Student Handbook

Academic 2021-2022
Table of Contents

Student Handbook....................................................................................................................................... 1

Academic 2021-2022................................................................................................................................ 1

Handbook Part A ....................................................................................................................................... 7

Annie Taylor Dee School of Nursing.......................................................................................................... 7

Section I: Annie Taylor Dee School of Nursing Organizational Chart ....................................................... 8

Section II: WSU and Annie Taylor Dee SON Overview ................................................................................ 9

I. Weber State University Mission Statement ..................................................................................... 9

II. Weber State University Core Themes .......................................................................................... 9

III. Annie Taylor Dee School of Nursing (SON) Vision and Mission Statements ......................... 9

IV. Annie Taylor Dee Support of Weber State University Core Values ............................................ 10

V. Annie Taylor Dee Philosophy ......................................................................................................... 11

VI. Annie Taylor Dee Son Stackable Credentials .............................................................................. 11

Section III: Outcomes and Graduate Competencies ................................................................................. 12

I. Annie Taylor Dee SON Outcomes ................................................................................................... 12

II. Annie Taylor Dee SON End of Program Student Learning Outcomes (EPSLOs) ..................... 12

III. Annie Taylor Dee Differentiated End of Program Student Learning Outcomes ....................... 13

IV. Concept-based Curriculum ......................................................................................................... 15

Handbook Part B ....................................................................................................................................... 21

Annie Taylor Dee School of Nursing...................................................................................................... 21

Section I: Annie Taylor Dee SON Requirements ...................................................................................... 22

I. General Guidelines for all Annie Taylor Dee SON Students ......................................................... 22

II. Essential Requirements for Student Success .............................................................................. 22

III. Program Technology Requirements .......................................................................................... 25

IV. Student Academic Advisement .................................................................................................. 25

V. IV. Student Documentation ........................................................................................................ 25

V. Policies that Apply to Students in Programs Requiring Clinical Assignment ............................... 28

Section II: Academic Standards and WSU Annie Taylor Dee SON Response to Violation of Academic

Integrity Policy .......................................................................................................................................... 32

I. General Guidelines of Academic Standards and Violations .......................................................... 32

E. Online Netiquette Guidelines ..................................................................................................... 32

II. Academic Standards .................................................................................................................. 33

III. Levels of Violations and Sanctions ............................................................................................ 33

IV. Guidelines .................................................................................................................................. 35

Handbook Part C ....................................................................................................................................... 36

Doctor of Nursing Practice (DNP) Program .......................................................................................... 36

Graduate Programs Director Welcome ................................................................................................. 37
Graduation Requirements .................................................................................................................................. 51
WSU Stewart Library DNP Project Repository .......................................................................................... 51
DNP Project Requirements .......................................................................................................................... 51
Scholarly Writing ....................................................................................................................................... 51
Grammarly Premium .................................................................................................................................... 52
Graduate Writing Seminar .......................................................................................................................... 52
DNP Practice/Practicum Hours .................................................................................................................. 52
Transferrable Practicum Hours .................................................................................................................. 53
NRSG 6860 Field Study Practicum Hours ............................................................................................... 54
DNP-FNP Specific Information .................................................................................................................. 54
Typhon Student Tracking System ............................................................................................................ 54
Up to Date .................................................................................................................................................. 54
FNP Certification ....................................................................................................................................... 54
American Association of Nurse Practitioner's (AANP) ............................................................................ 54
APEA NP Continuing Education ............................................................................................................ 54
EHR Go Nursing Education .................................................................................................................... 55
Clinical Site Requirements ....................................................................................................................... 55
Appearance ............................................................................................................................................... 55
FNP Lab Coats ......................................................................................................................................... 55
FNP Clinical Courses ................................................................................................................................. 55
Student Travel to Clinical Sites ................................................................................................................ 55
Clinical Placement Coordination ............................................................................................................. 56
DNP preceptor handbook .......................................................................................................................... 56
Licensure .................................................................................................................................................. 56
Agency Contracts ....................................................................................................................................... 56
V. Documenting and Reporting Violations ............................................................................................... 57
Section III: Professional Conduct/Behavior .............................................................................................. 57
I. General Professionalism Expectations ..................................................................................................... 57
II. Annie Taylor Dee SON Competencies and Expected Professional Conduct/Behaviors ............... 58
III. Annie Taylor Dee SON Response to Violation of Professional Conduct/Behavior ................... 60
IV. Unprofessional Conduct Related to Students' Practice of Nursing .............................................. 60
V. Readmission/Reapplication/Leave of Absence/Dismissal from Program ........................................ 60
VI. WSU Student Due-Process Policy (PPM 6-22) ................................................................................. 62
VII. Process of Resolution ......................................................................................................................... 62
Section IV: Resources for Student Support .............................................................................................. 63
I. Available Resources ............................................................................................................................... 63
Section V: Student Academic/Behavioral Documentation Form ............................................................. 64
Student Parking......................................................................................................................................... 78
Student Feedback..................................................................................................................................... 78
Online Netiquette Guidelines.................................................................................................................... 79
Graduation Requirements.......................................................................................................................... 80
WSU Stewart Library DNP Project Repository ..................................................................................... 80
DNP Project Requirements......................................................................................................................... 80
     Scholarly Writing................................................................................................................................. 80
     Grammarly Premium .............................................................................................................................. 81
     Graduate Writing Seminar.................................................................................................................... 81
DNP Practice/Practicum Hours ............................................................................................................... 81
Transferrable Practicum Hours ............................................................................................................. 82
     NRSG 6860 Field Study Practicum Hours........................................................................................... 83
DNP-FNP Specific Information ............................................................................................................. 83
     Typhon Student Tracking System .................................................................................................... 83
     Up to Date........................................................................................................................................... 83
     FNP Certification............................................................................................................................... 83
     American Association of Nurse Practitioner's (AANP) ...................................................................... 83
     APEA NP Continuing Education ......................................................................................................... 83
     EHR Go Nursing Education ................................................................................................................ 84
Clinical Site Requirements...................................................................................................................... 84
     Appearance........................................................................................................................................ 84
     FNP Lab Coats .................................................................................................................................. 84
     FNP Clinical Courses ......................................................................................................................... 84
Student Travel to Clinical Sites ............................................................................................................... 84
Clinical Placement Coordination .......................................................................................................... 85
Licensure .................................................................................................................................................. 85
Agency Contracts..................................................................................................................................... 85
Section I: Annie Taylor Dee School of Nursing Organizational Chart
Section II: WSU and Annie Taylor Dee SON Overview

I. Weber State University Mission Statement

Weber State University (WSU) provides associate, baccalaureate, and master degree programs in liberal arts, sciences, technical, and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff, and students in and out of the classroom. Through academic programs, research, artistic expression, public service, and community-based learning, the university serves as an educational, cultural, and economic leader for the region.

II. Weber State University Core Themes

A. With the purpose of continuously improving the university in pursuit of the mission, the University Planning Council interpreted the mission as having three fundamental themes:
   1. The ACCESS theme directs the university to provide access to academic programs in liberal arts, sciences, and technical and professional fields.
   2. The LEARNING theme directs the university to provide an engaging teaching and learning environment that encourages learning and leads to students' success.
   3. The COMMUNITY theme directs the university to support and improve the local community through educational, economic, and public service partnerships; and cultural and athletic events.

B. For more detailed information regarding the University's Mission Statement and Core Themes, (http://www.weber.edu/universityplanning/mission_and_core_themes.html)

III. Annie Taylor Dee School of Nursing (SON) Vision and Mission Statements

A. Vision Statement

The Annie Taylor Dee School of Nursing will be recognized for preparing nurses as leaders and lifelong learners who are passionately engaged in caring for diverse populations and transforming healthcare in local and global communities.

B. Mission Statement

The mission of the Annie Taylor Dee School of Nursing is to prepare nursing professionals with knowledge, skills, and attitudes 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.

C. Core Values

The Annie Taylor Dee SON core values are:
- Social Justice
- Innovation
- Evidence-based Practice
- Community Engagement
- Interprofessional Education
- Professionalism
IV. Annie Taylor Dee Support of Weber State University Core Values

A. Learning through Personalized Experiences and Shared Inquiry
   - Designing curricula and delivery methods to meet the needs of our changing health care system and growing student population
   - Providing Graduate Programs to prepare students to enter doctoral education and/or advanced practice roles
   - Providing multi-disciplinary learning environments that foster critical thinking and prepare students to determine and meet the needs of a diverse patient population
   - Routinely updating curriculum to foster knowledge and promote clinical reasoning in the academic and patient-care environment
   - Completing a state of the art simulation lab to enhance the advanced application of outcomes

B. Engagement in Community
   - Fostering educational partnerships which provide unique learning opportunities for nursing students, especially in the areas of home health, geriatrics, and mental health
   - Collaborating with technical colleges to enable educational opportunities for the advancement of nursing education
   - Responding to the community need to increase the number of Bachelor of Science in Nursing (BSN) graduates to meet the standard put forth in the Future of Nursing Report (2010) of having 80% of the RN workforce be BSN prepared by the year 2020
   - Actively seeks input and partnerships through the inclusion of a community Advisory Board to act as advisors to the Annie Taylor Dee SON
   - Students participate in a variety of community service opportunities across programs

C. Access and Opportunity
   - Meeting the demand for entry-level practice for baccalaureate-prepared nurses by expanding the BSN Program through evidence-based methods
   - Conducting analytical reflection of face-to-face, hybrid, and online courses and programs that provide education to a variety of adult-learning styles
   - Developing and providing scholarships, and proactive committees, that are earmarked to increase diversity within the student population and consequently the diversity within the nursing profession in our community
   - Maintaining sequenced preparation for higher education by adhering to the WSU Stackable Credentials
   - Distance Education: Annie Taylor Dee SON offers variable learning environments, which include: face-to-face, hybrid/technical enhanced, and online classrooms. These are defined by WSU and can be found at the Continuing Education site (https://continue.weber.edu/flexiblelearning)

D. Respect for People and Ideas
   - Promoting a collegial environment which encourages and recognizes scholarly work
   - Implementing a multi-disciplinary learning environment which includes other health care disciplines within the Dumke College of Health Professions (DCHP)
   - Creating awareness of diversity and how this awareness benefits the university, the college, the Annie Taylor Dee SON, and the community
E. Nurturing the Potential within Every Individual
   ● Promoting and retaining outstanding faculty
   ● Recruiting and nurturing high-achieving students from all backgrounds
   ● Developing interdisciplinary activities which broaden the nursing student’s nurturing
     abilities and perspective of safe patient care
   ● Conducting an ongoing evaluation of learning activities that promote and expand
     student success

V. Annie Taylor Dee Philosophy

A. Philosophy and Core Values
   The philosophy of the WSU Annie Taylor Dee SON faculty is consistent with that of the
   University and the DCHP. The philosophy statements define the faculty’s core values as they
   relate to professional nursing education and practice. These core values include excellence in
   nursing education and practice; respect for self and the diversity found within others; the
   creation of an inclusive environment in which students can learn the practice of nursing;
   organizational and personal accountability; and the promotion of a learning and nursing
   practice environment that exhibits integrity in both choice and action.

VI. Annie Taylor Dee SON Stackable Credentials

A. Meeting the complex healthcare needs of a global society requires varying patterns and
   levels of nursing education and practice. The WSU Annie Taylor Dee SON’s approach to
   nursing education offers four separate but coordinated programs of study: Associate Degree
   Nursing, PN to RN (AS/AAS), Bachelor of Science Nursing (BSN), Master of Science Nursing
   (MSN), Post BSN to DNP- Family Nurse Practitioner (FNP), and Post Masters to DNP-
   Leadership. Each program level prepares the graduate to either practice nursing or provides
   leadership within increasingly complex roles and broader levels of autonomy. This
   progression model, or stackable credentials nursing education model, affords the nursing
   student, each with a unique set of life challenges, the opportunity to engage in life-long
   learning and expand within his or her professional, cultural, personal, and social roles.

B. The WSU Annie Taylor Dee SON offers multiple options for undergraduate preparation at
   the AD, PN-RN, and RN-BSN levels. In addition, the options at the graduate level include
   nursing executive, nursing education, Post Masters to DNP-Leadership, and Post BSN to
   DNP – Family Nurse Practitioner (FNP). The WSU Annie Taylor Dee SON’s primary goals
   and curricular framework combine coursework in the liberal arts and sciences with those
   required within the nursing curriculum.

C. Program-specific curricula and outcomes are designed to prepare the graduate to fulfill the
   roles and responsibilities established by the following national standards and guidelines:
   ● 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)
Section III: Outcomes and Graduate Competencies

I. Annie Taylor Dee SON Outcomes

A. The WSU Annie Taylor Dee SON Program Outcomes are developed to ensure the mission and goals set by the administration and faculty are met.

B. Documentation of outcomes shows the effectiveness of the educational program and serves to guide the maintenance and revision of WSU Annie Taylor Dee SON components.

C. Following graduation from WSU Annie Taylor Dee SON programs, the following outcomes will be achieved:

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The Annie Taylor Dee SON Program Outcomes are:

- **Outcome #1**: 80% of WSU Annie Taylor Dee SON students will graduate from their programs within 150% of the stated length of the program.
- **Outcome #2**: 80% of WSU Annie Taylor Dee SON graduates seeking employment will be involved in role-related professional practice within 6-12 months of graduation as reported on the SON Alumni Survey
- **Outcome #3**: 80% of those students who take certification/NCLEX licensure exams will pass on the first attempt

WSU Annie Taylor Dee SON Program Outcomes will be measured annually through the following methods:

- Program completion rates
- Employment rates 6 months after graduation
- NCLEX scores
- Certification rates

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

A. The WSU Annie Taylor Dee SON has adopted the following competencies for its undergraduate and graduate programs. These competencies are 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 patients’ 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 health care 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 Technical to communicate, manage knowledge, mitigate error, and support decision-making.

B. The WSU Annie Taylor Dee SON EPSLO will be measured annually through the following methods (Refer to Course Maps [Standard 4] for alignment of course outcomes/units and assignments to Annie Taylor Dee SONEPSLOs):

- Students will report obtainment of Program Level Student Learning Outcomes at or above a 3.0/5.0 on the EOP Survey
- 85% of students will receive a minimum of a B- or above for aggregate coursework (Course Grades)
- 85% of students will meet EPSLOs signature assignments criteria.

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

<table>
<thead>
<tr>
<th>SON EPSLOs</th>
<th>Associate Degree Nursing (ADN)</th>
<th>Bachelor of Science Nursing (BSN)</th>
<th>Master of Science Nursing (MSN)</th>
<th>Doctor of Nursing Practice (DNP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Create and direct collaborative patient-centered care environments that promote the development of nursing expertise.</td>
<td>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.</td>
</tr>
</tbody>
</table>

| Teamwork & Collaboration | | | | |
| 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 team-building 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. |

| Evidence-Based Practice (EBP) | | | | |

13
### 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.

### 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 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.

### Patient Safety

- 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.

### Informatics

- 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 providing direct patient care.
- Use information and technology to communicate, manage knowledge, mitigate error, and support decision making in a variety of patient care and community settings.
- Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.
- Use information systems and technology resources to evaluate and implement quality improvement initiatives.

### IV. Concept-based Curriculum

“All learners do not need to learn all course content; all learners do need to learn the core concepts.” K. Bain, Ph.D.

Concepts for the Individual, Nursing, and Healthcare Domains

<table>
<thead>
<tr>
<th>Category</th>
<th>Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Domain</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biophysical</td>
<td>Acid-Base Balance</td>
<td>Regulation of acidity and alkalinity in body fluids and conditions that contribute to imbalances. (7)</td>
</tr>
<tr>
<td></td>
<td>Cellular Regulation</td>
<td>The functions cells perform to maintain homeostasis and conditions that contribute to alterations. (19)</td>
</tr>
<tr>
<td></td>
<td>Comfort</td>
<td>“A sense of emotional, physical, and spiritual well-being and relative freedom from stress.” (9)</td>
</tr>
<tr>
<td></td>
<td>Elimination</td>
<td>The secretion and excretion of body wastes from the kidneys and intestines and their alterations. (7)</td>
</tr>
<tr>
<td></td>
<td>Fluids and Electrolytes</td>
<td>Processes that regulate the balance of water and electrolytes and conditions that contribute to imbalances. (7)</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (16)</td>
</tr>
<tr>
<td></td>
<td>Immunity</td>
<td>The body’s natural or induced response to infection and the conditions associated with its response. (7)</td>
</tr>
<tr>
<td></td>
<td>Infection</td>
<td>The invasion of body tissue by microorganisms with the potential to cause illness or disease. (7)</td>
</tr>
<tr>
<td></td>
<td>Inflammation</td>
<td>An adaptive response to what the body sees as harmful, such as an allergen, illness, or injury. Inflammation is typically characterized by pain, heat, redness, and swelling. (7)</td>
</tr>
<tr>
<td></td>
<td>Intracranial Regulation</td>
<td>Processes that impact intracranial compensation and adaptive neurological function. (7)</td>
</tr>
<tr>
<td></td>
<td>Peripheral Nerve Regulation</td>
<td>Processes that impact the neural structures that lie outside the brain and spinal cord. (9)</td>
</tr>
<tr>
<td></td>
<td>Metabolism</td>
<td>All physical and chemical changes that take place to sustain life and conditions that contribute to imbalances. (19)</td>
</tr>
<tr>
<td></td>
<td>Mobility</td>
<td>The body’s function of movement. The musculoskeletal system is composed of the bones that serve as the body’s framework and attachment sites of muscles, tendons, and ligaments. Innervated by the nervous system, contraction and relaxation of muscles allow movement at the joints. (7)</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
<td>The process by which the body ingests, absorbs, transports, uses, and eliminates nutrients in food. (7)</td>
</tr>
<tr>
<td></td>
<td>Oxygenation</td>
<td>Mechanisms that facilitate or impair the body’s ability to supply oxygen to the blood. (18)</td>
</tr>
<tr>
<td></td>
<td>Perfusion</td>
<td>Mechanisms that facilitate or impair circulation of blood through tissue. (7)</td>
</tr>
<tr>
<td></td>
<td>Reproduction</td>
<td>The process of conception, gestation, and childbirth. (7)</td>
</tr>
<tr>
<td></td>
<td>Sensory Perception</td>
<td>Receiving and interpreting stimuli from the environment and utilizing the sense organs and factors contributing to impaired response. (7)</td>
</tr>
<tr>
<td></td>
<td>Sexuality</td>
<td>The sum of the physical, functional, and psychological attributes that are expressed by one’s gender identity and sexual behavior, whether or not related to the sex organs or to procreation. (7)</td>
</tr>
<tr>
<td></td>
<td>Thermoregulation</td>
<td>The homeostatic process that balances heat production and heat loss to maintain the body’s temperature. (7)</td>
</tr>
<tr>
<td></td>
<td>Tissue integrity</td>
<td>Mechanisms that facilitate or impair skin and mucous membrane intactness. (7)</td>
</tr>
<tr>
<td>Developmental</td>
<td>Growth and Development</td>
<td>Growth is an increase in physical size, and development is an orderly sequence of functions and capabilities that progress from simple to complex. (7)</td>
</tr>
<tr>
<td>Psychological</td>
<td>Accountability</td>
<td>An obligation or willingness to accept responsibility. This is an initial step needed to change behavior. (19)</td>
</tr>
<tr>
<td>Addiction Behaviors</td>
<td>Compulsive, uncontrollable dependence on a chemical substance, habit, or practice to such a degree that cessation causes severe emotional, mental, or physiologic reactions. (19)</td>
<td></td>
</tr>
<tr>
<td>Affect</td>
<td>The immediate and observable emotional expression of mood, mood that people communicate verbally and nonverbally, and the outward manifestation of what the individual is feeling. (19)</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td>A state of varying degrees of discomfort and uneasiness that is accompanied by responses that serve to protect. (7)</td>
<td></td>
</tr>
<tr>
<td>Cognition</td>
<td>The brain’s ability to process, retain, and use information. These abilities include reasoning, judgment, perception, attention, comprehension, and memory. These abilities are necessary to solve problems, learn new information, and interpret the environment. (7)</td>
<td></td>
</tr>
<tr>
<td>Coping</td>
<td>The process through which the person manages the demands and emotions generated by the appraised stress. (7)</td>
<td></td>
</tr>
<tr>
<td>Crisis</td>
<td>An event or situation in an individual’s life that cannot be managed through the usual coping skills. Types of events or situations include developmental, situational, and social. (18)</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>The knowledge and values shared by a society. (7)</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Recognizing differences among “persons, ideas, values, and ethnicities,” while affirming the uniqueness of individuals. (14)</td>
<td></td>
</tr>
<tr>
<td>Empowerment</td>
<td>Is a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for use in their own lives, their communities and in their society, by acting on issues they define as important. (27)</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>Two or more individuals who depend on one another for emotional, physical, and/or financial support. (19)</td>
<td></td>
</tr>
<tr>
<td>Grief and Loss</td>
<td>Loss is an actual or potential situation in which something that is valued becomes altered or no longer available. Grief is the subjective emotion and normal response to a loss. (19)</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>The sum of mind and body that constitutes the identity of a person. (18)</td>
<td></td>
</tr>
<tr>
<td>Social Functioning</td>
<td>The ability of the individual to interact in the normal or usual way in society; can be used as a measure of the quality of care. (19)</td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td>An experience or feeling of being alive, purposeful, and fulfilled with the ability to make sense of life circumstances, beliefs about the universe, feelings of transcendence, joy, hopefulness, and love. (19)</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>A complex experience felt internally that makes a person feel a loss or threat of loss—bodily or mental tension. (7)</td>
<td></td>
</tr>
<tr>
<td>Mood</td>
<td>A sustained emotional state and how one feels subjectively. (19)</td>
<td></td>
</tr>
<tr>
<td>Mood disorders</td>
<td>A group of mental disorders involving a disturbance of mood, accompanied by either a full or partial manic or depressive syndrome that is not due to any other mental disorder. Mood refers to a prolonged emotion that colors the whole psychic life; it generally involves either depression or elation such as manic episode, major depressive episode, bipolar disorders, and depressive disorder (see separate entries for each). (7)</td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td>Communication or a behavior which threatens or demonstrates harm to self or others. (19)</td>
<td></td>
</tr>
</tbody>
</table>

**Nursing Domain**
<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th>A holistic, systematic, and continuous collection, analysis, and synthesis of relevant data for the purpose of appraising the individual’s health status. (19)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caring Interventions</strong></td>
<td>Caring interventions are those nursing behaviors and actions that assist patients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist patients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where patient choices related to cultural values, beliefs, and lifestyles are respected. (19)</td>
</tr>
<tr>
<td><strong>Clinical Decision-Making</strong></td>
<td>“Interpretation or conclusion about a patient’s needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by the patient’s response.” (19)</td>
</tr>
<tr>
<td><strong>Clinical Judgement</strong></td>
<td>“Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and access presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.” (30)</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>&quot;Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.&quot; (7)</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>The exchange of thoughts, messages, or information through verbal and nonverbal methods. (7)</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>&quot;A process that results in the interpretation, analysis, evaluation and explanation of evidence upon which a judgment is based.&quot; (5)</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. (21)</td>
</tr>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td>&quot;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.” (17)</td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>Pedagogy is the art and science of teaching and includes multiple theories of behavior that are based on the learning process or the observation and scientific study of how people learn (p.72). (24)</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>“The conduct, aims, or qualities that characterize or mark a profession.” (7)</td>
</tr>
<tr>
<td><strong>Role Transition</strong></td>
<td>The process of developing a new role. (6)</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Preventing inadvertent pain, injury, or loss. (7)</td>
</tr>
<tr>
<td><strong>Self-Management of Care</strong></td>
<td>The systematic provision of education and supportive interventions to increase patients' skills and confidence in managing their own health problems, including regular assessment of progress and problems, goal-setting, and problem-solving approaches. (19)</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Is deliberate interventions that involve sharing information and experiences to meet intended learner outcomes in the cognitive, affective and psychomotor domains according to an educational plan. Whether formal or informal, planned well in advance or spontaneous, teaching is deliberate and conscious acts with the objective of producing learning. (22)</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td>A set of interrelated concepts, definitions and propositions that present a systematic view of events or situations by specifying relations among variables, in order to explain and predict the events or situations (p. 26). (23)</td>
</tr>
</tbody>
</table>

**Healthcare Domain**

<p>| <strong>Advocacy</strong> | To speak up or act in the cause of another in support of individuals, families, systems, communities, and issues. (19) |
| <strong>Care Management</strong> | A system of management that facilitates effective care delivery and outcomes for each patient. (2) |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>The role of facilitating learning, facilitating learner development and socialization, using assessment and evaluation strategies, participating in curriculum design and evaluation of program outcomes, functioning as a change agents and leaders, pursuing continuous quality improvement in the nurse-educator role, engaging in scholarship, and functioning within the educational environment. (1)</td>
</tr>
<tr>
<td>Emergency Preparedness</td>
<td>A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. (3)</td>
</tr>
<tr>
<td>Ethics</td>
<td>A code or guide about the rightness or wrongness of behaviors. Ethical behaviors guide the nurse in supporting the principles of autonomy, beneficence, justice, and truth. (19)</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>A process to solve problems in practice using the best evidence, clinical experience, and patient preferences and values. (11)</td>
</tr>
<tr>
<td>Genetics</td>
<td>The study of heredity and the transference of traits from parents to offspring. (9)</td>
</tr>
<tr>
<td>Healthcare Systems</td>
<td>A group of interacting people and processes that deliver safe and effective patient care with quality, equal access, and cost-effectiveness. (10)</td>
</tr>
<tr>
<td>Health Policy</td>
<td>Guidelines and protocols created and enforced by governing bodies or professional organizations that influence the actions and decisions of organizations and individuals within the healthcare system. (7)</td>
</tr>
<tr>
<td>Health Promotion</td>
<td>The effort to stop the development of a disease, including treatment to prevent a disease from progressing further and causing complications. (7)</td>
</tr>
<tr>
<td>Holism</td>
<td>The culture of human caring in nursing and healthcare that affirms the human person as the synergy of unique and complex attributes, values, and behaviors influenced by that individual’s environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum. (4)</td>
</tr>
<tr>
<td>Informatics</td>
<td>An integration of nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. (7)</td>
</tr>
<tr>
<td>Innovation</td>
<td>Innovation is the spark of insight that leads a scientist or inventor to investigate an issue or phenomenon. That insight is usually shaped by an observation of what appears to be true or the creative jolt of a new idea. Innovation is driven by a commitment to excellence and continuous improvement. Innovation is based on curiosity, the willingness to take risks, and experimenting to test assumptions. Innovation is based on questioning and challenging the status quo. It is also based on recognizing opportunity and taking advantage of it. (25)</td>
</tr>
<tr>
<td>Leadership</td>
<td>An interactive process whereby an individual inspires a group of people to attain a common goal. (15)</td>
</tr>
<tr>
<td>Legal/Regulatory</td>
<td>Governing or directing according to a rule or bringing under the control of an authority. (12)</td>
</tr>
<tr>
<td>Management</td>
<td>The process of getting things done effectively with and through other people. (18)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>A statement encompassing ontological claims about the phenomena of central interest to a discipline, epistemic claims about how those phenomena come to be known, and ethical claims about what the members of a discipline value (pp.11-12). (28)</td>
</tr>
<tr>
<td>Population Health</td>
<td>&quot;An approach that focuses on interrelated conditions and factors that influence the health of populations over the life course, identifies systematic variations in their patterns of occurrence, and applies the resulting knowledge to develop and implement policies and actions to improve the health and well-being of those populations.&quot; (8)</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>An organized approach to identify errors and hazards in care, as well as improve care overall. (19)</td>
</tr>
</tbody>
</table>
Research
Investigation or experimentation aimed at the discovery and interpretation of facts about a particular subject. (6)

Social Determinants of Health
Conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks (31)

Socialization
The passing of a role from one person to the next, the process by which a person acquires and internalizes new knowledge and skills. The socialization period involves the learning of work systems, staff roles, and employer expectations for students, employees, and new employees alike. (26)

Social Justice
Acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation. (29)

References
25. US Department of Education. (2017) www2.ed.gov/about/offices/list/oii/about definition.html
Weber State University
Dumke College of Health Professions
Annie Taylor Dee School of Nursing

Handbook Part B
Annie Taylor Dee School of Nursing
General Policies and Procedures
Section I: Annie Taylor Dee SON Requirements

I. General Guidelines for all Annie Taylor Dee SON Students

A. Weber State University Policies
   1. Discrimination and Harassment Policy (PPM 3-32): (http://www.weber.edu/studentaffairs)
   2. Disability Statement
      Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 256, Bldg. 2 at the Davis Campus). SSD can also arrange to provide course materials in alternative formats upon request. Contact SSD by phone at 801-626-6413 (Ogden Campus) or 801-395-3442 (Davis Campus); or by email at ssd@weber.edu
   3. We do not have the ability to ensure a Latex-free environment.
      - Latex products are used in our laboratory, simulation, and clinical environments.

B. Students must pay 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 his/her place in a specific nursing course/program.

C. Students MAY NOT register for courses scheduled to be taught on a campus different from the campus to which they were formally accepted. Students with extenuating circumstances may request a change in campus. Permission is granted by program director and depends on space availability, etc.

D. Students are covered by WSU liability/malpractice insurance once they are registered in a course.
   NOTE: Students may not attend/participate in any nursing courses prior to being admitted to WSU and registering for their nursing courses.

E. WSU Annie Taylor Dee SON dates and deadlines override Continuing Education, online, or other university guidelines.
   NOTE: Prerequisites and/or support courses must be completed and the grades posted two (2) weeks prior to the start of the semester.

F. Students will have access to the syllabi in the online learning-management system and Student Handbook prior to first day of class.

G. Both the WSU and the Annie Taylor Dee SON expect that students study two (2) – four (4) hours per week for each credit hour of enrolled courses

VII. II. 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. These requirements are applicable to all courses, including Study Abroad electives.

If for any reason during the course of the specific program (AAS /AS, RN-BSN, MSN, FNP-DNP, DNP), the student is unable to perform any of these functions, they will be required to meet with the faculty and program director, which may delay program progression. (See Handbook Part B, Section V. B.)

After reading and reviewing the essential requirements, the student must sign and return an Essential Requirements form 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.

A. Essential Requirements of Intellect

1. **Comparing:** Judging observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.
2. **Copying:** Transcribing, entering, or posting data.
3. **Computing:** Performing arithmetic operations and reporting on and/or carrying out a prescribed action.
4. **Compiling:** Gathering, collating, or classifying information about data, people, or things; including reporting and/or carrying out a prescribed action relevant to the evaluation.
5. **Analyzing:** Examining and evaluating data and presentation of alternative actions in relation to the evaluation.
6. **Coordinating:** Determining time, place and sequence of operations or action to be taken on the basis of analysis of data. May include prioritizing multiple responsibilities and/or accomplishing the responsibilities simultaneously.
7. **Judgment:** Recognizing potentially hazardous materials, equipment, and situations; and proceeding safely in order to minimize risk of injury to patients, self, and nearby individuals.
8. **Synthesizing:** Combining or integrating data to discover facts and/or develop knowledge, creative concepts, and/or interpretations.
9. **Negotiating:** Exchanging ideas, information, and opinions with others to formulate policies and programs; and/or jointly arrive at decided conclusions and/or solutions.
10. **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).

B. Essential Requirements of Observations

1. **Near Acuity:** Clarity of vision at 20 inches or less with or without correction.
2. **Far Acuity:** Clarity of vision at 20 feet or more with or without correction.
3. **Depth Perception:** Ability to see depth and breadth: Three-dimensional vision.
4. **Color Vision:** Ability to identify and distinguish colors.
5. **Field of Vision:** Ability to see area from right-to-left or up-and-down while fixed on a singular point.
6. **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”).
7. **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.
8. **Hearing:** Perceiving the nature of sounds, particularly when making fine discriminations in sounds (e.g., such as when making fine adjustments on running engines).

C. **Essential Requirements of Communication**
   1. **Talking:** Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which nursing students must impact 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.
   2. **Hearing:** Perceiving the nature of sounds, particularly used in activities the ability to receive detailed information through oral communications and making fine discriminations in sounds.
   3. **Communicating:** Talking with and/or listening to and/or signaling people to convey or exchange information, including giving/receiving assignments and/or directions.
   4. **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.
   5. **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.
   6. **Confidentiality:** Promoting, advocating for, and striving “to protect the health, safety, and rights of the patient” (ANA Code of Ethics, Provision 3, 2010) 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.

D. **Essential Requirements of Movement**
   1. **Standing**
   2. **Walking**
   3. **Sitting**
   4. **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.
   5. **Balancing:** Maintaining body equilibrium to prevent falling when performing feats of agility such as assisting with the transfer of patients.
   6. **Squatting:** Bending body downward and forward, requiring the full use of the lower extremities and back muscles.
   7. **Kneeling:** Bending legs at knees and coming to rest on the knee or knees.
   8. **Crouching:** Bending downward and forward by bending legs and spine.
   9. **Crawling:** Moving about on hands and knees or hands and feet.
   10. **Reaching:** Extending hand(s) and arm(s) in any direction.
   11. **Handling:** Seizing, holding, grasping, turning, or otherwise working with the hand or hands.
   12. **Physical Restraint:** Seizing, holding, restraining, and/or otherwise subduing violent, assaultive, or physically-threatening persons to defend oneself or prevent injury.
   13. **Able to lift/ transfer/ move-up to 50 pounds independently.**
   14. **Able to lift and move 51 to 100 pounds with assistance of another person or by using mechanical lifting and moving devices.**
   15. **Mechanical Ability:** Able to safely and accurately operate mechanical or powered medical equipment and moving and transferring equipment.
E. Essential Requirements Related to the Learning Environment

1. **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.

2. **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.

3. **Wet and/or Humid:** Contact with water or other liquids or exposure to non-weather-related humid conditions.

4. **Atmospheric Conditions:** Exposure to conditions such as noxious odors (e.g., patient-care products, body odors, some dust, powders, mists).

5. **Hazards:** Students may be exposed to situations with a definite risk of bodily injury, such as proximity to moving mechanical parts, electrical current, radiation, and chemicals.

6. **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.

7. **Noise:** Able to function safely and professionally in a noisy and distracting environment.

Satisfactory completion of the Annie Taylor Dee SON Programs demands the nursing student’s ability to meet the above requirements. If a student is uncertain as to his/her ability to comply with any of these essential functions, please consult with the Annie Taylor Dee SON Admissions and Advancements Committee.

II. Program Technology Requirements

A. Technology requirements are important for your success. You must have the following:
   - A computer, with either PC (Windows) or Macintosh systems. A consideration for the MSNP program is access to a laptop or tablet that you can bring to class.
   - Internet access (high-speed preferred)
   - Webcam (for video conferencing and presentations)
   - WSU multimedia is optimized by Google Chrome browser; thus other browsers may not/do not work as well.

B. Other considerations:
   - Intel i5 processor or faster
   - at least 4GB RAM
   - 500GB HD
   - Monitor that supports 1280x1024 resolution or higher

III. Student Academic Advisement

A. Each student is assigned a WSU Annie Taylor Dee SON academic advisor upon entering the nursing program. See individual program Part C of the Student Handbook for advisement process.

VIII. IV. Student Documentation

A. A confidential, cumulative record (file) is kept on each student.
   1. 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 prior to each record becoming a part of the student's cumulative record.

Student signature does not establish agreement with information recorded on the form; but does indicate that the student has read and understands information, conditions of warning and/or discipline, and department response if conditions related to warning and/or disciplinary action is/are not fulfilled by student.

2. 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. WSU Annie Taylor Dee SON partners with a secure documentation management system to provide students an easy process for maintenance and compliance of student documentation. Once the requirements have been fulfilled, the results will be submitted to the WSU Annie Taylor Dee SON. Students are responsible for the associated cost. The package includes:

1. Drug Testing
2. Criminal Background Check
   - Nationwide Healthcare Fraud and Abuse
   - Nationwide Patriot Act
   - Nationwide Record Indictor with Sex Offender Investigation
   - Social Security Alert
   - Residency History
3. Document Manager
4. Immunizations
   - The WSU Annie Taylor Dee SON prepares students to proactively participate in evidence based practice. In support of that endeavor the WSU Annie Taylor Dee SON follows the current Center for Disease Control and Prevention (CDC) guidelines for immunizations for health care providers. All students are required to comply with CDC requirements for healthcare personnel. The hepatitis B vaccination 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 CastleBranch.
   - Besides mandatory immunizations, American Heart Association BLS for Healthcare Provider CPR.
   - Students will be prompted to upload specific documents required by the WSU Annie Taylor Dee SON.

### Mandatory Clinical Immunization Requirements

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Documentation / Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEPATITIS B</td>
<td>Students must comply with one (1) of the following Hepatitis B requirements</td>
</tr>
<tr>
<td>Option #1: Engerix-B or Recombivax HB (3 doses)</td>
<td></td>
</tr>
<tr>
<td>o HepB#1-series start date</td>
<td></td>
</tr>
<tr>
<td>o HepB#2-one (1) month later</td>
<td></td>
</tr>
<tr>
<td>o HepB#3-five (5) months later</td>
<td></td>
</tr>
<tr>
<td>o Titer- one (1) to two (2) months after 3rd dose</td>
<td></td>
</tr>
</tbody>
</table>
### Option #2: Heplisav-B (2 doses)
- HepB#1- series start date
- HepB#2- one (1) month later
- Titer – one (1)- two (2) months after 2nd dose

**PLEASE NOTE:** Documentation of a positive titer without documentation of immunization series will require a full repeated immunization series followed by another positive titer.

2. Documentation of a CDC-approved HepB series and a negative titer (must be uploaded together)
   - HepB booster immediate
   - Repeat titer six (6) weeks after booster
   - If titer is again negative, complete the rest of the HepB series:
     - HepB#2 immediate
     - HepB#3 (five (5) months after HepB#2
     - Repeat titer six (6) weeks after HepB#3

3. No titer, series in progress:
   - HepB#1 immediate
   - HepB#2 – one (1) month later
   - HepB#3 – five (5) months later
   - Repeat titer – six (6) weeks after HepB#3

4. For #4 when initial series in progress, if the titer comes back negative, follow steps for #3.

5. A non-responder is a person who has obtained two (2) HepB immunization series, each followed by a negative titer.

<table>
<thead>
<tr>
<th>TB or QUANTIFERON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing students are required to test upon admission to the Annie Taylor Dee SON.</td>
</tr>
<tr>
<td>Annual or serial TST for TB is determined by state regulations and risk for TB exposure. Utah is a low risk state.</td>
</tr>
<tr>
<td>The CDC recommends healthcare workers and healthcare students receive a baseline TST - TB test. The TST – TB test should be repeated if a TB exposure occurs, if there is international travel with endemic TB, or if students are required to obtain either a baseline 2-step TB (TST) test, Quantiferon or T-Spot TB blood draw.</td>
</tr>
</tbody>
</table>

### Baseline 2-step TB (TST)

1. PPD – TST cannot be completed earlier than 4 months prior to school start

   **Step One:**
   - The PPD - TST #1 is reviewed 48 to 72 hours after placement
   - Document TST #1 result (negative or positive)

   **Step Two - proceed if negative Step One**
   - Administer second TST one (1) to three (3) weeks after TST #1 placement
   - The PPD - TST #2 is reviewed 48 to 72 hours after placement
   - Document TST #2 result (negative or positive)

   If you have proof of a 2-step TB within the past year, then an annual TB test must be done

   Upload all results to Castlebranch at the same time

### Quantiferon or T-Spot TB serum test

- If you choose the Quantiferon or T-Spot TB blood draw it must be within the past year.
- If over 1 year, repeat Quantiferon or TSpot or obtain annual TB skin test
- Upload the Quantiferon TB blood draw results to CastleBranch
the state of Utah risk changes to medium.

**Positive TB test**
- If you have had a prior positive TB test, you must provide the results of your X-ray.
- Upload the chest x-ray results to CastleBranch

**International travel or previous international residence**
- If you've traveled or lived internationally and had to have a BCG (within the past 10 years), you must show proof of BCG.
- Obtain and/or provide the results of your X-ray

| Measles, Mumps, & Rubella (MMR) | MMR titer or two (2) MMR vaccinations required  
- If two (2) 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. |
|--------------------------------|----------------------------------------------------------------------------------------------------------|
| TDAP                           | o Documented proof of TdaP within the last 10 years  
o If over 10 years, obtain a new TdaP |
| VARICELLA                      | o Varicella titer or two (2) varicella vaccinations.  
o You CANNOT self-report or obtain a doctor's note stating you had chicken pox. |
| FLU SHOT                       | o Flu shot is obtained during the current flu season when available (September through October). |
| IMMUNIZATION ALLERGIES/ISSUES I| o Any allergies or issues with immunizations, require current written notification from your healthcare provider.  
o Upload the written notification of immunization allergy or issues to CastleBranch |

V. Policies that Apply to Students in Programs Requiring Clinical Assignment

A. Federal Occupational Safety and Health Administration (OSHA)
   1. OSHA Regulations:
      a. Students may, in the fulfillment of program-required clinical practice, be exposed to bloodborne pathogens. Use of standard precautions (current with CDC guidelines) is a requirement for practice and expected of all students in the clinical setting.
      b. All students are required to comply with OSHA regulations and follow the WSU Blood borne Pathogen Exposure Control Plan ([http://www.weber.edu/EHS/postexposure.html](http://www.weber.edu/EHS/postexposure.html)).
      c. Students who are have allergies that may affect their experience in the selected program of study need to notify the WSU Disability Office.

B. Functional Limitation or Injury
   1. A student who is functionally limited must notify appropriate nursing faculty and administration as soon as possible. The student and appropriate faculty will meet with the program director to develop guidelines delineating the student’s plan to complete course requirements pre- and post-limitation. Student must provide a healthcare provider communication that clears them for both pre- and post-limitation. (i.e., non-elective surgery, pregnancy, etc.)
      - Students choosing to have elective surgeries during the program of study do not meet these criteria.
C. Health
1. 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. WSU does not offer health insurance.
   a. Students are advised to be enrolled in a personal health-insurance plan.
   b. 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 time.
   c. Should a student be injured during a clinical experience or have his/her health endangered (such as an exposure to bloodborne pathogens), the student should report the situation immediately to the student’s instructor and to 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.
   d. 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.

D. Criminal Background Check
1. Purpose
   a. The criminal background check 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 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.
   b. The WSU Annie Taylor Dee SON enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU Annie Taylor Dee SON students and faculty 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.

2. Policy
   Admission and progression in a WSU Annie Taylor Dee SON Program is contingent upon 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 refunds 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.
3. 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.

a. 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 which would preclude an individual from admission to or continuance in a nursing program include: aggravated assault, intimate-partner or child abuse, sexual predatory behavior, financially-related crimes such as identity theft, and 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."

b. If background check documents criminal actions, it may be required of the student to obtain official verification that the charge(s) have been expunged.

c. Disclaimer included in the admission packet states: "Students are encouraged to have their criminal record expunged prior to seeking criminal background check."

d. 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.

e. 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.

f. 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.

h. 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).

i. If criminal charge(s) are dismissed, a student may be considered for reentry.

j. 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.

k. Information obtained in the criminal background check will be disclosed on a need-to-know basis to instructors and administrators.

E. Drug Screen
1. Purpose
   a. 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.

b. The WSU Annie Taylor Dee SON enters into Affiliation Agreements with multiple
healthcare facilities throughout the state. These agreements provide WSU Annie Taylor Dee SON students and faculty 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).

2. 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 refunds 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.

3. Procedure
All students who wish to apply for admission to WSU Annie Taylor Dee SON program are informed in writing that they are required to submit to, and pass, a urine drug screen (takes place after admissions).

a. The following written information and instructions are found in the 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."

b. Students are provided instructions for obtaining the urine drug screen at an approved testing facility.

c. If a student’s results return indicating a “dilute” sample, testing must be repeated at the student’s expense.

d. 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.

e. 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 his/her position in the nursing program.

f. 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.

g. The WSU Annie Taylor Dee SON reserves the right to ask any student to submit to additional drug testing. This request will occur 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.

h. 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.

Section II: Academic Standards and WSU Annie Taylor Dee SON Response to Violation of Academic Integrity Policy

I. General Guidelines of Academic Standards and Violations

A. The WSU Annie Taylor Dee SON has strict policies applying to any violation of the academic integrity policy in any form; any violation may be subject to an appropriate sanction or penalty. Academic-integrity violations at WSU Annie Taylor Dee SON are classified into two levels called nonseparable and separable. Nonseparable violations are less severe violations for which the possible sanctions do not include suspension or expulsion from the WSU Annie Taylor Dee SON; separable violations are more severe violations for which the possible sanctions include suspension or expulsion. Whether a given violation is classified as nonseparable 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.

B. WSU Student Code and the WSU Annie Taylor Dee SON have a no-tolerance policy for cheating.

C. Students are expected to conduct themselves in a manner free from any suspicion of dishonesty or cheating.

D. Plagiarism

1. The WSU Annie Taylor Dee SON has a no-tolerance plagiarism policy. All student work is expected to be referenced correctly.

2. When using the WSU SON internet-based plagiarism tool, a students’ paper resulting in 21% or greater amount of plagiarism will result in one of the following two actions:
   a. Based on 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
   b. Based on results of the internet-based plagiarism tool, faculty or instructor may proceed with the Academic Integrity Policy on violations and sanctions.

E. 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 e-mail, 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 e-mail, discussion boards, chat rooms or social media is unacceptable
   • Use humor with extreme caution. Without face-to-face communications, your 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
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. Continuation of problematic online etiquette by the student may result in probation and or subsequent dismissal from the program.

II. Academic Standards

A. Grading Scale
1. The following grading scale is used by the WSU Annie Taylor Dee SON:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
</tr>
<tr>
<td>94-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89-87%</td>
<td>B+</td>
</tr>
<tr>
<td>79-77%</td>
<td>C+</td>
</tr>
<tr>
<td>69-67%</td>
<td>D+</td>
</tr>
<tr>
<td>59% and below</td>
<td>E</td>
</tr>
<tr>
<td>86-83%</td>
<td>B</td>
</tr>
<tr>
<td>76-73%</td>
<td>C</td>
</tr>
<tr>
<td>66-63%</td>
<td>D</td>
</tr>
<tr>
<td>82-80%</td>
<td>B-</td>
</tr>
<tr>
<td>72-70%</td>
<td>C-</td>
</tr>
<tr>
<td>62-60%</td>
<td>D-</td>
</tr>
</tbody>
</table>

2. Students must have an 80% (B-) or higher in order to pass any nursing course and continue in the nursing program.
3. Students must pass all prerequisite and support courses with a letter grade of “C” or better.
4. A student must achieve at least an 80% average score on the combined unit-exam and final-exam test 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. (program specific)

B. Rounding
1. Any grade below an 80% (e.g., 79.5%) will not be rounded.
2. All other grades will be rounded at 0.5 (e.g., 94.5% can be rounded to an A).

C. Evaluation Incentive
1. Each semester, course and faculty evaluations will be available online in Chi Tester. Any student who completes both the course and faculty evaluations for a given nursing course will receive a 1% completion incentive that will be added to the student’s final grade for that course. Any student who is at a failing grade at the end of the course will not be allowed the 1% evaluation incentive.

III. Levels of Violations and Sanctions

A. Nonseparable Violations
1. Nonseparable 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.
2. Below are a few examples of violations that are most often considered to be nonseparable violations, at least when committed by an undergraduate student as a first-time offense. This list is not exhaustive, and classification of a given violation as separable or nonseparable is always 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 or minor examination
- 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 clicker in a course in which attendance counts toward the course grade

3. However, an alleged second nonseparable violation may be treated as an alleged separable violation. Moreover, some violations that would be considered nonseparable for an undergraduate student may be treated as separable for a graduate student.

4. Sanctions for nonseparable violations include, but are not limited to, one or more of the following, and do not include suspension or expulsion.
   - 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

B. Separable Violations
1. Separable violations are very serious violations of academic integrity that affect a more significant portion of the course work compared to nonseparable 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.

2. Below are some examples of violations that are most often considered separable. Again, the list is certainly not exhaustive, and classification of a given violation as separable or nonseparable is always 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 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 by another student on any exam or assignment
   - Intentionally destroying or obstructing another student’s work
   - Knowingly violating research or professional ethics
   - Any violation involving potentially criminal activity

3. Sanctions for separable violations may involve suspension or expulsion from the nursing program.
IV. Guidelines

A. The recommendations for sanctions at each level are not binding but are intended as guidelines for WSU Annie Taylor Dee SON. For both nonseparable and separable violations, the severity of the sanction imposed should be proportional to the severity of the violation committed.

B. Violations that may be considered nonseparable for an undergraduate student may be treated as a separable violation for a graduate student.
Weber State University

Dumke College of Health Professions

Annie Taylor Dee School of Nursing

Handbook Part C

Doctor of Nursing Practice (DNP) Program
Graduate Programs Director Welcome

Welcome to the Annie Taylor Dee School of Nursing DNP Program.

We are pleased that you have chosen Weber State University (WSU) to continue your educational pursuits in nursing and welcome you to the Wildcat family! Whether this is your first time with us or your second or third-degree here, I hope that you will feel our genuine interest and concern for you as you complete your degree(s).

I encourage you to take the time to familiarize yourself with this student handbook. The content will provide you with information regarding the WSU DNP Program academic policies and procedures and how they pertain to your individual needs as a student. Information about DNP practicum and clinical requirements and the many offices and resources available to you through the school and important student services are described in parts A, B, and C of the student handbook. You will also find information about your particular program of study, including course information and contacts that will be of use to you during your time at WSU.

If you have additional questions, your faculty advisor, program faculty, and the nursing administrative staff are available and willing to help you. Additionally, my door is open to you, so feel free to contact me any time.

On behalf of the Annie Taylor Dee School of Nursing administration, faculty, and staff, welcome to Weber State University!

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General Information
The information contained in this handbook is designed for graduate students enrolled in either the Post-Masters to DNP-Leadership (DNP-L) program emphasis or the Post-BSN to DNP-FNP (DNP-FNP) emphasis. This handbook is designed to be a ready resource for you during your DNP studies here, and as such, is designed for admitted and enrolled students. Changes made to the handbook will be communicated to students using their Weber email and in Canvas.

The Weber State University (WSU) Annie Taylor Dee (ATD) School of Nursing (SON) Doctor of Nursing Practice (DNP) program is designed to prepare nurses for an advanced level of nursing science, leadership, and practice. The DNP is a translational, practice-focused doctoral degree that prepares students to evaluate the research to inform nursing practice and transform healthcare organizations. By developing a translational practice, graduates develop the skills to determine the credibility of the sources presented, use research findings to inform practice, improve patient safety, and initiate quality improvement process improvements; and use existing and developing databases to guide quality improvement decisions for patients and populations at the systems level.

The DNP program has two-degree emphases, the Post-BSN to DNP-Family Nurse Practitioner (DNP-FNP) and the Post-Masters to DNP-Leadership (DNP-L). The DNP-FNP emphasis is designed for the student who possesses a BSN and desires to obtain a family nurse practitioner (FNP) specialty certification. DNP-FNP students will complete education in a clinical specialty as part of their DNP degree, which will qualify them to sit for the FNP national certification examination. The DNP-L emphasis is for the expert nurse who has obtained a master's degree in nursing (MSN), public health (MPH), business administration (MBA), or health administration (MHA). Graduation from the DNP-L program emphasis is not associated with specialty certification, but students may be credentialed for additional post-master's national certifications.

The DNP Curriculum
The SON DNP-L and DNP-FNP program emphases are designed to prepare students to fulfill their future roles and responsibilities. The dynamic curriculum incorporates current standards, guidelines, and competencies from the following organizations to ensure the curriculum is current and grounded on evidence-based practice: The Quality and Safety Education for Nurses (QSEN), the American Association of Colleges of Nursing (AACN), the American Organization for Nursing Leadership (AONL), and the National Organization of Nurse Practitioner Faculties (NONPF).

The WSU ATD SON has adopted QSEN as the cornerstone of their SON Student Learning Outcomes (SLOs) and end-of-program student learning outcomes (EPSLOs). The six competencies include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. The ATD SON SLOs are leveled to meet degree-specific requirements in each program and guide course development for the DNP program (Table 1.0 EPSLOs & RSCs).

Courses are structured to foster DNP Program EPSLOs through various instructional techniques and learning activities, including digital learning and literacy. Each course is administered through Canvas® Learning Management System (LMS) and utilizes online, virtual (synchronous), hybrid, and face-to-face instruction depending on the program's emphasis. For example, the DNP-L courses are entirely online and structured to meet working professionals' needs. The DNP-FNP emphasis is a hybrid program with didactic courses being online, face to face (lab/clinical), and virtual (synchronous). The Development of
advanced practice registered nurse (APRN) clinical skills is designed to meet national guidelines and RSCs, and are offered in a face-to-face classroom environment.

### Table 1.0 DNP End of Program Student Learning Outcomes and Role Specific Competencies

<table>
<thead>
<tr>
<th>Annie Taylor Dee School of Nursing</th>
<th>DNP EPSLOs</th>
<th>Post BSN to DNP-FNP Role-Specific Competencies</th>
<th>Post Masters to DNP Leadership Role Specific Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient-Centered Care</td>
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<td></td>
<td></td>
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<tr>
<td>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.</td>
<td>Employ care delivery models and/or strategies of health promotion, risk reduction, and illness prevention for individuals, families, and diverse populations across health care settings.</td>
<td>Implement indirect and direct care strategies for autonomous practice and/or care delivery models for individuals and diverse populations across health care settings.</td>
<td>Employ system-wide standards and practices for the care of patients/populations.</td>
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<tr>
<td>Teamwork &amp; Collaboration</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
<td>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.</td>
<td>Engage in shared decision-making with interprofessional teams for complex patients, practice, and organizational collaboration.</td>
<td>In collaboration with other system leaders, implement strategies for the continuing Development of interprofessional relationships.</td>
</tr>
<tr>
<td>Evidence-Based Practice (EBP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>Practice at the highest quality/level of nursing, supported by/ based on current scientific evidence, organizational and systems thinking, leadership principles,</td>
<td>Establish standards utilizing evidence-based practice as the foundation of nursing practice and patient care delivery.</td>
<td>Establish processes to adopt, monitor, and evaluate the translation of evidence into practice.</td>
</tr>
</tbody>
</table>
### Quality Improvement

<table>
<thead>
<tr>
<th><strong>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.</strong></th>
<th><strong>Transform practice to impact the quality of health care and outcomes.</strong></th>
<th><strong>Develop efficient patient care models and policies that ensure high-quality care and compliance with regulatory requirements.</strong></th>
<th><strong>Lead quality improvement programs at the systems level.</strong></th>
</tr>
</thead>
</table>

### Patient Safety

<table>
<thead>
<tr>
<th><strong>Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</strong></th>
<th><strong>Influence health care policy relating to finance, access, safety, and quality, as it applies to practice regulation, and consumer advocacy.</strong></th>
<th><strong>Establish a culture of safety and transparency within members of the interdisciplinary team.</strong></th>
<th><strong>Contribute as an interprofessional content expert to appraise system wide patient safety programs.</strong></th>
</tr>
</thead>
</table>

### Informatics

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<thead>
<tr>
<th><strong>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</strong></th>
<th><strong>Evaluate quality improvement initiatives through the use of information systems and technology.</strong></th>
<th><strong>Advocate for information technologies that support the use of evidence in nursing practice.</strong></th>
<th><strong>Lead the advancement of informatic activities to improve the quality of healthcare systems.</strong></th>
</tr>
</thead>
</table>

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**Student Resources**

**Student Academic Advisement**
Following admission to the DNP Program, each student is assigned a SON faculty advisor. Students' advisors are encouraged to contact students within the first three (3) weeks of each Semester in which the student is enrolled. **Students will be emailed the name and contact information for their faculty advisor and the advising list will be available** on the DNP Bulletin Board. It is recommended that you reach out to your advisor and introduce yourself. If you have any concerns or issues, please contact your
advisor immediately to promptly resolve any problems (i.e., class schedule addition or deletions, transcript issues, etc.). The Enrollment Director and Graduate Programs Director are also available for additional student support.

**Writing Center**
The mission of the WSU Writing Center is to promote students' academic success and life skills development by providing free drop-in and appointment tutoring during the day, evening, and weekend hours, for students writing in courses across the curriculum. The [Writing Center](www.weber.edu/writingcenter) is located at Elizabeth Hall, Room 210.

**WSU Student Health Center and Counseling Center**
The WSU Student Health Center provides quality, cost-effective health services. All students who have a current student ID and are registered students may use the student health services. Please bring an ID card. Services are provided at low or no cost and insurance is not required for students to use the Health Center. The [Student Health Center](www.weber.edu/healthcenter) is located at the Student Service Center, Room 190. The [Counseling Center](www.weber.edu/CounselingCenter) provides short-term counseling, crisis intervention, and consultation to students. Services are offered online and on-campus.

**WSU Financial Aid and Scholarships**
Weber State University offers more than $90 million in federal financial assistance and offers walk-in, online, and phone assistance for all students. Information regarding financial aid and grants is available through the [Financial Aid Office](www.weber.edu/financialaid) in the Student Services Building, Suite 120.

In addition to WSU Financial Aid Services, there are scholarships available to ATD-SON students. [Nursing Scholarship information](weber.edu/Nursing/Scholarships.html) is found on the program's Student Bulletin Board.

Nursing scholarships are available to graduates, and students are encouraged to apply. Information regarding scholarships can be found on the [Nursing Bulletin Board](weber.edu/Nursing/BulletinBoard.html) website.

**Online Technology Requirements**
All entering nursing students are made aware of the program delivery format and are advised of the importance of personal technology needs at program orientation. Information, technology requirements, and policies specific to nursing students are provided in each program. WSU provides many software applications which can be installed on your campus-owned workstation through the network or the Virtual lab using a browser. Campus software can be installed through the [WSU Software Center](www.weber.edu/ITDivision/Software_Center_Guide_PC.html) on Windows machines or through the [Self Service App](www.weber.edu/ITDivision/Self_Service_Guide_Mac.html) on MacOS. Access software from the [Virtual Lab](weber.edu/virtuallab) off-campus using a browser and internet connection.

**Informational Technology Support**
The WSU Computing Support Services provides all nursing students technical support with WSU Online software and general networking concerns. Students requiring computing or technology support may contact the 24/7 computing and technical resource hotline (801-626-7777). Computing support is
also available online, where a student can "chat" with a support technician 24/7. The IT Service Desk
(weber.edu/help) technical specialists that staff the computing and technical resource hotline assist
callers with a wide range of computer and technical issues and concerns. These issues and concerns
include general questions related to the caller's computing hardware as well as questions related to
accessing and using WSU online resources, user problems with the software applications supported by
the WSU Information and Technology Center. Questions related to WSU's online educational software
(Canvas) is supported by a Help button within each course that offers a 24/7 Live chat, a 24/7 Canvas
Support Hotline (877-215-0831) as well as Canvas Guides & student tutorials (guides.instructure.com).

**ADOBE Creative Cloud**
The Information Technology Division is pleased to announce that Weber State University's (WSU)
partnership with Adobe has now been extended to a five-year contract to include Creative Cloud
licenses for students. Students can now download any Creative Cloud app on up to two devices at a
time. This allows students to use Creative Cloud apps on their devices from home or on the go. Students
can obtain a license by visiting the Adobe Information website (www.weber.edu/adobe) and requesting
a license using their @mail.weber.edu email address. This license must be renewed every year in August
for continued use of the Creative Cloud license.

**Library**
The WSU Stewart Library (library.weber.edu) provides graduates with online access to numerous
academic resources and databases in addition to books, periodicals, and documents. A dedicated health
science librarian is also available to students for consultation and assistance.

**Sigma Theta Tau International Nursing Honor Society Nu Chapter**
The purpose of Sigma is to participate in and recognize achievement and leadership in nursing. Full-time
DNP students are eligible candidates for this society ¼ of the way through the program; however, RNs
are qualified as community leaders in the first Semester. Sigma Student Membership Criteria
(www.sigmanursing.org/why-sigma/sigma-membership/apply-now/student-membership-criteria)
Members pay an annual fee and receive official publications, chapter-sponsored education, and voting
membership. Students are offered a significant membership discount. Graduate students who are
interested in applying for membership can speak with their DNP faculty advisors. A $500.00 to
$1,000.00 graduate scholarship is awarded annually by the Nu Nu Chapter. Applications are accepted in
the fall upon completion of the time frame noted above.

**Due Process and Resolution of SON Complaints and Grievances.**
WSU due process policy is available at: (weber.edu/ppm/Policies/9-9_DueProcess.html). 
WSU grievance policy is available at: (weber.edu/complaint). SON policies explaining due process
related to complaints and grievances are described in parts A and B of the student handbook

**IBM SPSS Statistics**
SPSS is a statistical software platform, which is utilized by DNP students in the program to input and
interpret complex data sets quickly to ensure high accuracy and quality decision making.

**Qualtrics XM**
Qualtrics is a tool utilized by DNP students to collect online, anonymous project data using a simple
survey link. Qualtrics is capable of providing descriptive statistics and demographic data in real-time.
Student Portfolios (Portfolium)
Student portfolios are utilized in the graduate programs to provide evidence of achievement of student learning outcomes and role-specific competencies. In 2020-2021, graduate faculty elected to use an e-portfolio product called Portfolium for showcasing student signature assignments, the DNP project, accomplishments, and other artifacts. Faculty and student policies were developed by a graduate portfolium task force made up of graduate faculty to determine the student portfolio elements. The student portfolio also serves as a professional repository that students are encouraged to use when seeking future employment.

WSU Bookstore
Student textbooks and other required course materials are available online or in-person on campus through the WSU Bookstore or general book resellers.

Communication

Student Notification of Changes in Policy/Procedures
Changes in WSU policies are communicated to students through the campus student email (Wildcat) system and the WSU Student Announcements. All admitted nursing students are able to receive communication through the following methods: WSU student email accounts, program-specific bulletin boards, and Canvas courses communication tools.

WSU Email Account
All students will receive a WSU email account. Program information regarding updates or changes in policies will be communicated using student WSU emails. It is the student's responsibility to maintain and monitor this account for program information and updates. Students will be held responsible for the information distributed through their student email. Changes made to student contact information should be sent to the Graduate Programs Administrative Assistant by email within two (2) weeks of the change.

DNP Student Bulletin Board
The DNP Nursing Bulletin Board contains essential information and resources for students. Contact information for the Graduate Director, administrative assistant, and Enrollment director is located on the DNP Nursing Bulletin Board. It is essential that students access the Bulletin Board frequently for updates during your program of study at WSU. Students will be held responsible for the information distributed through the Bulletin Board. The Bulletin Board is available at the WSU Nursing website under the student resources tab. The DNP Bulletin Board is a password-protected website that provides students with timely program information and updates.

CatTracks
CatTracks (weber.edu/cattracks) is a web-based tool that allows the student and advisor to monitor progress towards degree completion and graduation. Please check your degree evaluation in CatTracks and make sure your major is updated to reflect Nursing. If your major is not listed as Nursing, contact the DNP Administrative Assistant. Contact the Enrollment Director if any discrepancies or concerns arise regarding your CatTracks report.
Canvas
Course communication with faculty will occur through the Canvas Learning Management System (LMS). Students are required to send all course-related emails to faculty in Canvas. Students will have access to their courses in Canvas on the first day of each Semester. Please review the following student tutorial for an introduction to Canvas before your courses begin. The Student Tutorial can be found at (weber.edu/online/rapidOnlineStudentSupport.html)

Student Progression

Progression and Dismissal
SON students must maintain a minimum grade of B- (80%) in all nursing courses for progression through the program. An 80% course grade minimum is a proficiency benchmark to indicate that students meet acceptable academic and clinical preparation for healthcare practice. Students may be dismissed for violation of nursing policies related to academic failure, behavioral or professional misconduct, substance abuse, criminal activity, or violation of the WSU student code. More information on this topic is located in Part B of the SON student handbook.

WSU Non-Discrimination
WSU is committed to protecting the personal rights of all students and employees by providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, veteran status, sexual orientation or preference, or gender, including sexual/gender harassment. The NonDiscrimination/Accessibility website (weber.edu/nondiscriminationandaccessibility). WSU offers specialized support resources through the office of Services for Students with Disabilities (weber.edu/ssd). Students who believe they have been discriminated against are directed to the Office of Affirmative Action/Equal Opportunity at Weber State University. (weber.edu/aaeo).

DNP-FNP Program of Study
The DNP-FNP program emphasis is a full-time, hybrid program with students registering for 10-12 graduate credit hours per Semester (Table 1.2). Physical attendance is required on campus for lab, virtually (synchronous) for classes (4-5 days a semester), and for NP clinical. Remaining course, clinical, and lab hours will be completed online in Canvas (asynchronous). Semester face-to-face campus schedules vary based on specific course activities, lab sessions, and interprofessional guest presenter availability. The semester schedule is emailed for students in advance of each semester start.

Program completion rates are calculated for students beginning with enrollment on the first day of NRS6 6120 (first nursing course) and ends with completion of NRS6 7904 required for conferral of the DNP degree. The DNP-FNP program is a 7-semester full-time program with an optional 8th semester available for students who need to complete remaining project requirements, practicum hours, or FNP clinical hours. Students must complete the program emphasis within 150% of the program length, with students having up to 10-11 semesters to graduate. Program completion rate calculations for students are determined by the number of students who have completed the program within 150% of the program emphasis length divided by the total number of students in that cohort.

Table 1.2 DNP-FNP Program of Study
DNP-Leadership Program of Study
The DNP-L program emphasis is an online, part-time program with students registered for 5-7 graduate credit hours per Semester (Table 1.3). Attendance is documented by the completion of all assignments, participation in discussions by due dates, and attendance at project presentations or other required virtual meetings.

Program completion rates are calculated for students beginning with enrollment on the first day of NRSG 7060 (first nursing course) and ends with completion of course (NRSG 7080) required for conferral of the DNP degree. The DNP-L program is a 5-semester part-time program with an optional 6th semester available for students who need to complete remaining project requirements or practicum hours. Program completion rates are tracked and recorded by the Enrollment Director and Graduate Programs Director. Students are required to complete the program emphasis within 150% of the program length with students having up to 7-8 semesters to complete the program. Program completion rates are determined by the number of students who have completed the program within 150% of the program length divided by the total number of students in that cohort.

<table>
<thead>
<tr>
<th>Weber State University</th>
<th>Annie Taylor Dee School of Nursing</th>
<th>Post BSN to Doctor of Nursing Practice-Family Nurse Practitioner Program of Study 2021-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Program credits: 75 hours</td>
<td>Full-Time completed in 7 semesters with an optional 8th semester</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
<th>5th Semester</th>
<th>6th Semester</th>
<th>7th Semester</th>
<th>OPTIONAL 8th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2021</td>
<td>Spring 2022</td>
<td>Summer 2022</td>
<td>Fall 2022</td>
<td>Spring 2023</td>
<td>Summer 2023</td>
<td>Fall 2023</td>
<td></td>
</tr>
<tr>
<td>NRSG 6120 (3) Research and Statistics</td>
<td>NRSG 6210 (2) Advanced Pathophysiology I</td>
<td>NRSG 6211 (2) Advanced Pathophysiology II and Genetics</td>
<td>NRSG 6220 (3) Advanced Assessment/Diagnostic Reasoning LAB</td>
<td>NRSG 6235 (3) FNP Patient Care I</td>
<td>NRSG 6245 (3) FNP Patient Care III</td>
<td>NRSG 7904 (4) FNP Clinical Immersion (240 hours)</td>
<td>This Semester is used to complete DNP Project, practicum hours, or clinical practice hours if needed.</td>
</tr>
</tbody>
</table>

NRSG 6860 Fieldwork Course
Students in need of additional practicum hours will work with a faculty advisor to
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 7001</td>
<td>Transitions to Practice I</td>
<td>2</td>
<td>NRSG 6215</td>
<td>Advanced Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 7002</td>
<td>Transitions to Practice II</td>
<td>3</td>
<td>NRSG 6216</td>
<td>Advanced Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 7010</td>
<td>Scholarly/Ethical Foundations</td>
<td>3</td>
<td>NRSG 6225</td>
<td>Clinical Skills LAB</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 7050</td>
<td>Advanced Population Health</td>
<td>3</td>
<td>NRSG 6240</td>
<td>FNP Patient Care II</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 6250</td>
<td>FNP Patient Care IV</td>
<td>2</td>
<td>NRSG 7002</td>
<td>Transitions to Practice I</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 7060</td>
<td>DNP Leadership</td>
<td>3</td>
<td>NRSG 7002</td>
<td>Transitions to Practice II</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 7070</td>
<td>Healthcare Policy</td>
<td>2</td>
<td>NRSG 7020</td>
<td>Biostats/Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 7040</td>
<td>Systems Approach &amp; QI</td>
<td>3</td>
<td>NRSG 6270</td>
<td>Mental Health for Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NRSG 7080</td>
<td>Healthcare Finance/Economics</td>
<td>3</td>
<td>NRSG 6230</td>
<td>FNP Patient Care LAB</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 7081</td>
<td>DNP Project I (2021 DNP Cohort)</td>
<td>2</td>
<td>NRSG 7082</td>
<td>DNP Project II (2021 DNP Cohort)</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 7083</td>
<td>DNP Project III (2021 DNP Cohort)</td>
<td>1</td>
<td>NRSG 7084</td>
<td>DNP Project IV (2021 DNP Cohort)</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 7085</td>
<td>DNP Project V (2021 DNP Cohort)</td>
<td>1</td>
<td>NRSG 7086</td>
<td>DNP Project VI (2021 DNP Cohort)</td>
<td>1</td>
</tr>
<tr>
<td>NRSG 7900</td>
<td>DNP Practicum</td>
<td>1</td>
<td>NRSG 7901</td>
<td>DNP Project</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 7902</td>
<td>FNP Clinical Skills LAB</td>
<td>1</td>
<td>NRSG 7903</td>
<td>DNP Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 7900</td>
<td>DNP Practicum</td>
<td>2</td>
<td>NRSG 7904</td>
<td>DNP Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

10 credits   10 credits   12 credits   11 credits   12 credits   10 credits   10 credits

Table 1.3 DNP-Leadership Program of Study
### Weber State University
### Annie Taylor Dee School of Nursing
### Post Masters to Doctor of Nursing Practice-Leadership
### Program of Study
### 2021-2023

**Total Program credits: 31 hours**  
Part-Time completed in 5 semesters with an optional 6th semester

<table>
<thead>
<tr>
<th>Semester #1</th>
<th>Semester #2</th>
<th>Semester #3</th>
<th>Semester #4</th>
<th>Semester #5</th>
<th>Semester #6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes &amp; Credits</strong></td>
<td><strong>Fall 2021</strong></td>
<td><strong>Spring 2022</strong></td>
<td><strong>Summer 2022</strong></td>
<td><strong>Fall 2022</strong></td>
<td><strong>Spring 2023</strong></td>
</tr>
<tr>
<td>NRSG 7000 - (1 cr.)</td>
<td>NRSG 7020 - (3 cr.) Biostats/Epidemiology</td>
<td>NRSG 7030 - (3 cr.) Information Technology &amp; EBP</td>
<td>NRSG 7050 - (3 cr.) Advanced Population Health</td>
<td>NRSG 7080 - (2 cr.) Healthcare Finance/Economics</td>
<td>This Semester is used to complete DNP Project or practicum hours if needed.</td>
</tr>
<tr>
<td>Introduction to the DNP Role</td>
<td>NRSG 7070 - (2 cr.) Healthcare Policy DNP AACN V, VII</td>
<td>NRSG 7040 - (3 cr.) Systems Approach &amp; QI</td>
<td>NRSG 7803 - (1 cr.) DNP Project III (1) (2021 DNP Cohort)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 7100 - (3 cr.) Scholarly/Ethical Foundations</td>
<td>NRSG 7801 - (2 cr.) DNP Project I (2021 DNP Cohort)</td>
<td>NRSG 7802 - (1 cr.) DNP Project I (2021 DNP Cohort)</td>
<td>NRSG 7804 - (1 cr.) DNP Project IV (2021 DNP Cohort)</td>
<td>NRSG 7805 - (1 cr.) DNP Project V (2021 DNP Cohort)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NRSG 7801 - (1 cr.) (2019 &amp; 2020 Cohort)</td>
<td>NRSG 7900 (1)</td>
<td>NRSG 7802 - (1 cr.) (2019 &amp; 2020 Cohort)</td>
<td>NRSG 7900 - (1 cr.) (2019 &amp; 2020 Cohort)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NRSG 7900 - (2 cr.) (2019 &amp; 2020 Cohort)</td>
<td></td>
<td>Students in need of additional practicum hours will work with a faculty advisor to register for NRSG 6860 1-2 cr (variable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Map</th>
<th>DNP Project Development</th>
<th>DNP Project continue Development</th>
<th>DNP Project Proposal Development</th>
<th>DNP Project Proposal Completion &amp; IRB</th>
<th>DNP Project Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP project advisor assigned</td>
<td>Identify topic of interest</td>
<td>DNP Project Proposal Development</td>
<td>DNP Project Implementation</td>
<td>DNP Project Evaluation and Final</td>
<td>DNP Project Presentation and Dissemination</td>
</tr>
</tbody>
</table>

| Credit | 7 credits | 7 credits | 7 credits | 5 credits | 5 credits |
General Policies

Mandatory Student Orientation
A mandatory orientation for DNP students is provided prior to the start of the First Semester of the DNP program. To progress in the DNP program, students must complete the orientation.

Student Documentation
All students must submit the required University and school of nursing documentation by the prescribed deadline. Much of the required documentation will be uploaded to CastleBranch, and another electronic platform for a DNP portfolio and/or a clinical documentation repository. Post BSN to DNP-FNP clinical documentation is submitted regularly through a clinical management tracking system. Failure to submit documentation may result in probation or program dismissal. Should this occur, students must re-apply to the DNP program during the next application period. Required student documentation includes the following:
- Background Check
- Signed DNP Student Handbook Agreement Form
- Student ID Badge
- OSHA Quiz
- Immunizations
- See Nursing Handbook, Part B for specific student document information
- Additional documentation may be required based on facility requirements
- Proof of current CPR status
- All students must have and maintain an active RN license on file in the CastleBranch documentation system for the duration of the DNP FNP program.

Student Badge (required for all DNP students)
Every student is required to have and wear a photo ID nursing badge during their residency. A $10.00 fee must be paid to the WSU Cashiers Office. You may pay online through your Weber Portal and the Cashiers' Office. The information necessary for payment is found on the Badge Payment Form. The cashier's office typically forwards a copy of your receipt to the School of Nursing.
- Students must wear professional attire in their photo. No sunglasses, badges, flowers, backpack straps, writing, or any accouterments are visible.
- FNP students must wear a lab coat in their photo.
- You must email the photo to Lynda Blanch at lyndablanch@weber.edu and state you are an MSN student in the subject line.

Student Parking
Student parking or visitor parking is available to students. Students must use designated parking at the fee determined by the University. When on campus, students may purchase a W lot pass or a visitor Parking Pass at (weber.edu/financialservices/Parking_Permits.html)

Student Feedback
Students will have the opportunity to provide input regarding courses, clinical facilities, labs, faculty, and overall experience at the end of each Semester and upon the program's conclusion. We would also like to extend the opportunity for all Graduate students to attend faculty curriculum meetings or serve as graduate student representatives. Graduate faculty meetings will be posted on the Graduate Student
Online Netiquette Guidelines
During your online degree program, you will frequently be asked to participate in online discussions and will occasionally do peer reviews of your classmates' work. Here are general guidelines that will help you successfully communicate as you learn online.

1. Make sure identification is apparent in all communications. Begin with a salutation ("Hello Ann,") and end with your name (Peter).

2. Review what you wrote and try to interpret it objectively. When writing, we must strive twice as hard to be understood, as we do not benefit from modifying or elaborating in real time. Do not use all caps ("I'M SHOUTING") or exclamation points ("Give me a break!!!"), which can be misinterpreted as intense anger or humor without the appropriate context.

3. If you wouldn't say it face to face, don't say it online. When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.

4. Don't assume everyone understands where you're coming from. Sarcasm and wit are often the spice of in-person conversation, but in an online discussion, it can not only lose its edge, it can bite! In your high school classroom, all students were the same age, came from similar backgrounds, and lived in the same area. In contrast, your online classroom is made up of people of all ages and cultures who have varied backgrounds, lifestyles, and geographic locations. With this in mind, review what you wrote before contributing to the conversation and ask yourself, "Will everyone get the joke?"

5. Don't spam. Please don't take advantage of your connection with the other students or faculty in your online classroom to forward emails and links regarding your political/spiritual beliefs.

6. Respect others' privacy. Don't give out another student's contact information without permission.

7. Remember, if it's on the internet, it's everywhere. Don't share personal information about yourself online or in public.

8. Plagiarism/Academic Writing. Ensure that you follow online discussions and assignment guidelines for instructions related to academic integrity and student expectations (www.utep.edu/extendeduniversity/utepconnect/current-students/advising/succeeding-online.html); online forums also have rules of conduct. Make a point to read them every time, as they can vary from class to class. If instructions are not given, rely on APA guidelines and, when in doubt, cite them.

9. The benefit of the Doubt. If you're offended by something, another student says online, keep in mind that you may have misunderstood their intentions. Please give them the benefit of the doubt.

Violation of nursing professionalism in person or online will be discussed with the student at the discretion of the instructor or Graduate Programs Director and may result in contracational arrangements or removal from the program as outlined in parts A & B of the SON handbook.
Graduation Requirements

The student's responsibility is to ensure that all necessary WSU graduation requirements are completed and submitted to the graduation office before the graduation deadline. Students must complete the WSU online application for graduation by the deadline according to the online instructions and check-in with their faculty advisor or the Enrollment Director at least a semester before the intended graduation.

In addition to the WSU graduation requirements, to receive the DNP degree, students must complete the following:

- Student Portfolio (Portfolium)
- DNP Project Paper and Final Project Presentation
- Completion of the 1000 DNP practice hours

WSU Stewart Library DNP Project Repository

DNP student projects are further disseminated through the [Weber State University Doctoral Project Repository](dc.weber.edu/collection/wsudottenor). The repository is used to inform students, employers, and the community regarding DNP students' program EPSLOs and competencies by showcasing DNP scholarship.

DNP Project Requirements

Completing the evidence-based DNP Project is a graduation requirement of the Weber State University (WSU) Annie Taylor Dee School of Nursing DNP program. Students enrolled in either the BSN to DNP-FNP or Post-Masters to DNP emphases must complete this requirement. The DNP student is responsible for the DNP Project handbook and future project courses (NRSG 7801-7806).

The DNP Project is an integrative experience synthesizing practice inquiry, appraisal of evidence, leadership, and interprofessional practice. The focus of the project will be the Development of a transformational project that requires the appraisal and translation of evidence to practice. Project work may take on various final forms depending on the academic institution's requirements and the student's area (specialty or role) of study/practice. Key elements of the scholarly work include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address a problem; designing an implementation plan and actual implementation when possible and an evaluation of the outcomes, process, and experience. Faculty may identify additional elements deemed necessary to meet the expected outcomes of the curriculum. Programs are encouraged to support innovation in the design and dissemination of the final project without reducing the substantive nature of the work. A literature review that lacks applicability to affect a practice improvement or the other elements identified above would not constitute a scholarly work that aligns with this Essentials" (American Association of Colleges of Nursing [AACN], 2021, pp. 24-25).

Scholarly Writing

Writing skills are essential in nursing undergraduate and graduate programs. Writing as evidence of critical thinking and communication concepts is the organizing framework for the WSU nursing graduate program. Writing is the primary basis upon which your work, evidence of learning, and knowledge will be judged whether it be in school, the workplace, collaborating with multiple disciplines, or in the community. It is essential to use your APA manual as well as other scholarly resources for accuracy in writing. Scholarly writing is critical for many reasons, including:
• Facilitation of communication skills—the ability to express ideas clearly and concisely and to explain a complex position or situation
• Construction of solid arguments and the ability to defend your position
• Evidence of knowledge-based critiquing skills
• Demonstration of critical reasoning and critical thinking skills
• Evidence of understanding and synthesizing learning activities
• Promotion of knowledge and research
• Demonstration of an essential job skill--patient care documentation, writing reports/policies/procedures, analyzing trended data, creating job descriptions, and developing health literate patient materials.

Grammarly Premium
Scholarly academic writing skills are a focus of the graduate program. All graduate students must purchase and utilize Grammarly Premium digital writing assistant for use throughout the entire program. Grammarly Premium (www.grammarly.com/premium).

Grammarly's online writing assistance and plagiarism tools encourage polished grammar, better overall wordsmithing, and a professional writing style. In addition, Grammarly Premium has an academic feature, which includes the following options to support graduate scholarly writing:

• Clarity-focused sentence rewrites for hard-to-read sentences
• Tone adjustments
• Plagiarism detection
• Formality levels
• Fluency

Graduate Writing Seminar
During graduate studies at WSU, students will read, discuss, and produce scholarly writing in various formatting, including discussion posts, individual and group papers, the DNP project, etc. These skills benefit not only student academic experience but also professional nursing practice. Faculty support students in developing writing skills that prepare them for advanced leadership roles in health care. The graduate writing course is an online learning module with additional instruction provided during student orientation. Students are required to submit documentation of course completion to CastleBranch. The information required for the WSU graduate writing seminar can be accessed on the nursing website at (weber.edu/ProfessionalWritingForNurses).

DNP Practice/Practicum Hours
A minimum of 1000 DNP "practice hours" is required by the program per AACN (2015) to achieve the DNP degree. In the DNP program, practice hours are incorporated using: 1) applicant transferrable practicum hours, 2) course practicum hours, 3) project practicum hours, 4) FNP clinical practice hours, and 5) field study (NRSG 6860) practicum hours. Practicum learning experiences are calculated using university policies and the following credit-to-contact hours ratios:
• Course (didactic) Practicum Hours follow a 1:4 credit to clock hours ratio (0.25 credit = 15 clock hours). Regardless of course credit hour allotment, when practicum hours are offered in any didactic course, students will achieve a total of 15 practicum hours.

• NRSG 6860 Field Study Practicum Hours follows a 1:4 credit to clock hours ratio. 1 credit = 60 clock hours (variable credit option of 1-2 credits per class).

• Project practicum hours follow a 1:4 credit-to-clock hours ratio, which is a variable per project course, at 0.5-1 credit-to-clock hours. For example, a 1 credit hour project course offers 0.5 credit-to-clock hours (1:4) for 30 practicum hours. A 2-credit hour project course offers 1 credit-to-clock hours (1:4) for 60 practicum hours. The combined practicum hours within the project courses total 240-project practicum hours.

• Transferrable Practicum Hours follows a 1:4 credit to clock hours ratio (0.25 credit = 15 clock hours)

• Clinical Practice Hours follow a 1:4 credit to clock hours ratio. 1 credit = 60 clock hours.

Transferrable Practicum Hours

Students applying for the DNP-Leadership or DNP-FNP programs may be eligible to receive transferrable practicum hours achieved during masters-level course work, master's projects, or professional certifications.

Master's prepared NPs, CNSs, CNMs, and CRNAs with current national board certification evidence may receive up to 700 practicum hours. Non-APRN Master's prepared students may receive up to 500 transferrable practicum hours from national certifications such as the CNE or NE-BC. Students receiving transfer credit for practicum hours are still required to complete the required practicum hours as outlined in the DNP program programs of study.

As part of the admission process, applicants must complete the transferrable DNP practicum hours table (included with the online application) with sufficiently detailed and accurate documentation. An individual's years and experience in nursing practice do not necessarily reflect the type, currency, or level of practice; and cannot waive practice hours (AACN, 2015).

Documentation of practicum hours as defined by the Annie Taylor Dee School of Nursing include:

• Masters-prepared advanced practice registered nurse certifications (APRN).
• Completion and documentation Masters-level professional certification (AONL, CNE, CNEcl, NEA-BC).
• Completion and documentation of National certifications in nursing practice or leadership.
• Completion and documentation of an MSN project or thesis.
• Completion and documentation of MSN student residency or practice hours.
• Completion and documentation of MSN course community engagement hours, including course experiential learning activities, community partnering, and civic engagement.

Students in both program emphases will receive over 300 practicum hours in assigned didactic and project courses. Post BSN to DNP-FNP students will achieve at least 600 clinical hours within the FNP specific clinical courses. Additional post-BSN clinical/practicum hours may be earned through additional DNP project practicum hours (NRSG 7801-7806), DNP-L didactic courses, and healthcare-related fieldwork under the direction of a university faculty member NRSG 6860. Practicum hours are
self-reported and documented within the project courses and are uploaded into the student's electronic portfolio (Portfolium) during the final Semester in the program.

NRSG 6860 Field Study Practicum Hours
NRSG 6860 is an independent study course designed for DNP students with graduate-level health-related fieldwork experience in a self-selected setting under the direction of a faculty member. Program approval is required. This course offers 60-120 field study practicum hours: 1 credit= 60 clock hours (variable credit option of 1-2 credits per class).

DNP-FNP Specific Information

Typhon Student Tracking System
A subscription to Typhon student tracking system (https://typhongroup.com) for DNP-FNP clinical is a program requirement. The tracking system will be used to document clinical encounters and logging clinical hours Instructions for registering for Typhon are included as an attachment by email. Registration must be completed by the first day of class (fall semester).

Up to Date
A subscription to UpToDate must be purchased during the Semester first offering FNP clinical coursework. UpToDate® is an evidence-based, physician-authored resource trusted and used by nurse practitioners (NPs) for reliable clinical problem solving and information. DNP-FNP students may purchase UpToDate at a reduced rate with their membership to the American Association of Nurse Practitioners (AANP), which is required at the beginning of the program. AANP is an important credentialing center and largest and only full-service national professional membership organization for NPs of all specialties. Members can earn AANP-accredited continuing education (CE) while you use UpToDate. A reduced rate digital subscription to UpToDate can be accessed at (www.aanp.org/practice/clinical-resources-for-nps/digital-clinical-reference-tools)

FNP Certification
Most states require certification to qualify for licensure as an Advanced Practice Registered Nurse (APRN). Two organizations offer examinations for Family Nurse Practitioner certification. These are the American Nurses Credentialing Center or the American Academy of Nurse Practitioners. Students should visit the websites at the beginning of their practicum/clinical experiences to understand the process they will follow to be eligible to complete one of the examinations.

American Association of Nurse Practitioner's (AANP)
DNP-FNP students are required to purchase membership a student membership to AANP. The AANP offers a journal and other benefits that will be required for your coursework and national certification. Students must register for AANP by the first day of the Fall Semester. Join AANP as a student at (www.aanp.org/membership).

APEA NP Continuing Education
In select courses, students will be asked on their bookstore list to purchase a limited use license for APEA, which has helped nurse practitioners prepare for board exams and clinical practice. APEA develops and may be used to provide exam prep, clinical resources, and mobile reference tools.
EHR Go Nursing Education
In select courses, students will be asked on their bookstore list to purchase a limited use license for EHR Go, which provides a series of structured activities learning activities designed to simulate a realistic clinical and data gathering experience.

Clinical Site Requirements
Securing an NP clinical site placement is a collaborative process. Success occurs due to a partnership between the student, the Graduate Programs Clinical Coordinator, and faculty. The Graduate Clinical Coordinator will be contacting you for assistance in identifying sites where you would like to be placed, and you need to stay in close contact with the coordinator throughout the placement process. The Graduate Clinical Coordinator will work closely with you, faculty, and the Graduate Programs Director in helping you to find appropriate and available clinical sites. In doing so, they will consider the program outcomes, course outcomes, and your overall performance in course work and in previous clinical experiences. Under some circumstances, you may be directed to complete a clinical experience at a specific site or within a specific time frame based on assessing your progress or the availability of clinical sites during the Semester.

Appearance
Students are responsible for compliance with SON dress and grooming policies for FNP clinical rotations. Clinical agencies may require additional dress codes. Clothing in the clinical setting should be professional business attire for every NP clinical day.

FNP Lab Coats
Students must order an FNP lab coat from the WSU Bookstore. Lab coats are available at the bookstore for students to try on and select a specific style and appropriate size fit. The lab coats will be embroidered with the WSU School of Nursing logo and student designation. The approved lab coat must always be worn over professional clothing.

- DNP FNP students wear the lab coat over professional clothing at all clinical sites unless specifically asked not to wear the white coat (i.e., pediatric setting).
- Students are expected to wear the white lab coat in all skills labs unless otherwise directed.
- Some skill labs require students to wear comfortable sportswear for physical assessment as directed by faculty/instructors.

FNP Clinical Courses
Students will be completing clinical rotations across the lifespan in family practice, primary care, and other specialty settings. Clinical rotations will begin during the 5th Semester of the program in the following courses:
NRSG 7902: FNP Clinical I (180 hours of clinical as an NP student)
NRSG 7903: FNP Clinical II (180 hours of clinical as an NP student)
NRSG 7904: FNP Clinical Immersion (240 hours of clinical as an NP student)

Student Travel to Clinical Sites
Students enrolled in the DNP FNP program are required to complete over 600 supervised clinical hours in various settings, focusing on adult, older adult, pediatric, and women's health during their lifespan. The Annie Taylor Dee School of Nursing utilizes several clinical sites that may require students to travel via car or public transportation FNP students should expect to travel to practice rotations throughout the
clinical learning semesters (semesters 5-7) to participate in clinical learning experiences. Travel may also extend to rural areas in Utah requiring an overnight stay. Students are responsible for arranging transportation to and from clinical sites and for covering the cost of travel. Travel time is not considered part of the clinical hours. Students may find it necessary to travel to clinical sites outside of their local residency area.

**Clinical Placement Coordination**

The DNP Clinical Coordinator will work together with students for optimal clinical placements for student outcomes, learning opportunities, and needs. The DNP Clinical Coordinator will provide notification of clinical placements in order to facilitate the required clinical hours. Students will negotiate with the DNP Clinical Coordinator and the clinical preceptors on dates and times for the clinical experiences. NP clinical practice hours are defined as direct student contact hours in an approved healthcare setting with an approved preceptor. Clinical hours focus on population and community health rather than acute care settings as recommended. Students should plan to be in the clinical setting 15-20 hours each week or the equivalent of 2-3 days of work. It is recommended that students consider part-time employment options once clinical rotations begin (weekend shifts or only part-time weekday shifts). Students should not work an overnight shift before any scheduled daytime clinical NP hours. Most clinical rotations will be held during business hours (8 am – 6 pm) Monday through Friday but may also include Saturday and Sunday. Additional information regarding NP clinical is available in the WSU Preceptor Handbook. The DNP-FNP student is responsible for the information in the DNP preceptor handbook.

**Licensure**

Students must maintain current licensure as a Registered Nurse throughout their enrollment in the Graduate program and have in available in CastleBranch. Further, you must hold a current, active, unencumbered Registered Nursing license in all states in which you complete any clinical activities.

**Agency Contracts**

All clinical placements require a legal contract and/or agreement document unless the student is directed otherwise. Students must work directly with the Graduate Programs Clinical Coordinator for establishing their placements to ensure the required agreements are in place before attending clinical rotations. The Graduate Clinical Coordinator will make every effort to ensure that a contract is in place promptly. However, if there is no contract in place, you may not attend clinical until the required signed agreements are in place. Some clinical contracts require extended periods to negotiate, especially if legal representatives from WSU or clinical facilities are involved. Additional required student paperwork must be completed prior to each rotation. The type of student paperwork requirements will vary depending on the facility or clinic and be managed by the Clinical Coordinator.
V. Documenting and Reporting Violations

A. All sanctions, whether nonseparable or separable, will be documented and reported.
   1. Nonseparable
      a. A meeting will be held between the involved faculty or instructor, the student
         with whom there is a problem, and (as needed) the nursing program director or
         campus facilitator.
      b. Faculty or instructor will document the violation through email for
         documentation purposes.
      c. All nonseparable violations will be reported to the nursing program director and
         campus facilitator if applicable.
      d. Follow-up with the student is completed by SON administration as needed.
   2. Separable
      a. When a faculty or instructor identifies an issue with separable violations,
         additional faculty will evaluate the issue.
      b. A meeting (setting to be determined by program director) will be held between
         the involved faculty or instructor, the student with whom there is an alleged
         violation and the nursing program director.
      c. Faculty or instructor will document the violation using the WSU Annie Taylor
         Dee SON Academic/Behavioral Documentation Form, which will be maintained
         in the WSU Annie Taylor Dee SON student file.
      d. Program Director will bring the separable violation to SON Chair to determine
         plan of action.
      e. Follow-up with the student is completed by SON administration.

Section III: Professional Conduct/Behavior

I. General Professionalism Expectations

A. In addition to content knowledge, it is important for nursing students to develop
   professional behaviors, attitudes, and values. Failure in any of these endeavors will result in
   poor nursing care being provided to vulnerable populations.

   As such, development of these behaviors, attitudes, and values will be part of the earned
   grade in both nursing theory and clinical courses. Failure in this development will negatively
   impact course grades and may result in the student failing the course.

B. Patient Safety and Student Engagement
   For patient safety, students should not work the night shift prior to any daytime laboratory
   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
   preceptorship experience. In addition, students are expected to be unimpaired, attentive,
   and engaged in classroom, lab, and clinical settings.

C. Technology use in the classroom, laboratory, and clinical setting (cell phones,
   tablets, laptops, etc.)
   Cell phones, tablets, and laptops are not acceptable unless approved by the facility or faculty.
II. Annie Taylor Dee SON Competencies and Expected Professional Conduct/Behaviors

A. Patient-Centered Care
1. Respect and encourage patient values.
2. Seek learning opportunities with patients who represent all aspects of human diversity.
3. Recognize personal attitudes about working with patients from different ethnic, cultural, and social backgrounds.
4. Support patient-centered care for individuals and groups whose values differ from own.
5. Recognize boundaries of therapeutic relationships.
6. Show proper courtesy.
7. Exhibit positive attitude including enthusiasm, motivation, dedication, commitment, showing initiative, and showing an appropriate sense of humor.
8. Empower patients and families appropriately.
9. Attend all clinicals, labs, and classes on time; complete assignments on time. Do not leave clinical without faculty authorization.
10. Maintain professional attire including appropriate uniform, shoes, etc. When appropriate, all students, while in university-sponsored clinical activities, will wear the required uniform designated by the WSU Annie Taylor Dee SON. All uniforms must be neat and clean. If a difference exists between WSU SON policies and facility policies, the WSU SON will conform to the facility policies. Students are expected to comply with facility expectations. 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.
11. 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.
   a. Name tag(s) must be visible and placed on the top half of the chest while in the clinical setting.
12. Students wishing to wear a shirt under their scrub top must comply with the following guidelines:
   a. The shirt color must be solid white, purple (approved), grey, or black.
   b. The shirt must not have any logos or printing on it.
   c. Students are not permitted to wear sweatshirts or hoodies, over their nursing uniform.
   d. OSHA requires that shoes must be leather or leather-like material that can be wiped clean in the event of an exposure, or the shoe must be covered with impermeable shoe covers. No open-toed, open-backed shoes or shoes with holes will be permitted.
13. 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.
   a. Clothing should not have any holes, rips, or tears.
   b. Do not wear perfume or colognes.
   c. Visible tattoos and body piercings must be covered while in clinical if required by the facility or as per hospital policy.
   d. Hairstyles and hair color are to be conservative, natural-looking (for example, no
blue, pink, purple, neon, etc.), clean, and neat; and should not inadvertently make 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.

14. Students should maintain short, clean fingernails. No artificial nails, wraps, or any type of fingernail polish are allowed.

B. Teamwork and Collaboration
   1. Demonstrate awareness of own strengths and limitations as a team member.
   2. Value perspectives and expertise of all health-team members.
   3. Value different styles of communication used by patients, families, and peers.
   4. Contribute to resolution of conflict and disagreement.
   5. Be open to ideas, feedback, and constructive criticism.
   6. Demonstrate professional interpersonal skills.
   7. Take responsibility for own academic performance.
   8. While in the classroom, laboratory, and clinical settings, be respectful toward faculty and classmates.
   10. When working online, refrain from using online as a forum to complain about other students, faculty, or the nursing program.
   11. Do not use hostile, attacking, or demeaning comments when reviewing work of peers.
   12. All online comments and postings should be done in a professional manner.

C. Evidence-based Practice
   1. Value the need for continuous improvement in clinical practice based on new knowledge.
   2. Acknowledge own limitations in knowledge and clinical expertise.
   3. Seek appropriate help as needed.

D. Quality Improvement
   1. Value own and others’ contributions to outcomes of care.
   2. Identify gaps between local and best practice.
   3. Seek supplemental learning opportunities.
   4. Assume personal responsibility for actions and consequences.

E. Safety
   1. Demonstrate effective use of technology to support safety and quality.
   2. Consistently use strategies to reduce risk of harm to self and others.
   3. Students are not permitted to transport patients via private vehicles per WSU legal counsel.
      - If the student does not comply with this policy, the student will assume full liability if an incident occurs.
      - Violation of this policy will result in dismissal from the nursing program.
   4. Children are not allowed in classes, labs, or clinical facilities.
   5. The nursing student is expected to acknowledge and comply with the administrative authority of the assigned clinical faculty while practicing in the clinical setting.

F. Informatics
   2. Protect Confidentiality
      - No pictures will be taken while in a school setting and are not legally allowed to be
Annie Taylor Dee School of Nursing Handbook 2021-2022

uploaded to any social media. This requirement includes no picture-taking in classes, clinical, or lab, or of other classmates. Any picture taken while in a WSU student role or setting requires a signed photo release.

- Confidentiality includes protecting ALL patient information.
- Confidentiality extends to protecting the student-learning environment.

III. Annie Taylor Dee SON Response to Violation of Professional Conduct/Behavior

A. When behaviors, attitudes, and values are found to be inconsistent with the professional expectations of the WSU Annie Taylor Dee SON, the following actions will be taken:

1. **First Offense**: Student and faculty member will meet. The faculty will identify problematic behavior, help the student identify ways to improve, and provide required documentation to Program Directors. The faculty will also review appropriate professional behaviors as outlined in the WSU Nursing Student Handbook and clarify any concerns the student may have.

2. **Second Offense** (whether a repeat of the previous problematic behavior or as a result of new concerns): A meeting with student, faculty, and Program Director/ Campus Facilitator will be scheduled. The faculty will identify problematic behavior, help the student identify ways to improve, and provide required documentation to Program Directors. Information will be maintained in a file on the student for the remainder of that student’s academic tenure in the WSU Annie Taylor Dee SON.

3. **Third Offense** (whether a repeat of the previous problematic behavior or as a result of new concerns): A face-to-face meeting with student, faculty, and Program Director/Campus Facilitator will be scheduled. The faculty will identify problematic behavior, help the student identify ways to improve, and provide documentation to Program Directors and SON Chair. A file will be maintained in the Administrative Assistant office on the student for the remainder of that student’s academic tenure in the WSU Annie Taylor Dee SON.

B. 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).

C. 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)

IV. Unprofessional Conduct Related to Students 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

V. Readmission/Reapplication/Leave of Absence/Dismissal from Program

A. Readmission to a Nursing Program
1. Students are required to complete their designated program of study within 150% of 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 course work. Requests will be reviewed by the Admissions and Advancement Committee.

2. Students who have been terminated or who have officially withdrawn from a nursing program may be considered for readmission within the following program-completion guidelines. Consideration for readmission to a nursing program requires a student to submit a letter requesting readmission to the program prior to application deadline. The letter requesting consideration for readmission must be addressed to the WSU Annie Taylor Dee SON Admissions and Advancement Committee. Each case is considered individually, and a student is not guaranteed readmission.

3. Readmission to a specific nursing level of a nursing program is considered under the following conditions:
   ● A student in good academic standing who voluntarily withdraws from a program will be granted inactive status and considered for readmission by the Admissions and Advancement Committee. Readmission to a nursing program is not guaranteed and will be granted on a space-available basis which may include placement on a different campus.
   ● Students who have been placed on an involuntary Leave of Absence from a program may request to resume program progression at the earliest possible time. Each student’s case will be reviewed by the Admissions & Advancement Committee only after receipt of all documentation requested of the student. There will be no guarantee of placement at the students’ previously admitted campus.
   ● 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).

4. 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 to a Nursing Program
   1. Students who fail two (2) or more courses must apply for admission through the standard application process.

C. Leave of Absence from the Nursing Program
   1. Leave of absence from the WSU Annie Taylor Dee SON may include but is not limited to the following with approval from the Admissions and Advancement Committee:
      a. Illness
      b. Family matters
      c. Active-duty commitment
      d. Religious commitment
      e. Financial difficulties

D. Dismissal from the Nursing Program
   1. Dismissal from the WSU Annie Taylor Dee SON may include but is not limited to the following:
VI. WSU Student Due-Process Policy (PPM 6-22)

A. 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 rules and regulations of WSU and recognized standards of the program and profession for which they are being educated.

B. 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) when confronted with concerns about their rights and appropriate due-process procedure.

C. Students are encouraged to consult with their faculty when they feel they are having problems meeting nursing-program goals, objectives, or academic requirements.

VII. Process of Resolution

A. The WSU Policy & Procedure Manual (6-22) (http://www.weber.edu/ppm/Policies/6-22_StudentCode.html) provides students the opportunity to appeal decisions concerning clinical/academic performance sanctions and/or misconduct warning.

1. Informal Resolution:
   a. Initial conference with faculty
   b. If no resolution can be reached, referral of problem to Program Level Director/Campus Facilitator
   c. If no resolution can be reached, referral of problem to WSU Annie Taylor Dee SON Chair
   d. If no resolution can be reached, referral of problem to DCHP Dean
   e. If an informal resolution cannot be reached, any party in the dispute may request a formal appeal

2. Formal Appeal:
   a. 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)
Section IV: Resources for Student Support

I. Available Resources

A. The following resources are available to all WSU Annie Taylor Dee SON students at 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.

1. WSU Wildcat Email Account
   a. All students are assigned a computer Wildcat e-mail 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 e-mail account only, unless associated with course work.
   b. Due to FERPA regulations, personal e-mail addresses will not be recognized. However, a student can forward e-mail from the student’s Wildcat mail to his/her personal e-mail account.

2. Learning Management System
   a. Communication related to course work is conveyed through the online learning management system.
   b. Additional resources to enhance learning are embedded in courses.

3. Financial Aid/Scholarships
   a. 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. WSU Financial Aid and Scholarship Application opens September 1. The priority deadline for completion of FAFSA is May 1.
   b. 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.
   c. If students are awarded a scholarship, notification will be made by the Financial Aid/Scholarship Office through the student Wildcat e-mail account.
   d. Any questions regarding WSU Annie Taylor Dee SON scholarships may be submitted to Marguerite Simmons via email at msimmons1@weber.edu.

4. Nursing Organizations and Activities
   a. All students are required to participate in professional activities and join their respective professional organizations: The National Student Nurses Association (NSNA) and the Utah Student Nurses Association (USNA). A faculty member will serve as advisor for NSNA/USNA on each nursing-program campus. Students in the BSN and MSN programs are strongly encouraged to join and participate in appropriate professional organizations, such as Utah Nurses Association (UNA), American Nurses Association (ANA), and Sigma, when applicable.
   b. Requirements: Participation is encouraged
      • ADN and RN-BSN: National Student Nurses Association membership
      • MSN and MS to DNP – Professional Organization of choice
      • FNP to DNP – American Association of Nurse Practitioners
# Section V: Student Academic/Behavioral Documentation Form

**Academic/Behavioral Documentation Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Faculty:</th>
<th>Date:</th>
</tr>
</thead>
</table>

This document represents a binding, written agreement between the nursing program and the student that identifies the following:

1. Unsatisfactory student performance.
2. A written plan for correction of unsatisfactory student performance.
3. Documentation of student’s performance related to plan of correction.

Documentation of all student contracts will remain as a permanent record in the student's WSU Annie Taylor Dee SON academic file.

<table>
<thead>
<tr>
<th>Type of Occurrence:</th>
<th>Violations</th>
<th>Conduct/Behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Non-separable Violations</td>
<td>[ ] First Offense</td>
</tr>
<tr>
<td></td>
<td>[ ] Separable Violations</td>
<td>[ ] Second Offense</td>
</tr>
<tr>
<td></td>
<td>[ ] Other________________</td>
<td>[ ] Third Offense</td>
</tr>
</tbody>
</table>

**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):

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.

**Student Signature:** ____________________________  
**Date:** ____________________________

**Faculty Signature:** ____________________________  
**Date:** ____________________________

**PN/RN Facilitator Signature:** ____________________________  
**Date:** ____________________________

**Program Director Signature:** ____________________________  
**Date:** ____________________________

**SON Chair Signature:** ____________________________  
**Date:** ____________________________

**Final Outcome:**

**Faculty Signature:** ____________________________  
**Date:** ____________________________

**PN/RN Facilitator Signature:** ____________________________  
**Date:** ____________________________

**Program Director Signature:** ____________________________  
**Date:** ____________________________

**SON Chair Signature:** ____________________________  
**Date:** ____________________________
Weber State University
Dumke College of Health Professions
Annie Taylor Dee School of Nursing

Handbook Part C
Doctor of Nursing Practice (DNP) Program
Welcome to the Annie Taylor Dee School of Nursing DNP Program.

We are pleased that you have chosen Weber State University (WSU) to continue your educational pursuits in nursing and welcome you to the Wildcat family! Whether this is your first time with us or your second or third-degree here, I hope that you will feel our genuine interest and concern for you as you complete your degree(s).

I encourage you to take the time to familiarize yourself with this student handbook. The content will provide you with information regarding the WSU DNP Program academic policies and procedures and how they pertain to your individual needs as a student. Information about DNP practicum and clinical requirements and the many offices and resources available to you through the school and important student services are described in parts A, B, and C of the student handbook. You will also find information about your particular program of study, including course information and contacts that will be of use to you during your time at WSU.

If you have additional questions, your faculty advisor, program faculty, and the nursing administrative staff are available and willing to help you. Additionally, my door is open to you, so feel free to contact me any time.

On behalf of the Annie Taylor Dee School of Nursing administration, faculty, and staff, welcome to Weber State University!

Melissa
Melissa NeVille Norton DNP, APRN, CPNP-PC, CNE
Graduate Programs Director
Professor
Annie Taylor Dee School of Nursing
Weber State University
Annie Taylor Dee School of Nursing
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Marriott Allied Health 420C
General Information

The information contained in this handbook is designed for graduate students enrolled in either the Post-Masters to DNP-Leadership (DNP-L) program emphasis or the Post-BSN to DNP-FNP (DNP-FNP) emphasis. This handbook is designed to be a ready resource for you during your DNP studies here, and as such, is designed for admitted and enrolled students. Changes made to the handbook will be communicated to students using their Weber email and in Canvas.

The Weber State University (WSU) Annie Taylor Dee (ATD) School of Nursing (SON) Doctor of Nursing Practice (DNP) program is designed to prepare nurses for an advanced level of nursing science, leadership, and practice. The DNP is a translational, practice-focused doctoral degree that prepares students to evaluate the research to inform nursing practice and transform healthcare organizations. By developing a translational practice, graduates develop the skills to determine the credibility of the sources presented, use research findings to inform practice, improve patient safety, and initiate quality improvement process improvements; and use existing and developing databases to guide quality improvement decisions for patients and populations at the systems level.

The DNP program has two-degree emphases, the Post-BSN to DNP-Family Nurse Practitioner (DNP-FNP) and the Post-Masters to DNP-Leadership (DNP-L). The DNP-FNP emphasis is designed for the student who possesses a BSN and desires to obtain a family nurse practitioner (FNP) specialty certification. DNP-FNP students will complete education in a clinical specialty as part of their DNP degree, which will qualify them to sit for the FNP national certification examination. The DNP-L emphasis is for the expert nurse who has obtained a master's degree in nursing (MSN), public health (MPH), business administration (MBA), or health administration (MHA). Graduation from the DNP-L program emphasis is not associated with specialty certification, but students may be credentialed for additional post-master's national certifications.

The DNP Curriculum

The SON DNP-L and DNP-FNP program emphases are designed to prepare students to fulfill their future roles and responsibilities. The dynamic curriculum incorporates current standards, guidelines, and competencies from the following organizations to ensure the curriculum is current and grounded on evidence-based practice: The Quality and Safety Education for Nurses (QSEN), the American Association of Colleges of Nursing (AACN), the American Organization for Nursing Leadership (AONL), and the National Organization of Nurse Practitioner Faculties (NONPF).

The WSU ATD SON has adopted QSEN as the cornerstone of their SON Student Learning Outcomes (SLOs) and end-of-program student learning outcomes (EPSLOs). The six competencies include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. The ATD SON SLOs are leveled to meet degree-specific requirements in each program and guide course development for the DNP program (Table 1.0 EPSLOs & RSCs).

Courses are structured to foster DNP Program EPSLOs through various instructional techniques and learning activities, including digital learning and literacy. Each course is administered through Canvas® Learning Management System (LMS) and utilizes online, virtual (synchronous), hybrid, and face-to-face instruction depending on the program's emphasis. For example, the DNP-L courses are entirely online and structured to meet working professionals' needs. The DNP-FNP emphasis is a hybrid program with didactic courses being online, face to face (lab/clinical), and virtual (synchronous). The Development of
advanced practice registered nurse (APRN) clinical skills is designed to meet national guidelines and RSCs, and are offered in a face-to-face classroom environment.

Table 1.0 DNP End of Program Student Learning Outcomes and Role Specific Competencies

<table>
<thead>
<tr>
<th>Annie Taylor Dee School of Nursing EPSLOs</th>
<th>DNP EPSLOs</th>
<th>Post BSN to DNP-FNP Role-Specific Competencies</th>
<th>Post Masters to DNP Leadership Role Specific Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient-Centered Care</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.</td>
<td>Employ care delivery models and/or strategies of health promotion, risk reduction, and illness prevention for individuals, families, and diverse populations across health care settings.</td>
<td>Implement indirect and direct care strategies for autonomous practice and/or care delivery models for individuals and diverse populations across health care settings.</td>
<td>Employ system-wide standards and practices for the care of patients/populations.</td>
</tr>
<tr>
<td><strong>Teamwork &amp; Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
<td>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.</td>
<td>Engage in shared decision-making with interprofessional teams for complex patients, practice, and organizational collaboration.</td>
<td>In collaboration with other system leaders, implement strategies for the continuing Development of interprofessional relationships.</td>
</tr>
<tr>
<td><strong>Evidence-Based Practice (EBP)</strong></td>
<td></td>
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</tr>
<tr>
<td>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>Practice at the highest quality/level of nursing, supported by/based on current scientific evidence, organizational and systems thinking, leadership principles, health policy,</td>
<td>Establish standards utilizing evidence-based practice as the foundation of nursing practice and patient care delivery.</td>
<td>Establish processes to adopt, monitor, and evaluate the translation of evidence into practice.</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Quality Improvement</td>
<td>Quality Improvement</td>
<td>Quality Improvement</td>
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<tr>
<td><strong>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.</strong></td>
<td><strong>Transform practice to impact the quality of health care and outcomes.</strong></td>
<td><strong>Develop efficient patient care models and policies that ensure high-quality care and compliance with regulatory requirements.</strong></td>
<td><strong>Lead quality improvement programs at the systems level.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patient Safety</th>
<th>Patient Safety</th>
<th>Patient Safety</th>
<th>Patient Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</strong></td>
<td><strong>Influence health care policy relating to finance, access, safety, and quality, as it applies to practice regulation, and consumer advocacy.</strong></td>
<td><strong>Establish a culture of safety and transparency within members of the interdisciplinary team.</strong></td>
<td><strong>Contribute as an interprofessional content expert to appraise system wide patient safety programs.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informatics</th>
<th>Informatics</th>
<th>Informatics</th>
<th>Informatics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</strong></td>
<td><strong>Evaluate quality improvement initiatives through the use of information systems and technology.</strong></td>
<td><strong>Advocate for information technologies that support the use of evidence in nursing practice.</strong></td>
<td><strong>Lead the advancement of informatic activities to improve the quality of healthcare systems.</strong></td>
</tr>
</tbody>
</table>

**Student Resources**

**Student Academic Advisement**
Following admission to the DNP Program, each student is assigned a SON faculty advisor. Students' advisors are encouraged to contact students within the first three (3) weeks of each Semester in which the student is enrolled. **Students will be emailed the name and contact information for their faculty advisor and the advising list will be available** on the DNP Bulletin Board. It is recommended that you reach out to your advisor and introduce yourself. If you have any concerns or issues, please contact your advisor immediately to promptly resolve any problems (i.e., class schedule addition or deletions,
transcript issues, etc.). The Enrollment Director and Graduate Programs Director are also available for additional student support.

**Writing Center**
The mission of the WSU Writing Center is to promote students' academic success and life skills development by providing free drop-in and appointment tutoring during the day, evening, and weekend hours, for students writing in courses across the curriculum. The [Writing Center](www.weber.edu/writingcenter) is located at Elizabeth Hall, Room 210.

**WSU Student Health Center and Counseling Center**
The WSU Student Health Center provides quality, cost-effective health services. All students who have a current student ID and are registered students may use the student health services. Please bring an ID card. Services are provided at low or no cost and insurance is not required for students to use the Health Center. The [Student Health Center](www.weber.edu/healthcenter) is located at the Student Service Center, Room 190. The [Counseling Center](www.weber.edu/CounselingCenter) provides short-term counseling, crisis intervention, and consultation to students. Services are offered online and on-campus.

**WSU Financial Aid and Scholarships**
Weber State University offers more than $90 million in federal financial assistance and offers walk-in, online, and phone assistance for all students. Information regarding financial aid and grants is available through the [Financial Aid Office](www.weber.edu/financialaid) in the Student Services Building, Suite 120.

In addition to WSU Financial Aid Services, there are scholarships available to ATD-SON students. The [Nursing Scholarship information](weber.edu/Nursing/Scholarships.html) is found on the program's Student Bulletin Board.

Nursing scholarships are available to graduates, and students are encouraged to apply. Information regarding scholarships can be found on the [Nursing Bulletin Board](weber.edu/Nursing/BulletinBoard.html) website.

**Online Technology Requirements**
All entering nursing students are made aware of the program delivery format and are advised of the importance of personal technology needs at program orientation. Information, technology requirements, and policies specific to nursing students are provided in each program. WSU provides many software applications which can be installed on your campus-owned workstation through the network or the Virtual lab using a browser. Campus software can be installed through the [WSU Software Center](www.weber.edu/ITDivision/Software_Center_Guide_PC.html) on Windows machines or through the [Self Service App](www.weber.edu/ITDivision/Self_Service_Guide_Mac.html) on MacOS. Access software from the [Virtual Lab](weber.edu/virtuallab) off-campus using a browser and internet connection.

**Informational Technology Support**
The WSU Computing Support Services provides all nursing students technical support with WSU Online software and general networking concerns. Students requiring computing or technology support may contact the 24/7 computing and technical resource hotline (801-626-7777). Computing support is also available online, where a student can "chat" with a support technician 24/7. The [IT Service Desk](www.weber.edu/ITDivision/IT_ServiceDesk.html)
technical specialists that staff the computing and technical resource hotline assist callers with a wide range of computer and technical issues and concerns. These issues and concerns include general questions related to the caller's computing hardware as well as questions related to accessing and using WSU online resources, user problems with the software applications supported by the WSU Information and Technology Center. Questions related to WSU's online educational software (Canvas) is supported by a Help button within each course that offers a 24/7 Live chat, a 24/7 Canvas Support Hotline (877-215-0831) as well as Canvas Guides & student tutorials (guides.instructure.com).

ADOBE Creative Cloud
The Information Technology Division is pleased to announce that Weber State University's (WSU) partnership with Adobe has now been extended to a five-year contract to include Creative Cloud licenses for students. Students can now download any Creative Cloud app on up to two devices at a time. This allows students to use Creative Cloud apps on their devices from home or on the go. Students can obtain a license by visiting the Adobe Information website (www.weber.edu/adobe) and requesting a license using their @mail.weber.edu email address. This license must be renewed every year in August for continued use of the Creative Cloud license.

Library
The WSU Stewart Library (library.weber.edu) provides graduates with online access to numerous academic resources and databases in addition to books, periodicals, and documents. A dedicated health science librarian is also available to students for consultation and assistance.

Sigma Theta Tau International Nursing Honor Society Nu Chapter
The purpose of Sigma is to participate in and recognize achievement and leadership in nursing. Full-time DNP students are eligible candidates for this society ¼ of the way through the program; however, RNs are qualified as community leaders in the first Semester. Sigma Student Membership Criteria (www.sigmanursing.org/why-sigma/sigma-membership/apply-now/student-membership-criteria) Members pay an annual fee and receive official publications, chapter-sponsored education, and voting membership. Students are offered a significant membership discount. Graduate students who are interested in applying for membership can speak with their DNP faculty advisors. A $500.00 to $1,000.00 graduate scholarship is awarded annually by the Nu Nu Chapter. Applications are accepted in the fall upon completion of the time frame noted above.

Due Process and Resolution of SON Complaints and Grievances.
WSU due process policy is available at: (weber.edu/ppm/Policies/9-9_DueProcess.html).
WSU grievance policy is available at: (weber.edu/complaint). SON policies explaining due process related to complaints and grievances are described in parts A and B of the student handbook

IBM SPSS Statistics
SPSS is a statistical software platform, which is utilized by DNP students in the program to input and interpret complex data sets quickly to ensure high accuracy and quality decision making.

Qualtrics XM
Qualtrics is a tool utilized by DNP students to collect online, anonymous project data using a simple survey link. Qualtrics is capable of providing descriptive statistics and demographic data in real-time.
Student Portfolios (Portfolium)
Student portfolios are utilized in the graduate programs to provide evidence of achievement of student learning outcomes and role-specific competencies. In 2020-2021, graduate faculty elected to use an e-portfolio product called Portfolium for showcasing student signature assignments, the DNP project, accomplishments, and other artifacts. Faculty and student policies were developed by a graduate portfolio task force made up of graduate faculty to determine the student portfolio elements. The student portfolio also serves as a professional repository that students are encouraged to use when seeking future employment.

WSU Bookstore
Student textbooks and other required course materials are available online or in-person on campus through the WSU Bookstore or general book resellers.

Communication

Student Notification of Changes in Policy/Procedures
Changes in WSU policies are communicated to students through the campus student email (Wildcat) system and the WSU Student Announcements. All admitted nursing students are able to receive communication through the following methods: WSU student email accounts, program-specific bulletin boards, and Canvas courses communication tools.

WSU Email Account
All students will receive a WSU email account. Program information regarding updates or changes in policies will be communicated using student WSU emails. It is the student's responsibility to maintain and monitor this account for program information and updates. Students will be held responsible for the information distributed through their student email. Changes made to student contact information should be sent to the Graduate Programs Administrative Assistant by email within two (2) weeks of the change.

DNP Student Bulletin Board
The DNP Nursing Bulletin Board contains essential information and resources for students. Contact information for the Graduate Director, administrative assistant, and Enrollment director is located on the DNP Nursing Bulletin Board. It is essential that students access the Bulletin Board frequently for updates during your program of study at WSU. Students will be held responsible for the information distributed through the Bulletin Board. The Bulletin Board is available at the WSU Nursing website under the student resources tab. The DNP Bulletin Board is a password-protected website that provides students with timely program information and updates.

CatTracks
CatTracks (weber.edu/cattracks) is a web-based tool that allows the student and advisor to monitor progress towards degree completion and graduation. Please check your degree evaluation in CatTracks and make sure your major is updated to reflect Nursing. If your major is not listed as Nursing, contact the DNP Administrative Assistant. Contact the Enrollment Director if any discrepancies or concerns arise regard your CatTracks report.
Canvas
Course communication with faculty will occur through the Canvas Learning Management System (LMS). Students are required to send all course-related emails to faculty in Canvas. Students will have access to their courses in Canvas on the first day of each Semester. Please review the following student tutorial for an introduction to Canvas before your courses begin. The Student Tutorial can be found at (weber.edu/online/rapidOnlineStudentSupport.html)

Student Progression
Progression and Dismissal
SON students must maintain a minimum grade of B- (80%) in all nursing courses for progression through the program. An 80% course grade minimum is a proficiency benchmark to indicate that students meet acceptable academic and clinical preparation for healthcare practice. Students may be dismissed for violation of nursing policies related to academic failure, behavioral or professional misconduct, substance abuse, criminal activity, or violation of the WSU student code. More information on this topic is located in Part B of the SON student handbook.

WSU Non-Discrimination
WSU is committed to protecting the personal rights of all students and employees by providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, veteran status, sexual orientation or preference, or gender, including sexual/gender harassment. The NonDiscrimination/Accessibility website (weber.edu/nondiscriminationandaccessibility). WSU offers specialized support resources through the office of Services for Students with Disabilities (weber.edu/ssd). Students who believe they have been discriminated against are directed to the Office of Affirmative Action/Equal Opportunity at Weber State University. (weber.edu/aaeo).

DNP-FNP Program of Study
The DNP-FNP program emphasis is a full-time, hybrid program with students registering for 10-12 graduate credit hours per Semester (Table 1.2). Physical attendance is required on campus for lab, virtually (synchronous) for classes (4-5 days a semester), and for NP clinical. Remaining course, clinical, and lab hours will be completed online in Canvas (asynchronous). Semester face-to-face campus schedules vary based on specific course activities, lab sessions, and interprofessional guest presenter availability. The semester schedule is emailed for students in advance of each semester start.

Program completion rates are calculated for students beginning with enrollment on the first day of NRS 6120 (first nursing course) and ends with completion of NRS 7904 required for conferral of the DNP degree. The DNP-FNP program is a 7-semester full-time program with an optional 8th semester available for students who need to complete remaining project requirements, practicum hours, or FNP clinical hours. Students must complete the program emphasis within 150% of the program length, with students having up to 10-11 semesters to graduate. Program completion rate calculations for students are determined by the number of students who have completed the program within 150% of the program emphasis length divided by the total number of students in that cohort.

Table 1.2 DNP-FNP Program of Study
## Post BSN to Doctor of Nursing Practice-Family Nurse Practitioner Program of Study 2021-2023

Total Program credits: 75 hours  
Full-Time completed in 7 semesters with an optional 8th semester

<table>
<thead>
<tr>
<th>1st Semester Fall 2021</th>
<th>2nd Semester Spring 2022</th>
<th>3rd Semester Summer 2022</th>
<th>4th Semester Fall 2022</th>
<th>5th Semester Spring 2023</th>
<th>6th Semester Summer 2023</th>
<th>7th Semester Fall 2023</th>
<th>OPTIONAL 8th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 6120 (3) Research and Statistics</td>
<td>NRSG 6210 (2) Advanced Pathophysiology I</td>
<td>NRSG 6211 (2) Advanced Pathophysiology II and Genetics</td>
<td>NRSG 6220 (3) Advanced Assessment/Diagnostic Reasoning LAB</td>
<td>NRSG 6235 (3) FNP Patient Care I</td>
<td>NRSG 6245 (3) FNP Patient Care III</td>
<td>NRSG 7904 (4) FNP Clinical Immersion (240 hours)</td>
<td>This Semester is used to complete DNP Project, practicum hours, or clinical practice hours if needed.</td>
</tr>
<tr>
<td>NRSG 7001 (2) Transitions to Practice I</td>
<td>NRSG 6215 (2) Advanced Pharmacology I</td>
<td>NRSG 6216 (2) Advanced Pharmacology II</td>
<td>NRSG 6225 (1) FNP Clinical Skills LAB</td>
<td>NRSG 6240 (2) FNP Patient Care II</td>
<td>NRSG 6250 (2) FNP Patient Care IV</td>
<td>NRSG 7002 (3) Transitions to Practice II</td>
<td></td>
</tr>
<tr>
<td>NRSG 7060 (3) DNP Leadership</td>
<td>NRSG 7010 (3) Scholarly/Ethical Foundations</td>
<td>NRSG 7030 (3) Information Technology &amp; EBP</td>
<td>NRSG 7050 (3) Advanced Population Health</td>
<td>NRSG 7902 (4) FNP Clinical I (180 hours)</td>
<td>NRSG 7903 (3) FNP Clinical II (180 hours)</td>
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</tbody>
</table>

**NRSG 6860 Fieldwork Course**  
Students in need of additional practicum hours will work with a faculty advisor to register for NRSG 6860 1-2 cr (variable For Clinical Hours or Project Extension)
DNP-Leadership Program of Study

The DNP-L program emphasis is an online, part-time program with students registered for 5-7 graduate credit hours per Semester (Table 1.3). Attendance is documented by the completion of all assignments, participation in discussions by due dates, and attendance at project presentations or other required virtual meetings.

Program completion rates are calculated for students beginning with enrollment on the first day of NRSG 7060 (first nursing course) and ends with completion of course (NRSG 7080) required for conferral of the DNP degree. The DNP-L program is a 5-semester part-time program with an optional 6th semester available for students who need to complete remaining project requirements or practicum hours. Program completion rates are tracked and recorded by the Enrollment Director and Graduate Programs Director. Students are required to complete the program emphasis within 150% of the program length with students having up to 7-8 semesters to complete the program. Program completion rates are determined by the number of students who have completed the program within 150% of the program length divided by the total number of students in that cohort.

Table 1.3 DNP-Leadership Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 7020 (3) Biostats/Epidemiology</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td>NRSG 7040 (3) Systems Approach &amp; QI</td>
<td>12 credits</td>
<td></td>
</tr>
<tr>
<td>NRSG 6270 (3) Mental Health for Primary Care</td>
<td>11 credits</td>
<td></td>
</tr>
<tr>
<td>NRSG 7080 (2) Healthcare Finance/Economics</td>
<td>12 credits</td>
<td></td>
</tr>
<tr>
<td>NRSG 6230 (1) FNP Patient Care LAB</td>
<td>10 credits</td>
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</table>

**NRSG 7070 (2) Healthcare Policy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 7801 (2) DNP Project I (2021 DNP Cohort)</td>
<td>2019 &amp; 2020 Cohort Summer 2021 NRSG 7801 (1) DNP Project</td>
<td></td>
</tr>
<tr>
<td>NRSG 7802 (1) DNP Project II (2021 DNP Cohort)</td>
<td>2019 &amp; 2020 Cohort NRSG 7900 (1) DNP Practicum</td>
<td></td>
</tr>
<tr>
<td>NRSG 7803 (1) DNP Project III (2021 DNP Cohort)</td>
<td>2019 &amp; 2020 Cohort NRSG 7802 (1) DNP Project</td>
<td></td>
</tr>
<tr>
<td>NRSG 7804 (1) DNP Project IV (2021 DNP Cohort)</td>
<td>2019 &amp; 2020 Cohort NRSG 7900 (2) DNP Practicum</td>
<td></td>
</tr>
<tr>
<td>NRSG 7805 (1) DNP Project V (2021 DNP Cohort)</td>
<td>2019 &amp; 2020 Cohort NRSG 7803 DNP Project (1) NRSG 7900 (2) DNP Practicum</td>
<td></td>
</tr>
<tr>
<td>NRSG 7806 (2) DNP Project VI (2021 DNP Cohort)</td>
<td>2019 &amp; 2020 Cohort</td>
<td></td>
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</table>
### Post Masters to Doctor of Nursing Practice-Leadership Program of Study 2021-2023

Total Program credits: 31 hours  
Part-Time completed in 5 semesters with an optional 6th semester

<table>
<thead>
<tr>
<th>Classes &amp; Credits</th>
<th>Semester #1 Fall 2021</th>
<th>Semester #2 Spring 2022</th>
<th>Semester #3 Summer 2022</th>
<th>Semester #4 Fall 2022</th>
<th>Semester #5 Spring 2023</th>
<th>Semester #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes &amp; Credits</td>
<td>NRSG 7000 - (1 cr.) Introduction to the DNP Role</td>
<td>NRSG 7020 - (3 cr.) Biostats/Epidemiology</td>
<td>NRSG 7030 - (3 cr.) Information Technology &amp; EBP</td>
<td>NRSG 7050 - (3 cr.) Advanced Population Health</td>
<td>NRSG 7080 - (2 cr.) Healthcare Finance/Economics</td>
<td>This Semester is used to complete DNP Project or practicum hours if needed.</td>
</tr>
</tbody>
</table>
|                   | NRSG 7010 - (3 cr.) Scholarly/Ethical Foundations | NRSG 7040 - (3 cr.) Systems Approach & QI | NRSG 7040 - (3 cr.) Systems Approach & QI | NRSG 7083 - (1 cr.) DNP Project III (1) (2021 DNP Cohort) | NRSG 7805 - (1 cr.) DNP Project V (2021 DNP Cohort) | NRSG 6860 Fieldwork Course  
Students in need of additional practicum hours will work with a faculty advisor to register for NRSG 6860 1-2 cr (variable) |
|                   | NRSG 7060 - (3 cr.) DNP Leadership | NRSG 7040 - (3 cr.) Systems Approach & QI | NRSG 7040 - (3 cr.) Systems Approach & QI | NRSG 7804 - (1 cr.) DNP Project IV (2021 DNP Cohort) | NRSG 7806 - (2 cr.) DNP Project VI (2021 DNP Cohort) | |
|                   | Summer 2021 | Summer 2021 | Summer 2021 | Summer 2021 | Summer 2021 | |
|                   | NRSG 7900 (1) | NRSG 7900 (1) | NRSG 7900 (1) | NRSG 7900 (2 cr.) (2019 & 2020 Cohort) | NRSG 7900 (2 cr.) (2019 & 2020 Cohort) | |
| Project Map       | DNP Project Development  
DNP project advisor assigned  
Identify topic of interest | DNP Project continue Development  
DNP Project Proposal Development | DNP Project Proposal Development  
DNP Practicum hours | DNP Project Proposal Completion & IRB  
DNP Project Implementation | DNP Project Implementation  
DNP Project Evaluation and Final  
DNP Project Presentation and Dissemination | |
| Credit            | 7 credits | 7 credits | 7 credits | 5 credits | 5 credits | |
General Policies

**Mandatory Student Orientation**
A mandatory orientation for DNP students is provided prior to the start of the First Semester of the DNP program. To progress in the DNP program, students must complete the orientation.

**Student Documentation**
All students must submit the required University and school of nursing documentation by the prescribed deadline. Much of the required documentation will be uploaded to CastleBranch, and another electronic platform for a DNP portfolio and/or a clinical documentation repository. Post BSN to DNP-FNP clinical documentation is submitted regularly through a clinical management tracking system. Failure to submit documentation may result in probation or program dismissal. Should this occur, students must re-apply to the DNP program during the next application period. Required student documentation includes the following:

- Background Check
- Signed DNP Student Handbook Agreement Form
- Student ID Badge
- OSHA Quiz
- Immunizations
- See Nursing Handbook, Part B for specific student document information
- Additional documentation may be required based on facility requirements
- Proof of current CPR status
- All students must have and maintain an active RN license on file in the CastleBranch documentation system for the duration of the DNP FNP program.

**Student Badge (required for all DNP students)**
Every student is required to have and wear a photo ID nursing badge during their residency. A $10.00 fee must be paid to the WSU Cashiers Office. You may pay online through your Weber Portal and the Cashiers' Office. The information necessary for payment is found on the Badge Payment Form. The cashier's office typically forwards a copy of your receipt to the School of Nursing.

- Students must wear professional attire in their photo. No sunglasses, badges, flowers, backpack straps, writing, or any accouterments are visible.
- FNP students must wear a lab coat in their photo.
- You must email the photo to Lynda Blanch at lyndablanch@weber.edu and state you are an MSN student in the subject line.

**Student Parking**
Student parking or visitor parking is available to students. Students must use designated parking at the fee determined by the University. When on campus, students may purchase a W lot pass or a visitor Parking Pass at (weber.edu/financialservices/Parking_Permits.html)

**Student Feedback**
Students will have the opportunity to provide input regarding courses, clinical facilities, labs, faculty, and overall experience at the end of each Semester and upon the program's conclusion. We would also like to extend the opportunity for all Graduate students to attend faculty curriculum meetings or serve as graduate student representatives. Graduate faculty meetings will be posted on the Graduate Student
bulletin board. Please send an email to the Graduate Programs Administrative Assistant, Lynda Black, if you are interested in attending any of these meetings this year. If you cannot participate, Marguerite will be posting curriculum and evaluation meeting minutes on the graduate student bulletin board to give all students the opportunity of reviewing them and providing individual feedback to their faculty or at the program level.

**Online Netiquette Guidelines**
During your online degree program, you will frequently be asked to participate in online discussions and will occasionally do peer reviews of your classmates' work. Here are general guidelines that will help you successfully communicate as you learn online.

1. **Make sure identification is apparent in all communications.** Begin with a salutation ("Hello Ann,") and end with your name (Peter).
2. **Review what you wrote and try to interpret it objectively.** When writing, we must strive twice as hard to be understood, as we do not benefit from modifying or elaborating in real time. Do not use all caps ("I'M SHOUTING") or exclamation points ("Give me a break!!!"), which can be misinterpreted as intense anger or humor without the appropriate context.  
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Don't assume everyone understands where you're coming from.** Sarcasm and wit are often the spice of in-person conversation, but in an online discussion, it can not only lose its edge, it can bite! In your high school classroom, all students were the same age, came from similar backgrounds, and lived in the same area. In contrast, your online classroom is made up of people of all ages and cultures who have varied backgrounds, lifestyles, and geographic locations. With this in mind, review what you wrote before contributing to the conversation and ask yourself, "Will everyone get the joke?"
5. **Don't spam.** Please don't take advantage of your connection with the other students or faculty in your online classroom to forward emails and links regarding your political/spiritual beliefs.
6. **Respect others' privacy.** Don't give out another student's contact information without permission.
7. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself online or in public.
8. **Plagiarism/Academic Writing.** Ensure that you follow online discussions and assignment guidelines for instructions related to academic integrity and student expectations (www.utep.edu/extendeduniversity/utepconnect/current-students/advising/succeeding-online.html); online forums also have rules of conduct. Make a point to read them every time, as they can vary from class to class. If instructions are not given, rely on APA guidelines and, when in doubt, cite them.
9. **The benefit of the Doubt.** If you're offended by something, another student says online, keep in mind that you may have misunderstood their intentions. Please give them the benefit of the doubt.

Violation of nursing professionalism in person or online will be discussed with the student at the discretion of the instructor or Graduate Programs Director and may result in contractional arrangements or removal from the program as outlined in parts A & B of the SON handbook.
Graduation Requirements
The student's responsibility is to ensure that all necessary WSU graduation requirements are completed and submitted to the graduation office before the graduation deadline. Students must complete the WSU online application for graduation by the deadline according to the online instructions and check-in with their faculty advisor or the Enrollment Director at least a semester before the intended graduation.

In addition to the WSU graduation requirements, to receive the DNP degree, students must complete the following:
- Student Portfolio (Portfolium)
- DNP Project Paper and Final Project Presentation
- Completion of the 1000 DNP practice hours

WSU Stewart Library DNP Project Repository
DNP student projects are further disseminated through the Weber State University Doctoral Project Repository (dc.weber.edu/collection/wsudottoral). The repository is used to inform students, employers, and the community regarding DNP students' program EPSLOs and competencies by showcasing DNP scholarship.

DNP Project Requirements
Completing the evidence-based DNP Project is a graduation requirement of the Weber State University (WSU) Annie Taylor Dee School of Nursing DNP program. Students enrolled in either the BSN to DNP-FNP or Post-Masters to DNP emphases must complete this requirement. The DNP student is responsible for the DNP Project handbook and future project courses (NRSG 7801-7806).

The DNP Project is an integrative experience synthesizing practice inquiry, appraisal of evidence, leadership, and interprofessional practice. The focus of the project will be the Development of a transformational project that requires the appraisal and translation of evidence to practice. Project work may take on various final forms depending on the academic institution's requirements and the student's area (specialty or role) of study/practice. Key elements of the scholarly work include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address a problem; designing an implementation plan and actual implementation when possible and an evaluation of the outcomes, process, and experience. Faculty may identify additional elements deemed necessary to meet the expected outcomes of the curriculum. Programs are encouraged to support innovation in the design and dissemination of the final project without reducing the substantive nature of the work. A literature review that lacks applicability to affect a practice improvement or the other elements identified above would not constitute a scholarly work that aligns with this Essentials" (American Association of Colleges of Nursing [AACN], 2021, pp. 24-25).

Scholarly Writing
Writing skills are essential in nursing undergraduate and graduate programs. Writing as evidence of critical thinking and communication concepts is the organizing framework for the WSU nursing graduate program. Writing is the primary basis upon which your work, evidence of learning, and knowledge will be judged whether it be in school, the workplace, collaborating with multiple disciplines, or in the community. It is essential to use your APA manual as well as other scholarly resources for accuracy in writing. Scholarly writing is critical for many reasons, including:
Annie Taylor Dee School of Nursing Handbook 2021-2022

- Facilitation of communication skills—the ability to express ideas clearly and concisely and to explain a complex position or situation
- Construction of solid arguments and the ability to defend your position
- Evidence of knowledge-based critiquing skills
- Demonstration of critical reasoning and critical thinking skills
- Evidence of understanding and synthesizing learning activities
- Promotion of knowledge and research
- Demonstration of an essential job skill--patient care documentation, writing reports/policies/procedures, analyzing trended data, creating job descriptions, and developing health literate patient materials.

Grammarly Premium
Scholarly academic writing skills are a focus of the graduate program. All graduate students must purchase and utilize Grammarly Premium digital writing assistant for use throughout the entire program. Grammarly Premium (www.grammarly.com/premium).

Grammarly's online writing assistance and plagiarism tools encourage polished grammar, better overall wordsmithing, and a professional writing style. In addition, Grammarly Premium has an academic feature, which includes the following options to support graduate scholarly writing:

- Clarity-focused sentence rewrites for hard-to-read sentences
- Tone adjustments
- Plagiarism detection
- Formality levels
- Fluency

Graduate Writing Seminar
During graduate studies at WSU, students will read, discuss, and produce scholarly writing in various formatting, including discussion posts, individual and group papers, the DNP project, etc. These skills benefit not only student academic experience but also professional nursing practice. Faculty support students in developing writing skills that prepare them for advanced leadership roles in health care. The graduate writing course is an online learning module with additional instruction provided during student orientation. Students are required to submit documentation of course completion to CastleBranch. The information required for the WSU graduate writing seminar can be accessed on the nursing website at (weber.edu/ProfessionalWritingForNurses).

DNP Practice/Practicum Hours
A minimum of 1000 DNP "practice hours" is required by the program per AACN (2015) to achieve the DNP degree. In the DNP program, practice hours are incorporated using: 1) applicant transferrable practicum hours, 2) course practicum hours, 3) project practicum hours, 4) FNP clinical practice hours, and 5) field study (NRSG 6860) practicum hours. Practicum learning experiences are calculated using university policies and the following credit-to-contact hours ratios:
• Course (didactic) Practicum Hours follow a 1:4 credit to clock hours ratio (0.25 credit= 15 clock hours). Regardless of course credit hour allotment, when practicum hours are offered in any didactic course, students will achieve a total of 15 practicum hours.

• NRSG 6860 Field Study Practicum Hours follows a 1:4 credit to clock hours ratio. 1 credit=60 clock hours (variable credit option of 1-2 credits per class).

• Project practicum hours follow a 1:4 credit-to-clock hours ratio, which is a variable per project course, at 0.5-1 credit-to-clock hours. For example, a 1 credit hour project course offers 0.5 credit-to-clock hours (1:4) for 30 practicum hours. A 2-credit hour project course offers 1 credit-to-clock hours (1:4) for 60 practicum hours. The combined practicum hours within the project courses total 240-project practicum hours.

• Transferrable Practicum Hours follows a 1:4 credit to clock hours ratio (0.25 credit= 15 clock hours)

• Clinical Practice Hours follows a 1:4 credit to clock hours ratio. 1 credit=60 clock hours.

Transferrable Practicum Hours
Students applying for the DNP-Leadership or DNP-FNP programs may be eligible to receive transferrable practicum hours achieved during masters-level course work, master's projects, or professional certifications.

Master's prepared NPs, CNSs, CNMs, and CRNAs with current national board certification evidence may receive up to 700 practicum hours. Non-APRN Master's prepared students may receive up to 500 transferrable practicum hours from national certifications such as the CNE or NE-BC. Students receiving transfer credit for practicum hours are still required to complete the required practicum hours as outlined in the DNP program programs of study.

As part of the admission process, applicants must complete the transferrable DNP practicum hours table (included with the online application) with sufficiently detailed and accurate documentation. An individual's years and experience in nursing practice do not necessarily reflect the type, currency, or level of practice; and cannot waive practice hours (AACN, 2015).

Documentation of practicum hours as defined by the Annie Taylor Dee School of Nursing include:

• Masters-prepared advanced practice registered nurse certifications (APRN).

• Completion and documentation Masters-level professional certification (AONL, CNE, CNEcl, NEA-BC).

• Completion and documentation of National certifications in nursing practice or leadership.

• Completion and documentation of an MSN project or thesis.

• Completion and documentation of MSN student residency or practice hours.

• Completion and documentation of MSN course community engagement hours, including course experiential learning activities, community partnering, and civic engagement.

Students in both program emphases will receive over 300 practicum hours in assigned didactic and project courses. Post BSN to DNP-FNP students will achieve at least 600 clinical hours within the FNP specific clinical courses. Additional post-BSN clinical/practicum hours may be earned through additional DNP project practicum hours (NRSG 7801-7806), DNP-L didactic courses, and healthcare-related fieldwork under the direction of a university faculty member NRSG 6860. Practicum hours are
self-reported and documented within the project courses and are uploaded into the student's electronic portfolio (Portfolium) during the final Semester in the program.

**NRSG 6860 Field Study Practicum Hours**
NRSG 6860 is an independent study course designed for DNP students with graduate-level health-related fieldwork experience in a self-selected setting under the direction of a faculty member. Program approval is required. This course offers 60-120 field study practicum hours: 1 credit= 60 clock hours (variable credit option of 1-2 credits per class).

**DNP-FNP Specific Information**

**Typhon Student Tracking System**
A subscription to [Typhon student tracking system](https://typhongroup.com) for DNP-FNP clinical is a program requirement at https://typhongroup.com/. The tracking system will be used to document clinical encounters and logging clinical hours. Instructions for registering for Typhon are included as an attachment by email. Registration must be completed by the first day of class (fall semester).

**Up to Date**
A subscription to UpToDate must be purchased during the Semester first offering FNP clinical coursework. UpToDate® is an evidence-based, physician-authored resource trusted and used by nurse practitioners (NPs) for reliable clinical problem solving and information. DNP-FNP students may purchase UpToDate at a reduced rate with their membership to the American Association of Nurse Practitioners (AANP), which is required at the beginning of the program. AANP is an important credentialing center and largest and only full-service national professional membership organization for NPs of all specialties. Members can earn AANP-accredited continuing education (CE) while you use UpToDate. A reduced rate digital subscription to UpToDate can be accessed at (www.aanp.org/practice/clinical-resources-for-nps/digital-clinical-reference-tools)

**FNP Certification**
Most states require certification to qualify for licensure as an Advanced Practice Registered Nurse (APRN). Two organizations offer examinations for Family Nurse Practitioner certification. These are the American Nurses Credentialing Center or the American Academy of Nurse Practitioners. Students should visit the websites at the beginning of their practicum/clinical experiences to understand the process they will follow to be eligible to complete one of the examinations.

**American Association of Nurse Practitioner's (AANP)**
DNP-FNP students are required to purchase membership a student membership to AANP. The AANP offers a journal and other benefits that will be required for your coursework and national certification. Students must register for AANP by the first day of the Fall Semester. [Join AANP as a student](www.aanp.org/membership)

**APEA NP Continuing Education**
In select courses, students will be asked on their bookstore list to purchase a limited use license for APEA, which has helped nurse practitioners prepare for board exams and clinical practice. APEA develops and may be used to provide exam prep, clinical resources, and mobile reference tools.
EHR Go Nursing Education
In select courses, students will be asked on their bookstore list to purchase a limited use license for EHR Go, which provides a series of structured activities learning activities designed to simulate a realistic clinical and data gathering experience.

Clinical Site Requirements
Securing an NP clinical site placement is a collaborative process. Success occurs due to a partnership between the student, the Graduate Programs Clinical Coordinator, and faculty. The Graduate Clinical Coordinator will be contacting you for assistance in identifying sites where you would like to be placed, and you need to stay in close contact with the coordinator throughout the placement process. The Graduate Clinical Coordinator will work closely with you, faculty, and the Graduate Programs Director in helping you to find appropriate and available clinical sites. In doing so, they will consider the program outcomes, course outcomes, and your overall performance in course work and in previous clinical experiences. Under some circumstances, you may be directed to complete a clinical experience at a specific site or within a specific time frame based on assessing your progress or the availability of clinical sites during the Semester.

Appearance
Students are responsible for compliance with SON dress and grooming policies for FNP clinical rotations. Clinical agencies may require additional dress codes. Clothing in the clinical setting should be professional business attire for every NP clinical day.

FNP Lab Coats
Students must order an FNP lab coat from the WSU Bookstore. Lab coats are available at the bookstore for students to try on and select a specific style and appropriate size fit. The lab coats will be embroidered with the WSU School of Nursing logo and student designation. The approved lab coat must always be worn over professional clothing.
- DNP FNP students wear the lab coat over **professional clothing** at all clinical sites unless specifically asked not to wear the white coat (i.e., pediatric setting).
- Students are expected to wear the white lab coat in all skills labs unless otherwise directed.
- Some skill labs require students to wear comfortable sportswear for physical assessment as directed by faculty/instructors.

FNP Clinical Courses
Students will be completing clinical rotations across the lifespan in family practice, primary care, and other specialty settings. Clinical rotations will begin during the 5th Semester of the program in the following courses:
- NRSG 7902: FNP Clinical I (180 hours of clinical as an NP student)
- NRSG 7903: FNP Clinical II (180 hours of clinical as an NP student)
- NRSG 7904: FNP Clinical Immersion (240 hours of clinical as an NP student)

Student Travel to Clinical Sites
Students enrolled in the DNP FNP program are required to complete over 600 supervised clinical hours in various settings, focusing on adult, older adult, pediatric, and women's health during their lifespan. The Annie Taylor Dee School of Nursing utilizes several clinical sites that may require students to travel via car or public transportation FNP students should expect to travel to practice rotations throughout the
clinical learning semesters (semesters 5-7) to participate in clinical learning experiences. Travel may also extend to rural areas in Utah requiring an overnight stay. Students are responsible for arranging transportation to and from clinical sites and for covering the cost of travel. Travel time is not considered part of the clinical hours. Students may find it necessary to travel to clinical sites outside of their local residency area.

Clinical Placement Coordination
The DNP Clinical Coordinator will work together with students for optimal clinical placements for student outcomes, learning opportunities, and needs. The DNP Clinical Coordinator will provide notification of clinical placements in order to facilitate the required clinical hours. Students will negotiate with the DNP Clinical Coordinator and the clinical preceptors on dates and times for the clinical experiences. NP clinical practice hours are defined as direct student contact hours in an approved healthcare setting with an approved preceptor. Clinical hours focus on population and community health rather than acute care settings as recommended. Students should plan to be in the clinical setting 15-20 hours each week or the equivalent of 2-3 days of work. It is recommended that students consider part-time employment options once clinical rotations begin (weekend shifts or only part-time weekday shifts). Students should not work an overnight shift before any scheduled daytime clinical NP hours. Most clinical rotations will be held during business hours (8 am – 6 pm) Monday through Friday but may also include Saturday and Sunday. Additional information regarding NP clinical is available in the WSU Preceptor Handbook. The DNP-FNP student is responsible for the information in the DNP preceptor handbook.

Licensure
Students must maintain current licensure as a Registered Nurse throughout their enrollment in the Graduate program and have in available in CastleBranch. Further, you must hold a current, active, unencumbered Registered Nursing license in all states in which you complete any clinical activities.

Agency Contracts
All clinical placements require a legal contract and/or agreement document unless the student is directed otherwise. Students must work directly with the Graduate Programs Clinical Coordinator for establishing their placements to ensure the required agreements are in place before attending clinical rotations. The Graduate Clinical Coordinator will make every effort to ensure that a contract is in place promptly. However, if there is no contract in place, you may not attend clinical until the required signed agreements are in place. Some clinical contracts require extended periods to negotiate, especially if legal representatives from WSU or clinical facilities are involved. Additional required student paperwork must be completed prior to each rotation. The type of student paperwork requirements will vary depending on the facility or clinic and be managed by the Clinical Coordinator.