



**WEBER STATE**  
**UNIVERSITY**

Dumke College  
of Health Professions

**ANNIE TAYLOR DEE**  
— SCHOOL OF —  
**NURSING**

**Annie Taylor Dee School of Nursing (SON)**  
**Student Handbook**

**Academic Year 2023-2024**

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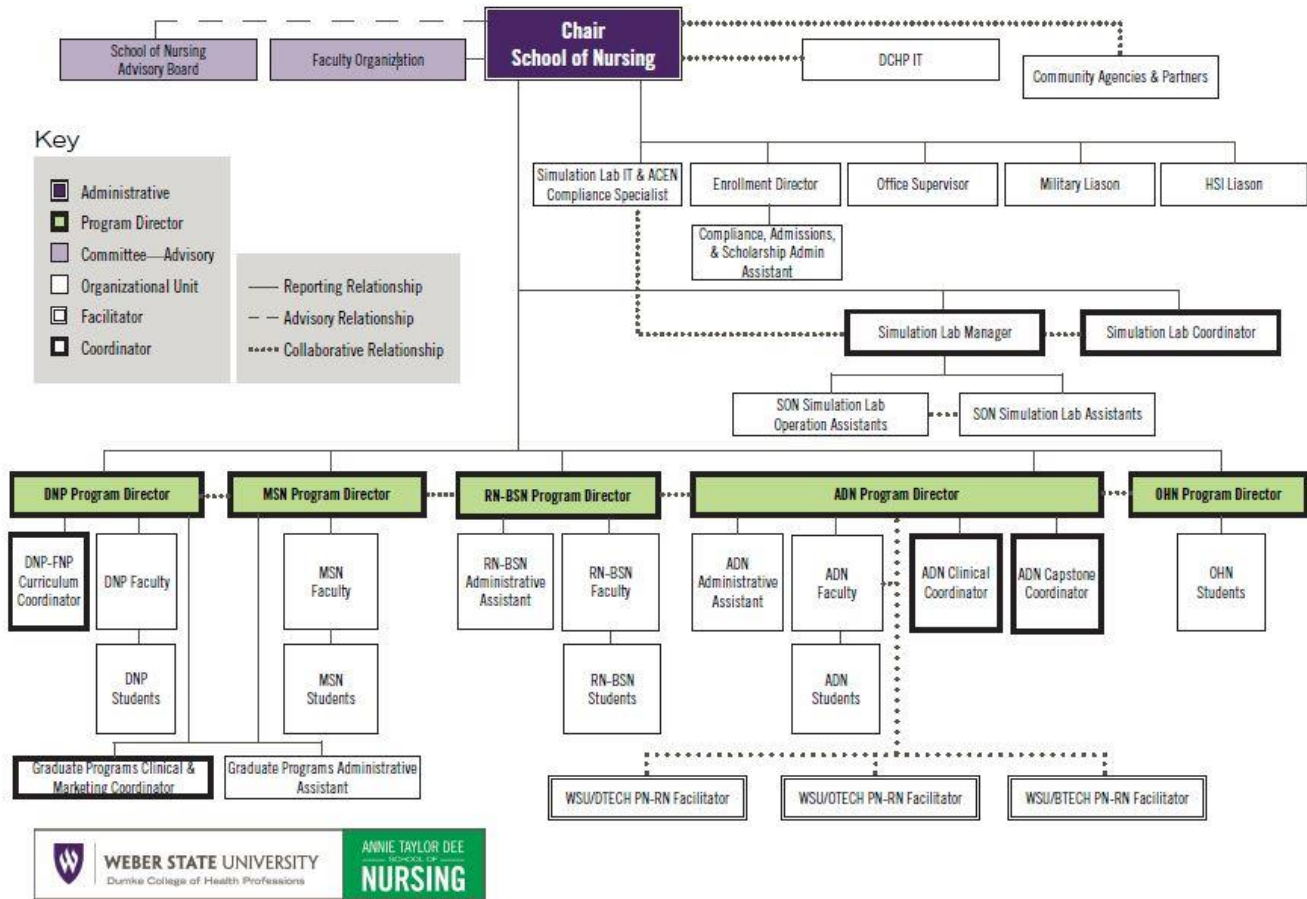
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## Part A: Structure & Organization

### Section I: Annie Taylor Dee SON Organizational Chart

Section I: School of Nursing Organization Chart



### Section II: Annie Taylor Dee SON Overview

#### A. Annie Taylor Dee SON Vision, Mission, and Core Values

##### Vision Statement

The Annie Taylor Dee School of Nursing will be recognized for preparing students as nurse leaders and life-long learners who are passionately engaged in caring for diverse populations and transforming health in local and global communities.

##### Mission Statement

The mission of the Annie Taylor Dee School of Nursing is to prepare exceptional nursing professionals with the ability to care and advocate for the evolving needs of diverse individuals, families, and society. We collaborate with our partners to provide an education that values equity, diversity, inclusivity, and community-centered health promotion.

**Core Values**

- Equity, Diversity, Inclusion
- Student-Centered
- Integrity
- Evidence-based Practice
- Community Engagement
- Professionalism

**B. How Annie Taylor Dee SON Supports WSU Core Values**

Details on Weber State University's vision, mission, and core values can be found at <https://www.weber.edu/>.

**Respect**

- Promote a collegial environment that nurtures growth and development
- Promote and retain outstanding faculty and staff with varying backgrounds and expertise
- Include faculty, staff, and student input in decision making

**Integrity**

- Hold faculty, staff, and students to high ethical standards
- Communicate clear expectations for professional behaviors
- Update curriculum regularly to foster knowledge and promote clinical reasoning in the academic and patient-care environment

**Student-Centered**

- Recruit and nurture exemplary students
- Provide programs at all levels to prepare students for leadership and professional practice roles
- Offer a state-of-the-art simulation center to enhance the advanced application of outcomes
- Offer flexible delivery methods of instruction across programs
- Exemplifies a successful higher education model of stackable credentials

**Collaboration**

- Provide multidisciplinary learning environments that foster critical thinking and prepare students to determine and meet the needs of a diverse patient population
- Foster educational partnerships which provide unique learning opportunities for nursing students
- Collaborate with technical colleges to enable educational opportunities for the advancement of nursing education
- Respond to current community nursing workforce demands

**Inclusion**

- Create a culture of equity, diversity, and inclusion
- Provide clinical and service opportunities that broaden individual perspectives
- Integrate equity, diversity, and inclusion concepts in all levels of curricula

**Accountability**

- Seek input and partnerships through a Community Advisory Board
- Design curricula and delivery methods to meet the needs of our changing healthcare system and growing student population
- Conduct ongoing evaluation of learning activities that promote and expand student success

### C. Annie Taylor Dee SON Stackable Credentials

Meeting the complex healthcare needs of society requires varying patterns and levels of nursing education and practice. The WSU Annie Taylor Dee SON approach to nursing education offers separate but coordinated programs of study. The stackable credentials model provides nursing students with opportunities to engage in lifelong learning and expand their professional, cultural, personal, and social roles.

Program-specific curricula and outcomes are designed to prepare the graduate to fulfill the roles and responsibilities established by national standards and guidelines. Some examples include:

- Accreditation Commission for Education in Nursing (ACEN)
- American Association of Colleges of Nursing (AACN)
- American Nurses Credentialing Center (ANCC)
- American Nurses Association (ANA)
- American Organization of Nurse Executives (AONE)
- National League for Nursing (NLN)
- Quality and Safety Education for Nurses (QSEN)
- National Organization of Nurse Practitioner Faculty (NONPF)
- American Association of Nurse Practitioners (AANP)
- National Patient Safety Goals (NPSG)

## Section III: Outcomes and Graduate Competencies

### A. Annie Taylor Dee SON Program Outcomes

The WSU Annie Taylor Dee SON Program Outcomes are developed to ensure the Expected Levels of Achievement (ELA) set by the administration and faculty are met. Documentation of outcome attainment shows the effectiveness of the educational program and serves to guide the maintenance and revision of the WSU Annie Taylor Dee SON curriculum. Further details on ATDSON outcomes can be found at [weber.edu/nursing](http://weber.edu/nursing).

### B. Annie Taylor Dee SON End of Program Student Learning Outcomes (EPSLOs)

The WSU Annie Taylor Dee SON Program Outcomes have been developed to reflect professional standards and measure student competencies and learning. The WSU Annie Taylor Dee SON has adopted the following outcomes for its undergraduate and graduate programs. These outcomes were adopted from the Quality and Safety Education for Nurses Initiative (QSEN).

- **Patient-centered Care:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- **Teamwork and Collaboration:** Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.
- **Evidence-based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- **Quality Improvement:** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems, including participating in healthcare policy.
- **Patient Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Informatics:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

### C. Annie Taylor Dee Differentiated End-of-Program Student Learning Outcomes

SON EPSLOs	Associate Degree Nursing (ADN)	Bachelor of Science Nursing (BSN)	Master of Science Nursing (MSN)	Doctor of Nursing Practice (DNP)
<b>Patient-Centered Care</b>				
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.	Use nursing knowledge to include the patient in all care processes and decisions. Design and implement care which is adapted and centered on the unique wholeness of the individual patient and their family.	Integrate nursing expertise to include the patient in all care processes and decisions. Collaborate with patients, families, and communities to design unique and dynamic patient-centered care environments.	Create and direct collaborative patient-centered care environments that promote the development of nursing expertise.	Develop and implement care delivery models and/or strategies of health promotion and risk reduction, illness prevention for individuals, families, and diverse populations across health care settings.
<b>Teamwork &amp; Collaboration</b>				
Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.	Promote collaborative clinical decision-making with nursing and interdisciplinary colleagues through the implementation of effective communication and teambuilding skills.	Evaluate the ability to use effective communication and collaboration skills when working with patients, families, and colleagues. Adapt communication, leadership, and teambuilding skills to promote quality, competent and successful decision-making by nursing and collaborative interdisciplinary teams.	Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high-quality, safe patient care.	Collaborate with interprofessional teams associated with complex practice and organizational issues by mentoring and leading in order to provide high-quality and safe health outcomes.
<b>Evidence-Based Practice (EBP)</b>				

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Make judgments in practice substantiated with evidence that integrates nursing science and knowledge to provide competent care to individuals and families.	Make judgments in practice substantiated with evidence that synthesizes nursing science and knowledge and integrates with the provision of competent care to individuals, families, and communities.	Evaluate available evidence, expert opinion, and patient preferences to determine best practices. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.	Practice at the highest quality/level of nursing, supported by/ based on/ integrating the most current scientific evidence, organizational and systems thinking, leadership principles, health policy, informatics, equity in health care, and ethics.
<b>Quality Improvement</b>				
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.	Monitor patient care outcomes to measure the effectiveness of patient care processes. Suggest and implement changes to improve the quality and safety of patient care.	Monitor outcomes to apply evidence-based interventions to improve the quality of health care systems.	Develop policies and processes based on the identification of best practices that improve the quality and safety of nursing care provided by health care systems.	Transform practice to impact the quality of health care and outcomes.
<b>Patient Safety</b>				
Minimize risk of harm to patients and providers through both system effectiveness and individual performance.	Incorporate patient safety goals into the plan of care for all patients.	Generate patient safety plans based on patient safety goals.	Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.	Influence health care policy relating to finance, access, safety, and quality, as it applies to practice regulation and consumer advocacy.
<b>Informatics</b>				
Use information and technology to communicate, manage knowledge, mitigate error, and support decision making	Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making when	Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making in a variety of patient care	Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce	Use information systems and technology resources to evaluate and implement quality improvement initiatives.



	providing direct patient care.	and community settings.	errors, and support clinical decision-making.	
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Reference: QSEN Institute. (2014). *Quality and safety competencies for nursing*. Retrieved from <http://qsen.org>

#### **D. Concept-Based Curriculum**

Annie Taylor Dee SON uses a concept-based curriculum. Concepts used in each course are listed in the course syllabus. A complete list of concepts and approved definitions for the individual, nursing, and healthcare domains is available upon request.

## **Part B: General Policies and Procedures**

### **Section I: Annie Taylor Dee SON Requirements**

#### **A. General Requirements for all Annie Taylor Dee SON Students**

- Students are expected to adhere to all policies in the WSU Annie Taylor Dee SON Student Handbook and WSU Student Code found in the University Policies and Procedures Manual (PPM).
- Any university community member must abide by the WSU Discrimination, Harassment, and Sexual Misconduct Policy (WSU PPM 3-32).
- A student unable to meet the program's essential requirements due to physical or functional limitations may request an academic adjustment through Disability Services (WSU PPM 3-34).  
*NOTE: Latex products are used in our laboratory, simulation, and clinical environments. We are not able to ensure a latex-free environment.*
- Students must pay the required tuition and fees by the dates outlined in the WSU Catalog.  
*NOTE: Failure to meet these established deadlines may result in the student losing their place in a specific nursing course/program.*
- Students MAY NOT register for courses scheduled on a different campus from the one they were formally accepted. Students with extenuating circumstances may request a campus change. Permission must be granted by the program director and depends on space availability in lab, sim, clinical, etc.
- Students are covered by WSU liability/malpractice insurance once registered in a course. *NOTE: Students may not attend/participate in any nursing courses before being admitted to WSU and registering for their nursing courses.*
- Upon entering the nursing program, each student is assigned a WSU Annie Taylor Dee SON academic advisor. See the individual program student handbook for the advisement process.
- WSU Annie Taylor Dee SON dates and deadlines override university, continuing education, online, or other published deadlines. *NOTE: Prerequisites and support courses must be completed, and grades posted one (1) week before the start of the semester.*
- WSU and the Annie Taylor Dee SON expect that students study two to four hours per week for each credit hour of enrolled courses.

#### **B. Essential Requirements for Student Success**

The WSU Annie Taylor Dee SON Essential Requirements act as a guide for students and faculty to understand and communicate the functions required for the nursing student. Students are required to meet all of these essential requirements. These requirements include functions necessary for starting,

continuing, and graduating from WSU Annie Taylor Dee SON programs. **Facilities retain the right to determine essential requirements of students for clinical rotations** (i.e., denial of student placement in the clinical facility). These requirements apply to all courses, including Study Abroad electives.

During the course of the specific program, if the student is unable to perform any of these functions for any reason, they will need to contact their instructor and be required to meet with the program director, which may delay program progression (See Handbook Part B, Section IV C).

After reading and reviewing the essential requirements, the student must sign the Essential Requirements Form and return it to the WSU Annie Taylor Dee SON before starting the program of study. The form is a permanent part of the WSU Annie Taylor Dee SON student file. If a student is uncertain of their ability to comply with all of these essential functions, please consult with the Annie Taylor Dee SON Admissions and Advancements Committee.

### **Essential Requirements of *Intellect***

- **Comparing:** Judging observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.
- **Copying:** Transcribing, entering, or posting data.
- **Computing:** Performing arithmetic operations and reporting on and/or carrying out a prescribed action.
- **Compiling:** Gathering, collating, or classifying information about data, people, or things, including reporting and/or carrying out a prescribed action relevant to the evaluation.
- **Analyzing:** Examining and evaluating data and presentation of alternative actions in relation to the evaluation.
- **Coordinating:** Determining time, place, and sequence of operations or action to be taken on the basis or analysis of data. May include prioritizing multiple responsibilities and/or accomplishing the responsibilities simultaneously.
- **Judgment:** Recognizing potentially hazardous materials, equipment, and situations; and proceeding safely in order to minimize the risk of injury to patients, self, and nearby individuals.
- **Synthesizing:** Combining or integrating data to discover facts and/or develop knowledge, creative concepts, and/or interpretations.
- **Negotiating:** Exchanging ideas, information, and opinions with others to formulate policies and programs; and/or jointly arrive at decided conclusions and/or solutions.
- **Adaptability:** Ability to be flexible, creative, and adapt to professional and technical changes; the use of time and systematizing actions in order to complete professional and technical tasks within realistic constraints; and providing professional and technical services while experiencing the stresses of task-related uncertainty (e.g., receiving ambiguous directions, being assigned to an ambivalent preceptor), emergent demands (e.g., receiving “stat” test orders), and a distracting environment (e.g., experiencing high noise levels, crowding, complex visual stimuli).

### **Essential Requirements of *Observations***

- **Near Acuity:** Clarity of vision at 20 inches or less with or without correction.
- **Far Acuity:** Clarity of vision at 20 feet or more with or without correction.
- **Depth Perception:** Ability to see depth and breadth: Three-dimensional vision.
- **Color Vision:** Ability to identify and distinguish colors.

- **Field of Vision:** Ability to see an area from right to left or up and down while fixed on a singular point.
- **Fine motor skills:** Picking, pinching, or otherwise working primarily with the fingers rather than with the entire hand or arm (e.g., as in “handling”).
- **Feeling:** Perceiving attributes of objects (such as size, shape, temperature, or texture) by touching an object with the body’s skin, particularly using the skin of fingertips.
- **Hearing:** Perceiving the nature of sounds, particularly when making fine discriminations in sounds (e.g., such as when making fine adjustments on running engines).

### Essential Requirements of *Communication*

- **Talking:** Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which nursing students must impart oral information to patients or to the public; and in those activities in which students convey detailed or important spoken instructions accurately, loudly, or quickly to other workers.
- **Hearing:** Perceiving the nature of sounds, particularly in activities that require the ability to receive detailed information through oral communications and making fine discriminations in sounds.
- **Communicating:** Talking with and/or listening to and/or signaling people to convey or exchange information, including giving/receiving assignments and/or directions.
- **Instructing:** Teaching subject matter to others or training others through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical nursing-specific knowledge.
- **Interpersonal:** Relating to skills/behaviors used when dealing with individuals who have a range of moods and behaviors; and relating in a tactful, congenial, and personal manner so as not to alienate or antagonize those individuals.
- **Confidentiality:** Promoting, advocating for, and striving “to protect the health, safety, and rights of the patient” (ANA Code of Ethics, Provision 3, 2015) as a nursing student, including keeping information gathered in practice or clinical-learning environments (e.g., individual patient information, information from clinical facilities, fellow student information) as undisclosed in the nursing student’s personal and professional writings, social media, and general communications with others.

### Essential Requirements of *Movement*

- **Standing**
- **Walking**
- **Sitting**
- **Climbing:** Body agility is emphasized. May be required to ascend or descend something such as a fire escape using feet and legs and/or hands and arms.
- **Balancing:** Maintaining body equilibrium to prevent falling when performing feats of agility, such as assisting with the transfer of patients.
- **Squatting:** Bending body downward and forward, requiring the full use of the lower extremities and back muscles.
- **Kneeling:** Bending legs at the knees and coming to rest on the knee or knees.
- **Crouching:** Bending downward and forward by bending legs and spine.
- **Crawling:** Moving about on hands and knees or hands and feet.
- **Reaching:** Extending hand(s) and arm(s) in any direction.

- **Handling:** Seizing, holding, grasping, turning, or otherwise working with the hand or hands.
- **Physical Restraint:** Seizing, holding, restraining, and/or otherwise subduing violent, assaultive, or physically threatening persons to defend themselves or prevent injury.
- Able to lift/ transfer/ move-up to 50 pounds independently.
- Able to lift and move 51 to 100 pounds with the assistance of another person or by using mechanical lifting and moving devices.
- **Mechanical Ability:** Able to safely and accurately operate mechanical or powered medical equipment and move and transfer equipment.

### Essential Requirements Related to the *Learning Environment*

- **Exposure to Extreme Weather:** Students are expected to travel to the assigned clinical site, which may involve exposure to hot, cold, wet, humid, or windy conditions caused by the weather.
- **Extreme Heat and/or Cold Non-Weather-related:** In the clinical setting, the temperature of the care environment may be adjusted for patient treatment, and students would be expected to follow facility policy for appropriate dress and behavior if assigned to these areas.
- **Wet and/or Humid:** Contact with water or other liquids or exposure to non-weather-related humid conditions.
- **Atmospheric Conditions:** Exposure to conditions such as noxious odors (e.g., patient-care products, body odors, some dust, powders, mists).
- **Hazards:** Students may be exposed to situations with a definite risk of bodily injuries, such as proximity to moving mechanical parts, electrical current, radiation, and chemicals.
- **Confined/Restricted Working Environment:** Clinical work is often performed in small patient-care areas. Some patient-care units or nursing facilities are closed or locked, providing safety and security for patients or fellow workers.
- **Noise:** Able to function safely and professionally in a noisy and distracting environment.

### C. Program Technology Requirements

Technology requirements are essential for student success. **Students must regularly check WSU email and Annie Taylor Dee SON bulletin boards throughout the program for important updates and information.** Students must have the following:

- A computer is required for all programs, and we recommend a Windows or iOS operating system. A laptop, tablet, or other devices may be recommended for specific courses.
- It is required to have a minimum Internet speed of 512kbps, but a high-speed internet connection is recommended.
- Webcam & Microphone (for video conferencing and presentations)
- **The Google Chrome browser** is the optimal internet browser for WSU multimedia.
- Office 365 - MS Word, MS Excel, MS PowerPoint, etc. ([available for students for free through WSU](#))
- Adobe Acrobat Reader ([available for students for free through WSU](#))

Please see the [WSU Student Device Compatibility Recommendations page](#):

### D. Student Documentation

WSU Annie Taylor Dee SON utilizes secure document management systems to provide students with an organized process for the maintenance and compliance of student documentation. Students may also be required to utilize additional document management systems per facility requirements. Students are responsible for any associated costs. Students will be prompted to upload specific documents required by the WSU Annie Taylor Dee SON. Depending on program requirements, the package may include:

- Immunizations
- Criminal Background Check
  - Nationwide Healthcare Fraud and Abuse
  - Nationwide Patriot Act
  - Nationwide Record Indicator with Sex Offender Investigation
  - Social Security Alert
  - Residency History
- Drug Testing
- Document Manager (examples below)
  - OSHA
  - American Heart Association or American Red Cross BLS for Healthcare Providers
  - License/Certifications
  - Physical Exam
  - Program-specific signed documents

The WSU Annie Taylor Dee SON follows the current Centers for Disease Control and Prevention (CDC) guidelines for immunizations for health care providers. Students completing clinical, capstone, residency, or practicum hours are required to comply with CDC requirements for healthcare personnel. The hepatitis B vaccine and titer requirements (along with all other vaccination and titer requirements) reflect current CDC guidelines and will not be altered regardless of employer or practitioner recommendations. All immunization documentation must be uploaded to the document management system.

**E. Mandatory Clinical Immunization Requirements** (these requirements apply to any student completing clinical, capstone, residency, or practicum hours). These requirements may change during the program per clinical partner policies.

Immunization	Documentation / Steps
<p><b>HEPATITIS B</b> Students must comply with one (1) of the following Hepatitis B requirements:</p>	<p><b>1. Documentation of a CDC-approved HepB immunization series, followed by a positive titer.</b> The following are CDC-approved HepB series Option A: Engerix-B or Recombivax HB (3 doses)</p> <ul style="list-style-type: none"> <li>• HepB#1 – series start date</li> <li>• HepB#2 – one month later</li> <li>• HepB#3 – five months later</li> <li>• Titer – one to two months after 3<sup>rd</sup> dose</li> </ul> <p>Option B: Heplisav-B (2 doses)</p> <ul style="list-style-type: none"> <li>• HepB#1 – series start date</li> <li>• HepB#2 – one month later</li> <li>• Titer – one to two months after 2<sup>nd</sup> dose</li> </ul>

	<p><b><i>PLEASE NOTE: Documentation of a positive titer without documentation of immunization series will require a full repeated immunization series followed by another positive titer (see #3)</i></b></p> <p><b>2. Documentation of a CDC-approved HepB series and a negative titer (must be uploaded together)</b></p> <ul style="list-style-type: none"> <li>• HepB booster – immediate</li> <li>• Repeat titer six weeks after booster</li> <li>• If the titer is again negative, complete the rest of the HepB series:             <ul style="list-style-type: none"> <li>○ HepB#2 – immediate</li> <li>○ HepB#3 – five months after HepB#2</li> <li>○ Repeat titer six weeks after HepB#3</li> </ul> </li> </ul> <p><b>3. No vaccination record, begin series:</b></p> <ul style="list-style-type: none"> <li>• HepB#1 – immediate</li> <li>• HepB#2 – one month later</li> <li>• HepB#3 – five months later</li> <li>• Repeat titer – six weeks after HepB#3-If negative, follow step #2</li> </ul> <p><b>4. A non-responder is a person who has obtained two HepB immunization series, each followed by a negative titer. Upload all documentation together.</b></p>
<p>TB or QUANTIFERON Nursing students are required to test upon admission to the Annie Taylor Dee SON.</p>	<p><b>Students must obtain either a baseline 2-step TB (TST) test, Quantiferon, or T-Spot TB blood draw on admission. A 1-step TB (TST) test, Quantiferon, or T-Spot TB blood draw is required annually thereafter.</b></p> <p><b>1. Baseline 2-step TB (TST)</b></p> <ul style="list-style-type: none"> <li>• PPD - TST cannot be completed earlier than four months prior to school start</li> </ul> <p><b>Step One:</b></p> <ul style="list-style-type: none"> <li>• The PPD - TST #1 is reviewed 48 to 72 hours after placement</li> <li>• Document TST #1 result (negative or positive)</li> </ul> <p><b>Step Two (only proceed if Step One has a negative result):</b></p> <ul style="list-style-type: none"> <li>• Administer second TST one to three weeks after TST #1 placement</li> <li>• The PPD - TST #2 is reviewed 48 to 72 hours after placement</li> <li>• Document TST #2 result (negative or positive)</li> </ul> <p>If a 2-step TB was done within the past year, then a one-step TB test must be done within four months prior to school start. Upload all results to the document management system at the same time.</p> <p><b>2. Quantiferon or T-Spot TB serum test</b></p> <ul style="list-style-type: none"> <li>• Quantiferon or T-Spot TB blood draw must be within the past year.</li> </ul>

	<ul style="list-style-type: none"> <li>• If over one year, repeat Quantiferon or TSpot or obtain a one-step TB skin test within four months prior to school start</li> <li>• Upload blood draw results (and one-step TB results if applicable) to the document management system.</li> </ul> <p><b>Positive TB test</b></p> <ul style="list-style-type: none"> <li>• Prior positive TB test will require a chest X-ray.</li> <li>• Upload the chest x-ray results to the document management system.</li> </ul> <p><b>International travel or previous international residence</b></p> <ul style="list-style-type: none"> <li>• Traveled or lived internationally that required a BCG (within the past ten years), proof of BCG is required.</li> <li>• Obtain and/or provide the results of chest X-ray</li> </ul>
<b>Measles, Mumps, &amp; Rubella (MMR)</b>	<p><b>MMR titer or two MMR vaccinations required</b></p> <ul style="list-style-type: none"> <li>• If two documented doses of MMR and blood test results are negative or equivocal for measles, mumps, and/or rubella, they should be considered to have presumptive evidence of immunity to measles, mumps, and/or rubella and are not in need of additional MMR doses unless instructed by the healthcare provider.</li> </ul>
<b>TDAP</b>	<p><b>TDAP vaccine required</b></p> <ul style="list-style-type: none"> <li>• Documented proof of Tdap within the last ten years.</li> <li>• If over ten years, obtain a new Tdap.</li> </ul> <p><i><b>PLEASE NOTE: Other tetanus boosters outside of the TDAP are not accepted</b></i></p>
<b>VARICELLA</b>	<p><b>Varicella titer or two doses of varicella vaccine</b></p> <ul style="list-style-type: none"> <li>• A doctor's note stating chicken pox will <b>NOT</b> be accepted.</li> </ul>
<b>FLU SHOT</b>	<p><b>The seasonal flu vaccine is required annually</b></p> <ul style="list-style-type: none"> <li>• Flu shot is obtained during the current flu season when it becomes available (typically August through April).</li> </ul>
<b>COVID-19</b>	<p><b>Documentation of a CDC-approved COVID-19 immunization series:</b></p> <p>Option A: Pfizer-BioNTech (2 doses, 3-8 weeks apart)</p> <p>Option B: Moderna (2 doses, 4-8 weeks apart)</p> <p>Option C: Johnson &amp; Johnson's Janssen (1 dose)</p> <p><b>COVID-19 Boosters:</b></p> <ul style="list-style-type: none"> <li>• COVID-19 booster doses are not required at this time, but they may be required at any point in the program.</li> <li>• One booster (Pfizer-BioNTech or Moderna) at least five months after the final dose in the primary series</li> </ul>
<b>IMMUNIZATION EXEMPTIONS</b>	<p>All immunization exemption requests must go through the <a href="#">exemption request process by filling out this form</a>. Students should be aware that exemption requests may take weeks to process and, therefore, may impede their ability to attend clinical sites. Students will be unable to attend clinical until the exemption has</p>



	<p>been granted. Students should be aware that some clinical partners do not accept immunization exemptions. Therefore, students should understand that the declination of the COVID-19 vaccination, or any vaccine, may, at a minimum, prolong the completion of the program and, at a maximum, result in the indefinite inability to successfully meet the requirements of completion for the program. In addition, exemptions may require alternative health/safety measures on a case-by-case basis, depending on the clinical placement and type of exemption.</p>
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**F. Criminal Background Check** (these requirements apply to any student completing clinical, capstone, residency, or practicum hours)

- **Purpose:** The criminal background check screening process has been mandated by the WSU Annie Taylor Dee SON to more effectively protect the safety and well-being of patients, clients, and residents of those facilities; and is fully supported by the DCHP Executive Committee, the nursing faculty, and the WSU Annie Taylor Dee SON’s Advisory Committees. The WSU Annie Taylor Dee SON also enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU Annie Taylor Dee SON students and faculty with authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU Annie Taylor Dee SON requires that students admitted to a nursing program submit to a national criminal background check.
- **Policy:** Admission and progression in a WSU Annie Taylor Dee SON Program are contingent upon the submission of a satisfactory background check. If the background check reveals a history of criminal actions, the student may not be admitted to or allowed to progress within the nursing program. The student will not be entitled to any refund of tuition dollars or other fees. In addition, each student is required to attest each semester that their original background check is valid. When a student interrupts their progression in any nursing program of study that requires clinical assignment or the student is not continuously registered, then the student must repeat and pass the national criminal background check prior to enrolling in any nursing courses.
- **Procedures:** All students who wish to apply for admission to a WSU Annie Taylor Dee SON program are informed in writing on the application that they are required to submit to a national criminal background check. The following written statements, as well as instructions for obtaining the criminal background check, are found in both the admission and acceptance packets:
  - “If the record reveals prior criminal convictions, it may affect eligibility to begin and/or remain in a nursing program. Actions that would preclude an individual from admission to or continuance in a nursing program include: aggravated assault, intimate-partner or child abuse, sexually predatory behavior, financially-related crimes such as identity theft, and the issue of moral turpitude (reference Utah Department of Professional Licensing). This list is not inclusive of all criminal convictions that will prevent program admission and/or progression, and the WSU Annie Taylor Dee SON reserves the right to review each student’s record on an individual basis.”
  - If background check documents criminal actions, it may be required of the student to obtain official verification that the charge(s) have been expunged.
  - Disclaimer included in the admission packet states: “Students are encouraged to have their criminal record expunged prior to seeking criminal background check.”
  - Persons convicted of felonies must refer to the Utah Nurse Practice Act (Utah Code-Title 58: Occupations and Professions, Chapter 31b: Nurse Practice Act, Section 302:

Qualifications for licensure or certification, which can be found at <http://le.utah.gov/>) and may not be allowed to enter/progress in any of the Nursing programs.

- If a student's criminal background check reveals evidence of prior convictions, the criminal background check will be reviewed on a case-by-case basis by the Admission and Advancement Committee to determine if the student will be allowed to enter/progress in any of the nursing programs.
- A student who has committed a felony and successfully petitioned to reduce the conviction to a misdemeanor charge will be reviewed on a case-by-case basis by the Admission and Advancement Committee to determine if the student will be allowed to enter/progress in a nursing program.
- A student already progressing in a nursing program is required to report any pending criminal charge(s) at the time that any charge occurs (this reporting includes throughout the entirety of the student's nursing educational program).
- The WSU Annie Taylor Dee SON reserves the right to require a student with a pending criminal charge to withdraw from all nursing classes until the courts have made a decision regarding the criminal actions.
- If criminal charge(s) are dismissed, a student may be considered for reentry.
- If the courts determine that the charges are valid and a conviction is made, either misdemeanor or felony, a student's criminal background check will be reviewed on a case-by-case basis.
- Information obtained in the criminal background check will be disclosed on a need-to-know basis to instructors and administrators.

**G. Drug Screen** (these requirements apply to any student completing clinical, capstone, residency, or practicum hours)

- **Purpose:** The drug-screening process has been mandated by the WSU Annie Taylor Dee SON in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities; and is fully supported by the DCHP Executive Committee, the nursing faculty, and the WSU Annie Taylor Dee SON's Advisory Committees. The WSU Annie Taylor Dee SON also enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU Annie Taylor Dee SON students and faculty with authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU Annie Taylor Dee SON requires students admitted to a nursing program to submit to a urine drug screen analysis for the presence of mind-altering substance(s).
- **Policy:** Admission and progression in a WSU Annie Taylor Dee SON program is contingent upon submission of a urine drug-screen analysis. If the urine drug screen reveals any substances (prescribed or non-prescribed), the student may not be admitted to or allowed to progress within the nursing program. The student will not be entitled to any refund of tuition dollars or other fees. Each student is required to sign the BCI/Drug Test recertification form each semester. When a student interrupts their progression in any nursing program of study that requires clinical assignment or the student is not continuously registered, then the student must repeat and pass the drug screening prior to enrolling in any nursing courses. *NOTE: Medical marijuana cards are not accepted due to clinical affiliation agreements.*
- **Procedure:** All students who wish to apply for admission to WSU Annie Taylor Dee SON programs are informed in writing that they are required to submit to, and pass, a urine drug

screen (takes place after admission). The following written information and instructions are found in both the admission and acceptance packets:

- “If drug test reveals the presence of controlled substances (prescribed or non-prescribed), it may affect eligibility to enter as and/or remain a student in a WSU Annie Taylor Dee SON program.”
- Students are provided instructions for obtaining the urine drug screen at an approved testing facility.
- If a student’s results return indicating a “dilute” sample, testing must be repeated at the student’s expense.
- A second “dilute” test result will be interpreted as a positive screen, and the student may not be allowed to enter and/or continue in the nursing program.
- A student who refuses to submit to the urine drug screen or who does not have the screening performed by the date indicated on the admission form may forfeit their position in the nursing program.
- Positive drug screen results are automatically sent to a Medical Review Officer (MRO) for further evaluation and clearance. Failure to proceed with the MRO process or not providing the information requested by the MRO may result in dismissal from the nursing program.
- The WSU Annie Taylor Dee SON reserves the right to ask any student to submit to additional drug testing. This request will occur if there is reasonable suspicion of drug use or if a student appears to be impaired, intoxicated or under the influence of drugs, narcotics, or chemicals. Nursing faculty or instructor, in consultation with program administrators and/or additional healthcare professionals, are authorized to make this determination. If it is determined that a student is impaired, the student will be required to leave the classroom, lab, or clinical setting in order to avoid a potential threat or risk to public health, safety, or welfare. Students may not be readmitted to the classroom, lab, or clinical setting until results of the drug screen are reviewed. Arrangements will be made to ensure the safety of the impaired student. The cost of additional drug screens will be the responsibility of the student.
- A student who wishes to file a grievance in response to the WSU Annie Taylor Dee SON’s decision based on the results of the drug screen is referred to WSU Policy Section 6-23 thru 33: Student Due Process Policy and Procedures.

## **H. Federal Occupational Safety and Health Administration (OSHA)**

- OSHA Regulations
  - Students may be exposed to bloodborne pathogens in the fulfillment of program-required clinical practice. The use of standard precautions (current with CDC guidelines) is a requirement for practice and is expected of all students in the clinical setting.
  - All students are required to comply with OSHA regulations and follow the [WSU Bloodborne Pathogen Exposure Control Plan](#).

## **I. Student Health & Wellness Requirements**

- Clinical partners require students to be enrolled in a personal health-insurance plan in order to participate in clinical experiences. As such, students completing clinical, capstone, residency, or

practicum hours must submit appropriate proof of health insurance to the document management system. WSU does not offer health insurance.

- WSU Annie Taylor Dee SON does not accept responsibility for injury or illness that occurs while the student is enrolled in a WSU nursing program.
  - Students are considered interns (guests) while in clinical settings. As such, students are “volunteer workers” of the sponsoring institution of higher education (WSU) and are eligible to receive Workers’ Compensation benefits for bloodborne pathogen exposures acquired during clinical experiences in accordance with applicable law and the agreement with the clinical facility.
  - If a student is injured during a clinical experience or has their health endangered (such as exposure to bloodborne pathogens) during a clinical experience, the student should report the situation immediately to the student’s instructor and the appropriate cooperating clinical facility/agency personnel.
    - The appropriate incident report(s) will need to be filed.
    - Students are responsible for any expenses not covered by Workers’ Compensation due to injury or illness in the college or clinical area.
- A student missing a class/lab/clinical experience for any health-related issue may be required to submit a release from their healthcare provider prior to attending further class/lab/clinical experiences. The release does not need to contain details regarding the student’s condition but must provide substantiation for absence. Refer to section I.A if accommodations are requested related to a disability.

## Section II: Academic Standards

### A. Academic Grading Standards

#### Grading Scheme:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100% to 94.5%	<94.5% to 89.5%	<89.5% to 86.5%	<86.5% to 82.5%	<82.5% to 80.0%	<80.0% to 77.0%	<77.0% to 73.0%	<73.0% to 70.0%	<70.0% to 67.0%	<67.0% to 63.0%	<63.0% to 60.0%	<60.0% to 0.0%

*Please note that any score under 80% will NOT be rounded. All grades above 80% will be rounded to the nearest tenth.*

- Students must have an 80% (B-) or higher in order to pass any nursing course to continue in the nursing program. In the Nursing Department, course failure is defined as any final grade <80% (B-).
- Students must pass all prerequisite and support courses with a letter grade of “C” or better.
- A student must achieve at least an 80% average on the combined unit and final exam scores. Failure to achieve an average examination score of 80% or higher in a course at the conclusion of the semester will result in a failing course grade.

### B. Evaluation Incentive

- Each semester, course and faculty evaluations will be available online. Students who complete both course and faculty evaluations will receive a 1% completion incentive that will be added to their final grade. *Please note that any student who is not passing the course will not be awarded the 1% evaluation incentive.*

## Section III: Professional Conduct/Behavior

### A. General Professionalism Expectations

In addition to content knowledge, it is important for nursing students to develop professional behaviors, attitudes, and values to provide quality nursing care to vulnerable populations. As such, the development of these behaviors, attitudes, and values will be part of the earned grade in all nursing courses. Inability to meet these standards may negatively impact course grades and may result in the student failing the course.

For patient safety, students should not work the night shift prior to any laboratory, simulation, or clinical experience or work the previous day shift prior to an evening or nighttime clinical experience. This requirement must also be followed during the entire residency and capstone experience. In addition, students are expected to be unimpaired, attentive, and engaged in the classroom, laboratory, simulation, and clinical settings.

Cell phones, tablets, and laptops in the laboratory, simulation, and clinical setting are not acceptable unless approved by the facility or faculty.

## **B. Annie Taylor Dee SON Professionalism Competencies**

WSU Annie Taylor Dee SON Competency information is adapted from the following guidelines: Quality and Safety Education for Nurses. (2011). Retrieved from (<http://www.qsen.org>). Found below are examples of professional behaviors. However, this is not a comprehensive list of behaviors that, if violated, may result in disciplinary action.

### **Patient-Centered Care**

- Respect and encourage patient values.
- Seek learning opportunities with patients who represent all aspects of human diversity.
- Recognize personal attitudes about working with patients from different ethnic, cultural, and social backgrounds.
- Support patient-centered care for individuals and groups whose values differ from own.
- Recognize boundaries of therapeutic relationships.
- Show courtesy to patients, faculty, healthcare team members, and others.
- Exhibit a positive attitude, including enthusiasm, motivation, dedication, commitment, showing initiative, and an appropriate sense of humor.
- Appropriately empower patients and families.

### **Teamwork and Collaboration**

- Demonstrate awareness of own strengths and limitations as a team member.
- Value perspectives and expertise of all health-team members.
- Value different styles of communication used by patients, families, and peers.
- Contribute to the resolution of conflict and disagreement.
- Be open to ideas, feedback, and constructive criticism.
- Demonstrate professional interpersonal skills.
- Take responsibility for student's own academic performance.
- While in the classroom, laboratory, and clinical settings, be respectful toward faculty and classmates.

### **Evidence-Based Practice**

- Use current best practice to care for people, families, and communities.
- Implement national guidelines and reliable sources of information in nursing care.
- Value the need for continuous improvement in clinical practice based on new knowledge.
- Acknowledge student's own limitations in knowledge and clinical expertise.
- Seek appropriate help as needed.

### **Quality Improvement**

- Value own and others' contributions to outcomes of care.
- Identify gaps between local and best practices.
- Seek supplemental learning opportunities.

### **Safety**

- Demonstrate effective use of technology to support safety and quality.

- Consistently use strategies to reduce the risk of harm to self and others.
- Comply with the administrative authority of the assigned clinical faculty while practicing in the clinical setting.

### **Informatics**

- Document and plan patient care in an electronic health record where utilized.
- Protect confidentiality, including ALL patient information.
- Maintain confidentiality within the student learning environment, including lab, simulation, and clinical settings.

## **C. Annie Taylor Dee SON Expected Professional Conduct & Dress Code**

Found below are examples of professional behaviors, conduct, and dress. However, this is not a comprehensive list of behaviors that, if violated, may result in disciplinary action.

### **Expected Professional Conduct and Behaviors**

- Attend all clinical, labs, simulations, and classes on time;
- Do not leave the clinical site without faculty authorization.
- Complete assignments on time.
- Keep cell phones turned off in didactic, lab, simulation, and clinical.
- Assume personal responsibility for actions and consequences.
- No pictures will be taken while in a school setting, and are not legally allowed to be uploaded to any social media. This requirement includes no picture-taking in classes, clinical, lab, or of other classmates. Any pictures taken while in a WSU student role or setting require a signed photo release.

### **Plagiarism Guidelines**

- The WSU Annie Taylor Dee SON has a no-tolerance plagiarism policy. All student work is expected to be their own work and referenced correctly.
- When using the WSU SON internet-based plagiarism tool to analyze student work, a similarity score of 21% or greater will necessitate one of the following two actions:
  - Based on the course/assignment details, the student may take the opportunity to read the plagiarism report and rewrite the assignment in order to lower the plagiarism percentage;  
OR
  - Based on the results of the internet-based plagiarism tool, faculty or instructor may proceed with the Academic Integrity Policy on violations and consequences.

### **Online Netiquette Guidelines**

During online discussions or emails, students are expected to observe the rules of “online netiquette” as follows:

- Whenever posting a message to discussion boards, chat rooms, or email, use only professional language. Profanity or reference to inappropriate visual material is not considered professional or appropriate.
- Verbal attacks and or threatening references to other students and or faculty via email, discussion boards, chat rooms, or social media are unacceptable.

- Use humor with extreme caution. Without face-to-face communication, joke(s) may be viewed as an attack or criticism.
- Use of the course websites for solicitation, promotion of businesses or products, posting of offensive messages or jokes, and other activities unrelated to the course are prohibited.
- When working online, refrain from using online as a forum to complain about other students, faculty, or the nursing program.
- Do not use hostile, attacking, or demeaning comments when reviewing the work of peers.

Violation of netiquette guidelines will be discussed with the student at the discretion of the instructor and may result in a verbal and or written warning (non-separable violation Section IV). Continuation of problematic online etiquette by the student may result in probation and or subsequent dismissal from the program (separable violation Section IV).

### **Professional Dress Code**

- Maintain professional attire, including appropriate uniform, shoes, etc. All uniforms must be neat and clean.
- When appropriate, all students, while in university-sponsored clinical activities, will wear the required uniform designated by the WSU Annie Taylor Dee SON. Even when nurses in the facilities do not comply with facility expectations, students must comply with both WSU Annie Taylor Dee SON Program and facility expectations. If a discrepancy exists between WSU SON policies and facility policies, the student must conform to the facility policies.
- The officially-designated picture ID name tag is required as part of the uniform and must be purchased by students. Some facilities require facility IDs to be worn in addition to WSU Annie Taylor Dee SON IDs.
- Name tag(s) must be visible and placed on the top half of the chest while in the clinical setting.
- Students wishing to wear a shirt under their scrub top must comply with the following guidelines:
  - The shirt color must be solid white, purple (approved), grey, or black.
  - The shirt must not have any logos or printing on it.
- Students are not permitted to wear sweatshirts or hoodies over their nursing uniforms.
- OSHA requires shoes that can be wiped clean in the event of exposure, or the shoe must be covered with impermeable shoe covers. No open-toed, open-backed shoes or shoes with holes will be permitted.
- Grooming and personal hygiene are an essential part of professional behavior. Physical appearance is to be neat and clean. A student may be asked to leave the facility at the discretion of the faculty or instructor for any issues concerning grooming or hygiene.
- Clothing should not have any holes, rips, or tears.
- Do not wear perfume or colognes.
- Visible tattoos and body piercings must be covered while in clinical if required by the facility or per hospital policy.
- Hairstyles and hair color must be conservative, clean, neat, and natural-looking (for example, no blue, pink, purple, neon, etc.). Hair should not inadvertently come in contact with patients.
  - Hair must be securely pulled back (above the shoulders) when attending clinical.
  - Mustaches and beards should be short, clean, and neatly trimmed.
- Students should maintain short, clean fingernails. Fingernails must be free from artificial nails (gel, acrylic, powder, wraps, etc.) or polish (any type).



## D. Unprofessional Conduct Related to Student Practice of Nursing

Students are also held responsible for professional behavior as set forth by the Utah Nurse Practice Act (Utah Code-Title 58: Occupations and Professions, Chapter 31b: Nurse Practice Act), which can be found at <http://le.utah.gov/xcode/Title58/Chapter31B/58-31b.html>

## Section IV: WSU Annie Taylor Dee SON Academic Integrity and Behavioral Violation Policies

### A. General Guidelines for Academic and Behavioral Violations

The WSU Annie Taylor Dee SON has strict policies for academic integrity and behavioral violations. Any violation may be subject to an appropriate sanction or penalty. Academic integrity and behavioral violations at WSU Annie Taylor Dee SON are classified into two levels called *non-separable* and *separable*. Non-separable violations are less severe violations for which the possible consequences do not include dismissal from the WSU Annie Taylor Dee SON; separable violations are more severe violations for which the possible consequences include dismissal from the program. Whether a given violation is classified as non-separable or separable depends on a number of factors, including the nature and importance of the academic exercise; the degree of premeditation or planning; the extent of dishonest or malicious intent; the academic experience of the student; and whether the violation is a first-time or repeat offense. **WSU Student Code and the WSU Annie Taylor Dee SON have a no-tolerance policy for cheating.** Students are expected to conduct themselves in a manner free from any suspicion of dishonesty or cheating.

A confidential, cumulative record (file) is kept on each student. Records of individual student conferences, warnings, disciplinary actions, and other relevant documents will be maintained in the student's confidential cumulative record. These documents will be read and signed by the student and faculty before each record becomes a part of the student's cumulative record. The student's signature does not establish an agreement with the information recorded on the form. However, it does indicate that the student has read and understands the information, the conditions of the warning and/or discipline, as well as the department response if conditions related to warning and/or disciplinary action are not fulfilled by the student.

Students seeking access to the confidential, cumulative file are referred to the student records section of the WSU Student Code and the Family Educational Rights and Privacy Act (FERPA) of 1974. Further information can be obtained from the office of the Registrar's Office.

### B. Levels of Violations and Consequences

#### Non-separable Violations

- Non-separable violations are less-serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning and the absence of

malicious intent on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor assignment or quiz, or constitute a small portion of a major assignment and/or represent a small percentage of the total course work.

- Below are a few examples of violations that are most often considered to be non-separable. This list is not exhaustive, and the classification of a given violation as separable or non-separable is heavily dependent on the specific facts and circumstances of the violation.
  - Persistent improper citation without dishonest intent
  - Plagiarism on a minor assignment or a very limited portion of a major assignment
  - Unpremeditated cheating on a quiz
  - Unauthorized collaboration with another student on a homework assignment
  - Citing a source that does not exist or that the student has not read for a minor assignment
  - Making up a small number of data points on a laboratory exercise
  - Signing in for another student via attendance sheet or electronic check-in when tracking attendance
  - Bringing children or family members to classes, labs, or clinical facilities
  - Minor professional/behavioral misconduct
- An alleged second non-separable violation may be treated as an alleged separable violation.
- Consequences for non-separable violations include, but are not limited to, one or more of the following and does not include dismissal from the program.
  - Required participation in a noncredit workshop or seminar on ethics or academic integrity
  - An assigned paper or research project related to ethics or academic integrity
  - A make-up assignment that meets the outcomes of the original assignment
  - Redoing the assignment with no credit earned for the assignment redo
  - A failing grade on the assignment
  - A failing grade for the course
  - Disciplinary warning or probation

### **Separable Violations**

- Separable violations are very serious violations of academic integrity that affect a more significant portion of the coursework compared to non-separable violations. Separable violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation.
- Below are some examples of violations that are most often considered separable. Again, the list is not exhaustive, and the classification of a given violation as separable or non-separable is heavily dependent on the exact facts and circumstances of the violation.
  - Any violation of the Nurse Practice Act
  - Any violation of the ANA Code of Ethics
  - Copying another student's work
  - Plagiarism
  - Copying exam questions and/or answers during an exam or exam review
  - Removing any exam items or scratch paper from the testing location
  - Obtaining exam questions and/or answers from another student
  - Providing exam questions and/or answers to another student
  - Copying or using unauthorized materials, devices, or collaboration
  - Having a substitute take an examination

- Making up or falsifying evidence, data, or other source materials for any assignment, including falsification by selectively omitting or altering data that does not support one's claims or conclusions
- Facilitating dishonesty with another student on any exam or assignment
- Intentionally destroying or obstructing another student's work
- Knowingly violating research or professional ethics
- Any violation involving potential criminal activity
- Any illicit drug use or inappropriate prescription drug use
- Egregious professional/behavioral misconduct
- Reoccurring professional/behavioral misconduct
- Transporting patients via private vehicle
- Consequences for separable violations may involve dismissal from the nursing program.
- The recommendations for consequences at each level are not binding but are intended as guidelines for WSU Annie Taylor Dee SON. For both non-separable and separable violations, the severity of the sanction imposed should be proportional to the severity of the violation committed.

### C. Documenting and Reporting Violations

All consequences, whether non-separable or separable, will be documented and reported.

- **Non-separable**
  - **First Offense:** The student and faculty member will meet. The faculty will identify violation(s), help the student identify ways to improve and provide required documentation to the student and program director via email.
  - **Second offense** (whether a repeat of the previous violation or as a result of a new violation(s)): The student, faculty member, and program director will meet. The faculty will identify and document the violation(s) using the WSU Annie Taylor Dee SON Academic/Behavioral Contract Form (Section VII). The contract will identify ways to improve as well as consequences and timelines. The contract will be provided to the student and program director, as well as a copy placed in the student's academic file.
  - **Third offense** (whether a breach of behavioral contract or a result of new concerns): Follow separable violation documentation and reporting.
- **Separable**
  - The student, faculty member, and program director will meet. Faculty will document the violation using the WSU Annie Taylor Dee SON Academic/Behavioral Contract Form (Section VII), which will be maintained in the student file.
  - The program director consults with the Annie Taylor Dee SON Chair to determine a plan of action.
  - The program director or SON Chair notifies the student of the decided consequences.

## Section V: Leave of Absence; Reapplication; Dismissal from Program

### A. Leave of Absence

- Leave of absence from the WSU Annie Taylor Dee SON may include but is not limited to the following with approval from the Program Director and Admissions and Advancement Committee:

- Illness
  - Family matters
  - Active-duty military assignment
  - Financial difficulties
- Students are required to complete their designated program of study within 150-200% (depending on program) of the initial semester start, regardless of the reason for withdrawal/leave of absence. Failure to do so may result in program dismissal and/or repetition of coursework. Requests will be reviewed by the Program Director and Admissions and Advancement Committee.
  - A student experiencing a non-disciplinary Leave of Absence will be permitted, upon resolution of circumstances that prompted the non-disciplinary Leave of Absence, to resume program progression at the earliest opportunity (progression based on space availability).
  - Students enrolled in nursing programs that require clinical assignments who exit a nursing program will need to repeat the drug screen and background check prior to readmission.

### **B. Reapplication/Readmission to a Nursing Program**

- Students who have officially withdrawn from a nursing program in good standing may be considered for readmission by applying during the next admission cycle.
- Students seeking readmission who have been dismissed from any program for any reason must submit a letter to the program director requesting readmission before submitting an application. The letter requesting consideration for readmission must be emailed to the current program director and addressed to the WSU Annie Taylor Dee SON Admissions and Advancement Committee. Each case is considered individually, and a student is not guaranteed readmission.
- Students who are given permission from Admissions and Advancement Committee to reapply to the program, must reapply through the standard application process.

### **C. Dismissal from the Nursing Program**

- Dismissal from the WSU Annie Taylor Dee SON may include but is not limited to the following:
  - Failure of two (2) or more courses in a program. A course failure is defined as:
    - Failure of a course as described in Section II-A
    - An unofficial withdrawal (UW)
    - Withdrawal (W) from a class in poor standing (not passing the course at the time of withdrawal)
  - Separable Violation

### **D. WSU Student Due-Process Policy (PPM 6-22)**

- The purpose of due process is to afford students all rights guaranteed to citizens by the Constitution and laws of the United States and the state of Utah. Students are obliged to obey these laws as well as the rules and regulations of WSU and recognized standards of the program and profession for which they are being educated.
- Problems between a student and the University generally are in the areas of academics or misconduct. Students should refer to the [WSU Policy & Procedure Manual](#) (6-22)

([http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html)) when confronted with concerns about their rights and appropriate due process procedure.

- Students are encouraged to consult with their faculty and follow chain of command when they are having problems meeting nursing program goals, objectives, or academic requirements.

## E. Process of Resolution

- The [WSU Policy & Procedure Manual](#) (6-22) ([http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html)) provides students the opportunity to appeal decisions concerning clinical/academic performance consequences and/or misconduct warnings.
  - Informal Resolution:
    - Initial conference with faculty
    - If no resolution can be reached, referral of problem to Program Director/Campus Facilitator
    - If no resolution can be reached, referral of problem to WSU Annie Taylor Dee SON Chair
    - If no resolution can be reached, referral of problem to DCHP Dean
    - If an informal resolution cannot be reached, any party in the dispute may request a formal appeal
  - Formal Appeal:
    - Contact the Due Process Officer and initiate the hearing process. See [WSU Policy & Procedure Manual](#) ([http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html))

## Section VI: Resources for Student Support

### A. Available Resources

The following resources are available to all WSU Annie Taylor Dee SON students <http://www.weber.edu/studentaffairs>. Outreach student access is provided through cooperative agreements with local educational and/or community resources. Student communication and/or information exchange is available to all students via the Internet.

- WSU Wildcat Email Account
  - All students are assigned a computer Wildcat email account. It is the student's responsibility to choose a confidential password for the account immediately. ***Communication from the nursing program and individual faculty to the student will occur through the Wildcat email account only***, unless associated with course work.
  - Due to FERPA regulations, personal email addresses will not be recognized. However, a student can forward email from the student's Wildcat mail to their personal email account.
- Learning Management System
  - Communication related to course work is conveyed through the online learning management system.
  - Additional resources to enhance learning are embedded in courses.
- Financial Aid/Scholarships
  - All WSU nursing students, no matter the campus location, obtain Financial Aid from the WSU Financial Aid Office. Instructions on how to apply for FAFSA and financial aid

and scholarships, as well as applications, are found at [www.weber.edu/financialaid/apply.html](http://www.weber.edu/financialaid/apply.html). WSU Financial Aid and Scholarship Application open on September 1. The priority deadline for the completion of FAFSA is **May 1**.

- In order to be eligible for any WSU or nursing scholarships, students must complete the FAFSA and WSU Financial Aid and Scholarship applications every academic year. Students can apply for financial aid anytime. However, to ensure that funding is available for the beginning of the semester, students should apply by the established deadlines. Students **will not** be considered for any scholarships if the FAFSA and WSU Scholarship applications have not been completed. Students will be notified through their WSU student email account if any additional information is required for a specific scholarship.
- If students are awarded a scholarship, notification will be made by the Financial Aid/Scholarship Office through the student Wildcat email account.
- Any questions regarding WSU Annie Taylor Dee SON scholarships should be sent to the scholarship administrative assistant.
- Nursing Organizations and Activities
  - All students are strongly encouraged to participate in professional activities and join their respective professional organizations:
    - ADN and RN-BSN: National Student Nurses Association (NSNA) and Utah Student Nurses Association (USNA) membership
    - MSN and MS to DNP – Professional Organization of choice
    - FNP to DNP – American Association of Nurse Practitioners
    - Sigma Theta Tau International

### Section VII: Student Academic/Behavioral Contract Form

Student Name:	Faculty:	Date:
<p>This document represents a binding, written agreement between the nursing program and the student that identifies the following:</p> <ol style="list-style-type: none"> <li>1. Unsatisfactory student performance.</li> <li>2. A written plan for correction of unsatisfactory student performance.</li> <li>3. Documentation of student’s performance related to plan of correction.</li> </ol> <p>Documentation of all student contracts will remain as a permanent record in the student’s WSU Annie Taylor Dee SON academic file.</p>		
Type of Occurrence:	Violations <input type="checkbox"/> Non-separable Violations <input type="checkbox"/> Separable Violations <input type="checkbox"/> Other _____	Conduct/Behavioral <input type="checkbox"/> First Offense <input type="checkbox"/> Second Offense <input type="checkbox"/> Third Offense
Description of unsatisfactory student performance (attach a separate page if needed)		
Written plan for correction of unsatisfactory student performance (attach a separate page if needed):		
<p>I understand the terms of this agreement and understand that failure to fulfill the identified plan for correction may result in either suspension and/or expulsion from the WSU Annie Taylor Dee SON. Furthermore, I have been informed of my WSU student right to due process and have been provided information regarding WSU student process procedures.</p>		
Student Signature:	_____	Date: _____
Faculty Signature:	_____	Date: _____
Program Director Signature:	_____	Date: _____
SON Chair Signature:	_____	Date: _____
Final Outcome:		
Faculty Signature:	_____	Date: _____
Program Director Signature:	_____	Date: _____
SON Chair Signature:	_____	Date: _____