau.

Students are also encouraged to explore opportunities to participate in university wide student organizations.

STUDENT-FACULTY COMMUNICATION

1. Advisement

Academic advisement for students enrolled in the nursing program at Texas A&M International University is provided by the director and nursing faculty. Each student is assigned an advisor. This faculty member is the student's academic advisor from admission through graduation unless a change is sought by the student or is necessary due to change in faculty. The advisor's name will be included in the letter notifying the candidate that he/she has been admitted to the School of Nursing. An up to date list of advisors and advisees is available in the main office of the Canseco School of Nursing.

The role of the advisor is to assist students in: (1) planning their course of study, (2) selecting courses congruent with the nursing degree plan and career goals, and (3) utilizing existing University facilities, such as financial aid services.

Students should meet with their advisors prior to or during each registration period. The purpose of this meeting is to inform the student of current offerings in the nursing program and review the advisee's progress in the degree plan. Each student is responsible for awareness and successful completion of all the degree requirements. In addition, the student is responsible for:

1. Making initial contact with academic advisor
2. Contacting academic advisor for degree planning
3. Contacting academic advisor for preregistration appointment each term.

General education requirements can be reviewed with advisors for the School of Nursing. Student transcripts will be used on admission to determine which prerequisite courses have been met by previous course work. The director will review course inventories with the registrar one semester before graduation, but students should keep a record of their own progress toward meeting graduation requirements. If students are taking required courses at another institution, they need to be sure to have their transcripts sent to the TAMIU Registrar.

2. Student Records

Students' records are maintained in the School of Nursing office. The Open Record Policy is followed whereby students can review their own records within the respective office, but cannot take the record outside the office. All nursing students are responsible for keeping the Registrar's Office and the School of Nursing office informed of any change in name, address, or phone number. In addition, students must provide evidence to the School of Nursing of current nursing licensure (if appropriate), biannual successful BLS Completion, and selected immunizations. These are recorded in the student's file. Such verification has to be made prior to clinical experiences each year.

3. Student Participation on Faculty Committees

Student representatives attend and participate in General Faculty, Curriculum and Admission/Progression committee meetings.

4. Bulletin Boards

Two bulletin boards are maintained in the Nursing Resources Center for student faculty

communications related to classroom and clinical assignments, projects, deadlines, etc. Please stop by and check the boards for relevant information.

In addition, hallway bulletin boards offer information on programs, activities, employment opportunities and current events of interest to nurses and other health care providers.

FINANCIAL AID OPPORTUNITIES

Refer to the Texas A&M International University's Student Handbook. In addition, students should ask advisors about any special financial aid opportunities, which may be available to nursing students. Students may also find many additional opportunities through the Internet. Try the following sites:

CollegeQuest.com

ScholarAid.com

FastWeb.com

AdventuresinEducation.org

XIX. PROCEDURES AND POLICIES

❖ **ADMISSION TO BASIC NURSING PROGRAM**

❖ **NURSING FIELD OF STUDY**

❖ **ADMISSION TO RN/BSN PROGRAM**

❖ **PROGRESSION**

- CLINICAL NURSING REQUIREMENTS
- GRADING POLICIES
- ATTENDANCE POLICY
- EXAMINATION POLICY AND GUIDELINES
- GRIEVANCE
- ADD/DROP/WITHDRAW/INCOMPLETE

❖ **GRADUATION REQUIREMENTS**

ADMISSION REQUIREMENTS - BASIC NURSING

Nursing students pursue professional courses based on knowledge of physical, biological and social sciences, the humanities, and communication skills. Upon successful completion of requisite courses in these disciplines, students are eligible for admission to the upper-division clinical studies unit of the School of Nursing. All prospective nursing students should seek advisement from faculty of the School of Nursing, in order to plan a program of study that meets the needs of the student as well as the requirements of the degree plan.

Students are accepted into clinical studies in the spring of each year. Transfer students will be accepted into clinical studies in the spring and fall of each year. Admission to clinical studies is competitive and on a space available basis. See "Admission to Clinical Nursing Courses."

APPLICATION PROCESS

Upon completion of prescribed freshman year course work (35 SCH), including prerequisite science courses, students should submit a record of their grades in freshman year courses, two letters of reference, the signed "acknowledgement of license eligibility requirements" form and the School of Nursing Application form. Students meeting all admission requirements will be selected for admission on the basis of scores on a standardized nursing school admission test that evaluates competence in math, reading and critical thinking.

ADMISSION TO CLINICAL COURSES

Students are eligible for admission to clinical nursing courses when the following requirements have been met:

1. Acceptance by Texas A&M International University.
2. Complete application and supporting documentation received by the School of Nursing.
3. Completion of at least 35 semester credit hours of core curriculum and support area courses with a minimum cumulative grade point average of 2.5.
4. Completion of at least three of the four required prerequisite science courses, with a minimum grade of "C" and a grade point average of 2.5.
5. Prerequisite course in the sciences must have been completed within 5 years of the date of admission to the major. The assessment of dated credits and courses requiring updating will be made by the Admission and Progression Committee of the Canseco School of Nursing.
6. Score baseline proficiency on the Nurse Entrance Assessment Test (NEAT) Exam. The test is administered by the School of Nursing in early November to students meeting criteria 1-5 above.

Field of Study Curriculum for Nursing
Texas Higher Education Coordinating Board 2002

The following annotated set of courses, totaling 28 semester credit hours (SCH) of fully transferable and applicable lower-division academic courses, and an additional set of Workforce Education (WECM) nursing courses, make up the Field of Study Curriculum for Nursing:

Academic Courses

Content Area	Number and type of courses	Texas Common Course Numbering System Equivalents
Anatomy & Physiology	2 courses: A&P I with lab and A&P II with lab	BIOL 2401 and BIOL 2402 only*
Microbiology	1 course: Microbiology with lab	BIOL 2420 OR BIOL 2421
Chemistry	1 course: chemistry with lab	Any 4 SCH ACGM course including lab
Nutrition	1 course: Nutrition & Diet Therapy I	HECO 1322 OR BIOL 1322
Psychology	2 courses: General Psychology and Lifespan Growth & Development	PSYC 2301 AND PSYC 2314
Mathematics	1 course: Elementary Statistical Methods	MATH 1342

*Prerequisite courses to BIOL 2401/2402 or the equivalent are not required for the Field of Study Curriculum for Nursing

Nursing Content Courses

NOTE: Lower-division nursing content is offered at community colleges through one of two general types of programs: Blocked or Integrated. Because of the distribution of content, it is extremely difficult to align curricula from one type of program to another. Students who desire to transfer from a program utilizing one type of program into the other type of program should be prepared to make up some content through a “bridge” course or through the repetition of some content within courses. It is recommended that a student make every effort to avoid transferring from one type of program to the other before completing the associate degree in nursing in order not to lose credit.

Lower-division nursing content courses being transferred from a blocked-curriculum program to another blocked-curriculum program should be applied to the degree on a course-for-course substitution basis, in which the course transferred is applied IN LIEU OF the course at the receiving institution, even if the number of semester credit hours awarded upon the completion of the course varies between the sending and receiving institutions. The same procedure should be used when a student transfers from an integrated-curriculum program into another integrated-curriculum program.

For Nursing Content Courses, CHOOSE EITHER Blocked Curriculum OR Integrated Curriculum BUT NOT BOTH:

BLOCKED CURRICULUM

Content Area	WECM Course Rubric & Number	SCH Range (Required Clinical Corequisite)
Fundamentals (including Basic Skills)	RNSG 1413/RNSG 1513 (basic skills incorporated) OR RNSG 1413/1513 PLUS RNSG 1105/1205 OR RNSG 1209/1309 PLUS RNSG 1105/1205 OR Any equivalent theory/lab combination	2 to 6 SCH
Mental Health	RNSG 2113/2213	1 OR 2 SCH
Obstetrics/Pediatrics	RNSG 1412/1512 OR RNSG 1251 PLUS RNSG 2201 OR RNSG 2208/2308 PLUS RNSG 2201	4 OR 5 SCH
Medical/Surgical Nursing	RNSG 1331/1431 or 1231 PLUS 1232 A. <u>PLUS</u> RNSG 1347/1447 or 1247 PLUS 1248 OR RNSG 1341/1441 PLUS RNSG 1343/1443 OR EQUIVALENT with OR without RNSG 1144/ RNSG 1244	2 to 6 SCH

OR

INTEGRATED CURRICULUM

Content Area	WECM Course Rubric & Number	SCH Range (Required Clinical Co-requisite)
Introduction to Professional Nursing for Integrated Programs	RNSG 1423/RNSG 1523 (basic skills incorporated) OR RNSG 1423/1523 PLUS RNSG 1119/1219 OR RNSG 1222 PLUS RNSG 1223 PLUS RNSG 1119/1219	2 to 6 SCH
Integrated Care of the Client with Common Health Care Needs	RNSG 2404/2504 (basic skills incorporated) OR RNSG 2404/2504 PLUS RNSG 11XX/12XX B. <u>OR</u> RNSG 2203 PLUS RNSG 2204 PLUS RNSG 11XX/12XX	2 to 6 SCH

The following notes address special circumstances and are also part of the field of study curriculum:

(1) Wherever possible, courses applied to fulfill field of study curriculum requirements should

also be used to satisfy requirements in the general academic core curriculum. Generally, the math course, the biology or chemistry course(s), and one psychology course should be able to fulfill requirements in both curricula.

(2) Courses selected for inclusion in the field of study curriculum are those that are common to most baccalaureate nursing programs.

(3) Completion of the field of study curriculum shall not prevent a receiving institution from requiring additional courses/content for specific degree programs.

(4) Students should not be required to repeat courses that they have completed successfully.

(5) The academic courses and the unmodified WECM courses that are included in the Field of Study Curriculum for Nursing should transfer immediately upon approval of the field of study curriculum by the Coordinating Board. New WECM courses and courses that need modification should be accepted in transfer as soon as those modifications have been approved by the WECM Maintenance committee and added to the WECM inventory. Implementation of the complete field of study curriculum should not take more than one calendar year following addition of the new and modified courses to the WECM inventory. New or modified WECM courses will be initiated with entering students. Programs may allow sophomore students to continue with the previous curricula to prevent changing courses in the middle of their programs. Full implementation of new and modified WECM courses must be complete within two years after their addition to the WECM inventory.

ADMISSION TO THE RN/BSN PROGRAM

APPLICATION PROCESS

Students should submit Texas A&M International University's Undergraduate Application form, two letters of reference, the physical examination form and the School of Nursing Application form.

ADMISSION REQUIREMENTS-RN/BSN STUDENTS

Registered Nurses seeking admission to the RN/BSN program apply directly to the School of Nursing. Admission to the University does not automatically guarantee admission to the School of Nursing. In addition to completing all requirements for general admission to the University, the student must meet the following criteria:

1. Completion of a School of Nursing Application (in addition to the University application form).
2. Evidence of current licensure without restrictions as a Registered Nurse in Texas. A student who is currently enrolled in a basic nursing program may apply for admission provided the NCLEX-RN examination is taken before enrolling in clinical nursing courses. Licensure must be obtained before completion of first semester coursework for continuance in the nursing program. The School of Nursing Office must be notified at the time the student receives the NCLEX-RN results.
3. A 2.5 (on a 4.0 scale) or better cumulative grade point average (GPA) in all previous subjects taken.
4. A 2.5 (on a 4.0 scale) or better cumulative grade point average (GPA) in all previous nursing coursework.
5. A personal interview with the Nursing Admissions and Progression committee may be required.
6. Evidence of current rubella, varicella, and DT immunizations, PPD or chest x-ray, Hep B vaccine or signed informed refusal, and physical examination certifying good health/no restrictions.
7. Evidence of current professional liability insurance.
8. Requests for exception from GPA or other admission requirements, supported by evidence of extenuating circumstances, will be considered by the School of Nursing Admissions and Progression Committee only after an official School of Nursing Application has been filed. Such consideration for exceptions will be based on individual student's work performance, academic record, and motivation to continue professional advancement.

STUDENT HEALTH REQUIREMENTS FOR CLINICAL NURSING COURSES

In order to be eligible for coursework involving direct patient care experiences, all students must provide evidence of current rubella, varicella and TD immunization, PPD or chest X-Rays, Hepatitis B vaccines or signed informed refusal, and current physical examination certifying good health/no restrictions.

TRANSFER APPLICANTS

Transfer applicants must meet the same academic criteria for admission to Clinical Studies as stipulated above for pre-clinical students. Admission is competitive and contingent on available

space. Applicants must meet all admission requirements of the University for acceptance to the nursing major. Transfer applicants, regularly advised by the School of Nursing while enrolled in prerequisite course work elsewhere, will receive priority for admission.

Any student applying for transfer into the School of Nursing from another baccalaureate nursing program must fulfill all requirements for admission to the major and the University. Generally, only upper-division nursing courses from an NLN accredited baccalaureate program will be considered for transfer into the School of Nursing. Student placement is determined on an individual basis after an evaluation of all previous academic work. Pass/Fail courses will not be accepted. Students may obtain credit by examination (theory and practicum) to validate knowledge when indicated in courses for which they have achieved competency equivalent to School of Nursing Courses.

LICENSURE AS A REGISTERED NURSE

Rule: §213.30 Declaratory Order of Eligibility for Licensure.

- (a) An individual enrolled or planning to enroll in a basic nursing program who has reason to believe that he or she may be ineligible for licensure, may petition the Board for a declaratory order as to his or her eligibility.
- (b) The individual must submit a petition on forms provided by the Board which includes:
 - (1) a statement by the individual indicating the reason(s) and basis of potential ineligibility;
 - (2) if the potential ineligibility is due to criminal conviction, any court documents including, but not limited to, any indictments, judgments, probation records and evidence of completion of probation, if applicable;
 - (3) if the potential ineligibility is due to mental illness, evidence of evaluation, including a prognosis, by a psychologist or psychiatrist, evidence of treatment, including any medication;
 - (4) if the potential ineligibility is due to chemical dependency including alcohol, evidence of evaluation and treatment, after care and support group attendance; and
 - (5) the required fee which is not refundable
- (c) An investigation of the petition and the individual's eligibility shall be conducted.
- (d) The petitioning individual or the Board may amend the petition at any time before a final determination is made.
- (e) If the executive director proposes to find the petitioning individual ineligible for licensure, the petitioner may obtain a hearing before an ALJ by making such a request in writing to the executive director. The hearing shall be conducted in accordance with § 213.22 of this title (relating to Formal Proceedings) and the rules of the SOAH. When in conflict, the SOAH rules governing hearing procedure will prevail. The decision of the Board shall be rendered in accordance with § 213.23 of this title (relating to Decision of the Board).

SECTION 301.452 GROUNDS FOR DISCIPLINARY ACTION.

- (a) In this section, "intemperate use" includes practicing professional nursing or being on duty or on call while under the influence of alcohol or drugs.
- (b) A person is subject to denial of a license or to disciplinary action under this subchapter for:
 - (1) a violation of this chapter or a rule or order issued under this chapter;
 - (2) fraud or deceit in procuring or attempting to procure a license to practice

professional nursing;

- (3) conviction for a felony or for a misdemeanor involving mortal turpitude;
 - (4) conduct that results in the revocation of probation imposed because of conviction for a felony or for a misdemeanor involving moral turpitude;
 - (5) use of a nursing license, diploma, or permit, or the transcript of such a document, that has been fraudulently purchased, issued, counterfeited, or materially altered;
 - (6) impersonating or acting as a proxy for another person in the licensing examination required under Section 301.253 or 301.255;
 - (7) directly or indirectly aiding or abetting an unlicensed person in connection with the unauthorized practice of professional nursing;
 - (8) revocation, suspension or denial of, or any other action relating to, the person's license to practice nursing in another jurisdiction;
 - (9) intemperate use of alcohol or drugs that the board determines endangers or could endanger a patient;
 - (10) unprofessional or dishonorable conduct that, in the board's opinion, is likely to deceive, defraud, or injure a patient or the public;
 - (11) adjudication of mental incompetency;
 - (12) lack of fitness to practice because of a mental or physical health condition that could result in injury to a patient or the public; or
 - (13) failure to care adequately for a patient or to conform to the minimum standards of acceptable professional nursing practice in a manner that, in the board's opinion, exposes a patient or other person unnecessarily to risk of harm.
- (c) The board may refuse to admit a person to a licensing examination for a ground described under Subsection (b).

(formerly V.A.C.S. Art. 4525, Subsecs. (a) (part), as amended Acts 73rd Leg., R.S., Ch. 436 (a) (part), as amended Acts 73rd Leg., R.S., Ch. 840, (b), as amended Acts 73rd Leg., R.S., Ch.840)

(Source: Board of Nurse Examiners for The State of Texas Nursing Practice Act, Revised September 1999).

The board is entitled to obtain criminal conviction record information maintained by the Department of Public Safety or the Federal Bureau of Investigation identification division to investigate a person who applies for a license or requests a determination of eligibility for a license or who is subject to investigation by the board in connection with a complaint or a formal charge filed against the person. The Department of Public Safety may not provide the board with the criminal conviction record information of a person unless the information relates to:

- (1) a felony;
- (2) a misdemeanor that involves moral turpitude;
- (3) an offense involving the abuse of drugs, including alcohol; or
- (4) conduct resulting in revocation of probation imposed under a conviction for conduct or an offense listed in Subdivision (1), (2), or (3) of this subsection.

(Source: Board of Nurse Examiners for The State of Texas Nurse Practice Act, 4/93)

STUDENT SELECTION

If at any time the number of qualified applicants should exceed the faculty and facilities available, the final selection of students will be based upon the dates the applications were received and upon the dates the requirements for admission were met. Any students who meet admission requirements but are unable to enroll in a given year will be given priority for enrollment the following year.

CORE PERFORMANCE STANDARDS*

The Texas A&M International School of Nursing has adopted the following Core Performance Standards for Admission and Progression in compliance with the 1990 Americans with Disabilities Act (ADA).

Issue	Standard	Some Examples of Necessary Activities (not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in clinical situations, developing nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patients' rooms, work spaces, and treatment areas; administer cardiopulmonary procedures
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; position patients/clients
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hear monitor alarm, emergency signals, auscultatory sounds, cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examinations and/or those related to therapeutic intervention, e.g., insertion of catheter

*Developed by the Southern Council on Collegiate Education for Nursing (SCCEN), March 1993.

XX. PROGRESSION

GENERAL REQUIREMENTS FOR CLINICAL NURSING COURSES

In order to be eligible for course work involving direct patient care experiences, all students must submit the following documents upon registration:

A report of a current complete physical examination, a negative tuberculin skin test or chest x-ray, and documentation of appropriate immunizations. (Td, MMR, Hep.B, Varicella)

XXI. GRADING POLICIES

The Canseco School of Nursing has adopted a grading scale in line with other Texas Schools of Nursing.

A – 93 - 100

B – 84 - 92

C – 75 - 83

Nursing students must achieve a grade of C or better and pass both clinical and theory components of a course in order to pass that course. In prenursing courses (NURS 1301 and 1302 only) students may receive a grade of C or D under specific circumstances.

ATTENDANCE POLICY

The Canseco School of Nursing adheres to the Texas A&M International University classroom attendance policy as stated in the current catalog.

Clinical Attendance:

1. It is the student's responsibility to contact the clinical agency if she/he will be tardy.
2. Arriving 15 minutes after the stated beginning time of a clinical rotation constitutes tardiness.
3. Three documented tardies during a clinical rotation constitutes one clinical absence.
4. Two documented clinical absences may be allowed per 15-week semester.
5. One documented clinical absence may be allowed per 7-week semester. (special session)
6. A written warning will be given after the first absence & a follow up documentation will be completed on the student following the 2nd absence.
7. Absences in excess of those allowed per semester will be referred to the faculty committee.
8. Decisions on make-up clinical for absences will be arranged by the faculty at a rate of 2:1.

COURSE POLICIES

Each course syllabus includes a statement of course policies. These policies may be more but not less stringent than overall school or university policies.

EXAMINATION POLICY AND GUIDELINES

The following examination policy and guidelines are in addition to the policies in the current catalog.

Examinations and/or Quizzes:

1. All personal belongings are to be placed under the desk or in a designated area.
2. A #2 lead pencil and Scantron (if appropriate) will be required. Scratch paper will be provided.
3. Faculty will determine what additional aids may be used during the examination and/or quiz.
4. Exams and/or Quizzes will be proctored.
5. Students who need to leave the examination area will be required to leave the exam/quiz, scantron, etc. with the proctor.
6. At the conclusion of the examination period, the examination booklet, scantron, etc. will be collected by the proctor.
7. Students found obtaining information from sources other than what has been allowed by the proctor will be given a ZERO for that Exam/Quiz.
8. Review of exams and/or quizzes will be announced and written in the syllabus.
9. Exam and/or Quiz item answers may be challenged in writing delineating rationale for challenge following the review of the Exam and/or quiz.
10. Exam and/or Quiz challenges will be accepted on the day of exam or at exam review.
11. An Exam and/or Quiz challenge item determined to be accurate will be adjusted for that exam and/or quiz.
12. Exams and/or Quiz grades may be posted by permission of student and at the discretion of the instructor.
13. Make-up exam/quizzes are not routinely given, and are at the discretion of the instructor.
14. No Exam grade will be dropped in determining the final grade.
15. Pop quizzes may be given at the discretion of the course instructor(s).
16. A zero (0) will be awarded to any student who is absent at the time a Quiz is administered.
17. Standardized Achievement Tests will be administered at various times during the student's enrollment in the Baccalaureate nursing program. The results are used to identify strengths and weaknesses and assist in prescribing remedial activities. They may also be included in the final course grade.

GRIEVANCE

It is expected that faculty and students will fulfill their obligations to the instructional process. If, however, a complaint does arise, the parties should meet in an effort to resolve the matter. Students are encouraged to discuss problems using the following chain of communication for resolution, before resorting to the official appeals process.

- (1) Clinical instructor (where appropriate)
- (2) Course Manager
- (3) Advisor
- (4) Director of the School of Nursing

If the problem cannot be resolved by this procedure, the Director should be contacted. If this contact fails to satisfy the complaint, the University's published grievance procedures should be followed. (see also, TAMIU's Student Handbook)

ADD, DROP, WITHDRAW, and INCOMPLETE

The School of Nursing follows the general policies of Texas A&M International University as outlined in the catalog with respect to add, drop, withdraw and incomplete.

In addition the following policies apply to Nursing Courses:

1. The faculty of the School of Nursing supports the idea that the use of an "I" or "W" to hide unsuccessful performance is inappropriate.
2. After the 10th week or 2/3 of class both the course faculty and the Director must approve the withdrawal. Adds or drops must be signed by School of Nursing faculty.
3. All students must maintain a satisfactory (2.00) grade point average:
 - a. Cumulative (includes General Education/Liberal Arts and Nursing).
 - b. Professional (includes only nursing courses). It should be noted that admission to a master's program usually requires a 3.0 GPA in the major at the baccalaureate level.
4. Students must achieve a grade point average. of 2.00 or better in each nursing course. A student may not continue in subsequent courses for which the failed course is prerequisite until a minimum of has been achieved.
5. A student receiving an "F" grade in either the theory or the clinical portion of any nursing course will fail the course.
6. Students may repeat a nursing course, as space is available, only once to raise the grade to "C" or above.

(continued on next page)

7. Under certain circumstances, students may receive an “I” (incomplete) in a course, in keeping with TAMIU policy. The student and course faculty will contract for completion of course requirements.
8. Students who are unable to maintain active continuous enrollment at TAMIU School of Nursing must apply for a Leave of Absence from the School in order to remain in good standing. Such students will be permitted to reenter the School of Nursing on a space available basis and will be given priority for available space.

XXII. ACADEMIC PROBATION

Probationary status is a warning to a student to improve his/her academic performance in order to remain in the program.

1. A student is placed on probation if she/he does not maintain a minimum cumulative grade point average of 2.00. The final grade report will carry official notice of academic probation.
2. A student is placed on probation if she/he does not maintain a minimum grade point average of 2.00 in nursing courses. The School of Nursing notifies the student of professional probation.
3. A GPA must be returned to minimum of 2.00 to remove probationary status. Students will have 30 semester credit hours in which to remove probationary status.
4. Restriction: Students on probation are not eligible to represent the School of Nursing in any student activity/committees.
5. Students who fail to attain a 2.00 cumulative grade point average for two full-time consecutive semesters will be suspended from the School of Nursing.
6. Students suspended from clinical studies because of a low grade point average may return after a semester on a space-available basis and take prescribed courses to raise their grade point average. Students unable to raise their grade point average to 2.00 within one semester after returning from suspension will be dismissed from the School of Nursing.
7. Students may also be dismissed from clinical studies for any of the following reasons:
 - a. Academic misconduct such as any act of dishonesty involving academic work.
 - b. Unsafe clinical practice.
 - c. Falsification of credentials.
 - d. Conduct unbecoming to a student as described in the University Student Conduct Code.
8. Academic suspensions and dismissals are nonreversible. However, a student may appeal the course grade which resulted in suspension or dismissal within one semester of the award of the grade. (See grievance procedure)

RE-ADMISSION TO THE SCHOOL OF NURSING

Students not enrolled in Clinical Nursing Courses for two consecutive semesters or formally dismissed may not apply for readmission for a period of at least one academic year. Applicants for readmission to the School of Nursing must be eligible for readmission to the University. Decisions will be made by the School of Nursing Admissions Committee. The deadlines for regular admission apply to students seeking readmission but the process differs. Readmission application materials are available from the Office of the Director, School of Nursing.

XXIII. GRADUATION REQUIREMENTS

The School of Nursing adheres to all general requirements and procedures of the University for graduation. For deadlines and requirements, see TAMIU catalog. All TAMIU students are required to demonstrate English language proficiency by passing the “Rising Junior Exam” or ENGL 3301. In their final year, students need to verify with their advisors that all requirements for graduation and/or honors have been met. In addition, students are eligible to apply for graduation when the following conditions are met:

1. Completion of required semester credit hours
2. A cumulative GPA of 2.00
3. Completion of all clinical studies course work

ELIGIBILITY FOR GRADUATION IN BASIC NURSING

Policy:

Satisfactory performance on diagnostic examinations designated by the School of Nursing to validate potential performance on the National Council Licensure Examination is required for basic students to be eligible for graduation.

Procedure:

1. All students in the final semester of the clinical nursing program will enroll in NURS 4190: Senior Lab Seminar.
2. At the beginning of the final semester, students will be administered a diagnostic examination by the School of Nursing.
3. Upon receipt of the resulting diagnostic profile, each student will be counseled by the faculty advisor to identify areas of strengths and weaknesses. The student and faculty will develop a contract for an individualized plan to assist in meeting the student’s needs.
4. A comprehensive examination will be administered at midsemester during the final semester. To be eligible to write the comprehensive examination, the student must provide evidence that the terms of the contract have been met.
5. Students who fail to demonstrate satisfactory performance on the comprehensive examination will not be eligible for graduation.
6. A student who does not achieve satisfactory performance on the comprehensive examination will be required to re-enroll in NURS 4190: Senior Seminar and retake the exit examination at the end of the course. If satisfactory performance is not achieved on the second attempt, the student will not be eligible for a degree.

Appendix A Faculty/Staff Roster

A.

B. Faculty

Susan Scoville Baker, Ph.D., RN, CS
Director/Professor
Carleton College, Boston University,
University of Texas Medical Branch

Natalie Burkhalter, MS, RN, CS, FNP, CCRN
Associate Professor
Corpus Christi State University, Incarnate Word College,
Midwestern State University

Carmen Bruni, MSN, RN, CS, CNA
Assistant Professor
Texas Women's University
University of the Incarnate Word

Martha Dole, MSN, RN
Texas Woman's University
Texas A&M University—Corpus Christi

Linda Flores, MSN, RN
Adjunct Faculty
Texas A&M University—Corpus-Christi, Texas

Vivian Garcia, MSN, RN, FNP
Assistant Professor
Texas A&M Corpus Christi

Belva Gonzalez, MSN, RN, FNP
Assistant Professor
Texas A&M Corpus Christi

Loretta T. Gottschalk, DrPH, RN, FAAN
Visiting Professor
Case Western Reserve University, University of Missouri,
University of Texas Health Science Center School
of Public Health (Houston)

Jamy Josey MSN, RN, FNP
Texas A & M International University
Texas A & M University - Corpus Christi

Joyce Laurie MSN, RN, CS
Adjunct Faculty
Daeman College. State University of New York (SUNY) at Buffalo,
New Mexico School of Enterostomal Nursing

Juan Lopez, MSN, RN, FNP
Adjunct Faculty
Texas A & M University - Corpus Christi

Marta Martinez, MSN, RN, CS
Adjunct Faculty
Corpus Christi State University
University of Texas Health Science Center at San Antonio

Maria De Jesus Mena, MSN, RN
Assistant Professor
Corpus Christi State University
Texas A&M University—Corpus Christi

Patricia Niles, MSN, RN, FNP
Adjunct Faculty
Texas A & M University - Corpus Christi

Horacio Palacios, MSN, RN
Assistant Professor
Texas A&M University—Corpus Christi
Texas Woman's University

Irma Reyna, MSN, RN, FNP
Adjunct Faculty
Texas A&M University—Corpus Christi

Doris J. Rosenow, Ph.D., CCRN, CNS
Associate Professor of Nursing
UT Austin,
University of Texas Health Sciences Center San Antonio,
University Incarnate Word
BA Psychology at University Incarnate Word

Rosa Saldivar, MSN, RN, FNP
Assistant Professor
University of Texas Medical Branch,
Texas A&M University-Corpus Christi

University Health Science Center San Antonio

Marivic Torregosa, MSN, RN, FNP

Assistant Professor

University of Bohol, Philippines

Texas A&M Corpus Christ

Staff:**Teaching Assistant:**

Ana A Almaguer, BSN, RN
Rita Haber, BSN, RN
San Juanita Hernandez, BSN, RN

Program Coordinator:

Tina E. Lopez

Student Assistants:

Leticia Briseno
Raul Carrillo
Erik Castillo
Liliana Lopez
Roberto Villegas

Tutor(s):

Rita Haber, RN, BSN
Ana A Almaguer, BSN, RN