



**WEBER STATE**  
**UNIVERSITY**

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Dumke College  
of Health Professions

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

**STUDENT HANDBOOK**

**Academic Year 2018-2019**

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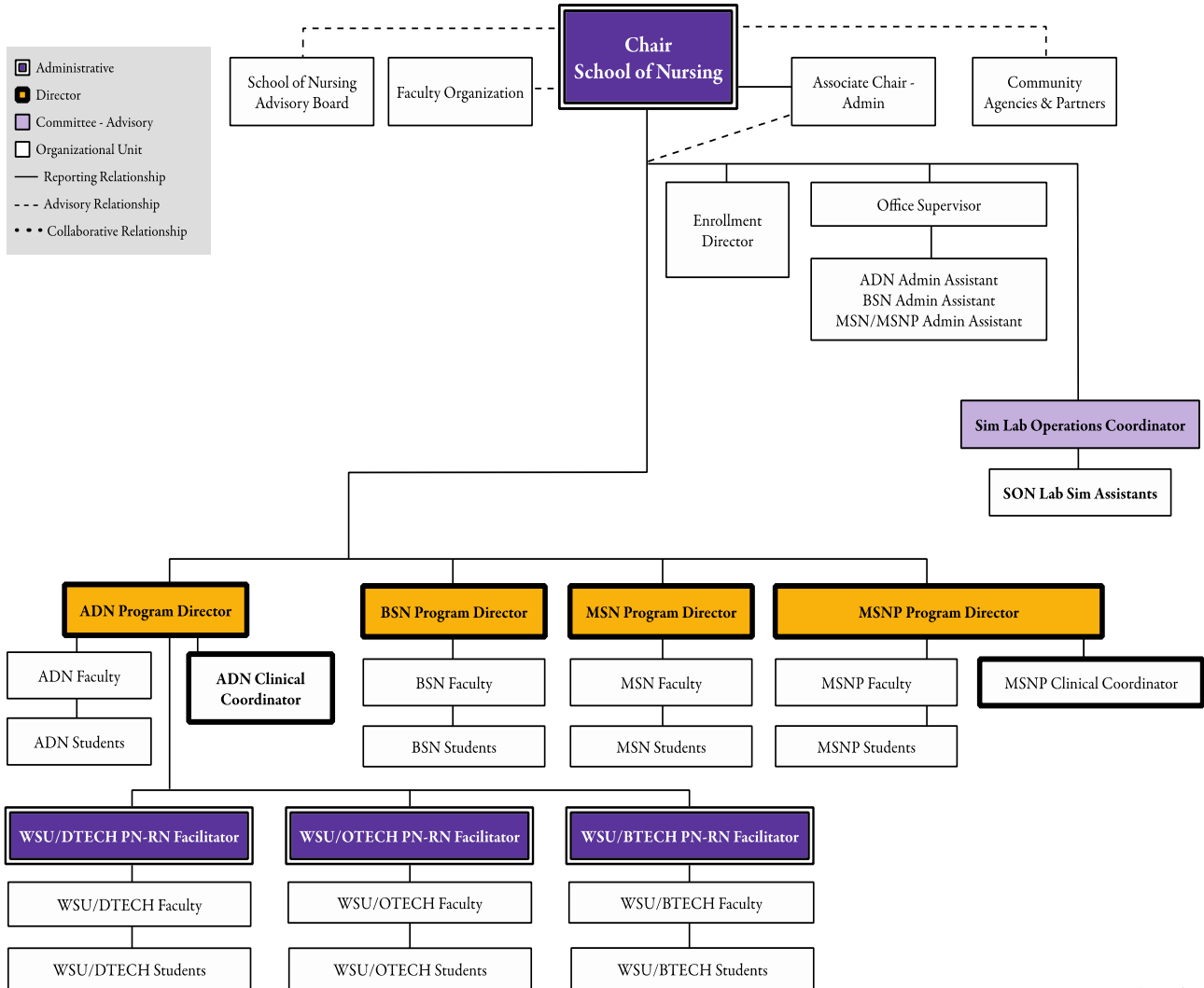
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**Weber State University  
Dumke College of Health Professions  
Annie Taylor Dee School of Nursing**

**Handbook Part A  
Annie Taylor Dee SON Structure & Organization**

# SECTION I: ANNIE TAYLOR DEE SCHOOL OF NURSING ORGANIZATIONAL CHART

## Section I, School of Nursing Organizational Chart



Rev. 7/2018

**SECTION II: MISSION STATEMENT**  
**Weber State University**  
**Dumke College of Health Professions**  
**Annie Taylor Dee School of Nursing**

**I. WEBER STATE UNIVERSITY MISSION**

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. WSU MISSION 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, go to [http://www.weber.edu/universityplanning/mission\\_and\\_core\\_themes.html](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 vision is to educate and prepare distinguished nursing professionals who are recognized for excellence and passionately engaged in the profession of nursing.
- B. MISSION STATEMENT:**  
The mission of is to provide quality and safety education for nursing students who have the knowledge, skills, and attitudes to effectively function in the following areas:
- Patient-Centered Care

- Teamwork and Collaboration
- Evidence-Based Practice
- Quality Improvement
- Patient Safety
- Informatics

**C. CORE VALUES AND STRATEGIC PLAN:**

The Annie Taylor Dee SON acknowledges the value of both the mission and vision of WSU. The Annie Taylor Dee SON has used the **core values**, set forth by WSU, in creating the Annie Taylor Dee SON strategic plan. The following core values will be incorporated in all aspects of nursing education:

- Learning through personalized experiences and shared inquiry
- Engagement in community
- Access and opportunity for all
- Respect for people and ideas
- Nurturing the potential within every individual



**IV. ANNIE TAYLOR DEE SON SUPPORT OF WSU 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 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 work force 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 critically examined 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 informative preparation for higher education by adhering to the WSU Stackable Credentials
- Distance Education: Annie Taylor Dee SON offers variable learning environments, which includes: face-to-face, hybrid/technical enhanced, and online classrooms. These are defined by WSU and can be found at the following site: <http://wsuonline.weber.edu/faculty/Definitions.htm>

**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 ongoing evaluation of learning activities that promote and expand student success



## **V. ANNIE TAYLOR DEE SON 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.

### **B. ANNIE TAYLOR DEE SON STACKABLE CREDENTIALS:**

- 1.** 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), and Master of Science Nursing (MSN). Each program level prepares the graduate to either practice nursing or provide 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.
- 2.** 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, and nurse practitioner. The WSU Annie Taylor Dee SON's primary goals and curricular framework combines coursework in the liberal arts and sciences with those required within the nursing curriculum.
- 3.** 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)
  - National Patient Safety Goals (NPSG)

## SECTION III: OUTCOMES AND GRADUATE COMPETENCIES

### Weber State University Dumke College of Health Professions Annie Taylor Dee School of Nursing

#### 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 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.

There are Annie Taylor Dee SON program outcomes and student learning outcomes:

#### SON Program Outcomes

- **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.

The WSU Annie Taylor Dee SON End of Program Student Learning Outcomes (EPSOL) 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 SON/End of Program Student Learning Outcomes):

- Student will report obtainment of Program Level Student Learning Outcomes at or above a 3.0/5.0 on the EOP Survey
- 80% of ADN students will achieve a 50% or higher score on Kaplan Exam.
- 90% of students will receive a minimum on a B- or above for aggregate coursework (Course Grades)
- 90% of students will meet EPSLOs specific assignments criteria.

### III. DIFFERENTIATED END OF PROGRAM STUDENT LEARNING OUTCOMES

#### Annie Taylor Dee SON EOP Program-Level Student Outcomes

SON Student Learning Outcomes (EPSLO)	Associate Degree Nursing (ADN)	Bachelor of Science Nursing (BSN)	Master of Science Nursing (MSN)	Master of Science Nursing Nurse Practitioner (MSNP)
<p><b>Patient Centered Care</b> Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.</p>	<p><b>Patient Centered Care</b> 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.</p>	<p><b>Patient Centered Care</b> 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.</p>	<p><b>Patient Centered Care</b> Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.</p>	<p><b>Patient-Centered Care</b> Direct primary patient care focused on the holistic needs of patients and families within communities across the lifespan.</p>
<p><b>Teamwork &amp; Collaboration</b> Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p><b>Teamwork &amp; Collaboration</b> Promote collaborative clinical decision making with nursing and interdisciplinary colleagues through implementation of effective communication and team building skills.</p>	<p><b>Teamwork &amp; Collaboration</b> 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.</p>	<p><b>Teamwork &amp; Collaboration</b> Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.</p>	<p><b>Teamwork &amp; Collaboration</b> Collaborate with diverse health care providers to support best outcomes for patients and families.</p>

<b>SON Student Learning Outcomes (EPSLO)</b>	<b>Associate Degree Nursing (ADN)</b>	<b>Bachelor of Science Nursing (BSN)</b>	<b>Master of Science Nursing (MSN)</b>	<b>Master of Science Nursing Nurse Practitioner (MSNP)</b>
<p><b>Evidence-Based Practice (EBP)</b> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><b>Evidence-Based Practice (EBP)</b> Make judgments in practice substantiated with evidence that integrates nursing science and knowledge to provide competent care to individuals and families.</p>	<p><b>Evidence-Based Practice (EBP)</b> Make judgments in practice substantiated with evidence that synthesizes nursing science and knowledge and integrate in the provision of competent care to individuals, families, and communities.</p>	<p><b>Evidence-Based Practice (EBP)</b> Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.</p>	<p><b>Evidence-Based Practice (EBP)</b> Operationalizes practice guidelines supported by evidence.</p>
<p><b>Quality Improvement</b> Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.</p>	<p><b>Quality Improvement</b> 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.</p>	<p><b>Quality Improvement</b> Monitor outcomes to apply evidence-based interventions to improve the quality of health care systems.</p>	<p><b>Quality Improvement</b> Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.</p>	<p><b>Quality Improvement</b> Anticipate clinical variables and adjust practice to assure quality and safety.</p>
<p><b>Patient Safety</b> Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p><b>Patient Safety</b> Incorporate patient safety goals into the plan of care for all patients.</p>	<p><b>Patient Safety</b> Generate patient safety plan based on patient safety goals.</p>	<p><b>Patient Safety</b> Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.</p>	<p><b>Patient Safety</b> Develop a culture of safety by incorporating national patient safety guidelines in advanced practice environments.</p>

<b>SON Student Learning Outcomes (EPSLO)</b>	<b>Associate Degree Nursing (ADN)</b>	<b>Bachelor of Science Nursing (BSN)</b>	<b>Master of Science Nursing (MSN)</b>	<b>Master of Science Nursing Nurse Practitioner (MSNP)</b>
<b>Informatics</b> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making	<b>Informatics</b> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making when providing direct patient care.	<b>Informatics</b> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making in a variety of patient care and community settings.	<b>Informatics</b> Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.	<b>Informatics</b> Use information technology to manage documentation, reduce error, support clinical decision-making, and improve health care delivery.

Reference: QSEN Institute. (2014). *Quality and safety competencies for nursing*. Retrieved from <http://qsen.org>

## IV. CONCEPT-BASED CURRICULUM

### Concepts for the Individual, Nursing, and Healthcare Domains

*“All learners do not need to learn all course content; all learners do need to learn the core concepts.”*

K. Bain, Ph.D.

CATEGORY	CONCEPT	DEFINITION
<b>INDIVIDUAL DOMAIN</b>		
<b>Biophysical</b>	Acid-Base Balance	Regulation of acidity and alkalinity in body fluids and conditions that contribute to imbalances. (7)
	Cellular Regulation	The functions cells perform to maintain homeostasis and conditions that contribute to alterations. (19)
	Comfort	“A sense of emotional, physical, and spiritual well-being and relative freedom from stress.” (9)
	Elimination	The secretion and excretion of body wastes from the kidneys and intestines and their alterations. (7)
	Fluids and Electrolytes	Processes that regulate the balance of water and electrolytes and conditions that contribute to imbalances. (7)
	Health	“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (16)
	Immunity	The body’s natural or induced response to infection and the conditions associated with its response. (7)
	Infection	The invasion of body tissue by microorganisms with the potential to cause illness or disease. (7)
	Inflammation	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)
	Intracranial Regulation	Processes that impact intracranial compensation and adaptive neurological function. (7)
	Peripheral Nerve Regulation	Processes that impact the neural structures that lie outside the brain and spinal cord. (9)
	Metabolism	All physical and chemical changes that take place to sustain life and conditions that contribute to imbalances. (19)
	Mobility	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)
	Nutrition	The process by which the body ingests, absorbs, transports, uses, and eliminates nutrients in food. (7)
Oxygenation	Mechanisms that facilitate or impair the body's ability to supply oxygen to the blood. (18)	

<b>CATEGORY</b>	<b>CONCEPT</b>	<b>DEFINITION</b>
	Perfusion	Mechanisms that facilitate or impair circulation of blood through tissue. (7)
	Reproduction	The process of conception, gestation, and childbirth. (7)
	Sensory Perception	Receiving and interpreting stimuli from the environment and utilizing the sense organs and factors contributing to impaired response. (7)
	Sexuality	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)
	Thermoregulation	The homeostatic process that balances heat production and heat loss to maintain the body's temperature. (7)
	Tissue integrity	Mechanisms that facilitate or impair skin and mucous membrane intactness. (7)
<b>Developmental</b>	Growth and Development	Growth is an increase in physical size, and development is an orderly sequence of functions and capabilities that progress from simple to complex. (7)
<b>Psychological</b>	Accountability	An obligation or willingness to accept responsibility. This is an initial step needed to change behavior. (19)
	Addiction Behaviors	Compulsive, uncontrollable dependence on a chemical substance, habit, or practice to such a degree that cessation causes severe emotional, mental, or physiologic reactions. (19)
	Affect	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)
	Anxiety	A state of varying degrees of discomfort and uneasiness that is accompanied by responses that serve to protect. (7)
	Cognition	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)
	Coping	The process through which the person manages the demands and emotions generated by the appraised stress. (7)
	Crisis	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)
	Culture	The knowledge and values shared by a society. (7)
	Diversity	Recognizing differences among "persons, ideas, values and ethnicities," while affirming the uniqueness of individuals. (14)
	Family	Two or more individuals who depend on one another for emotional, physical, and/or financial support. (19)



<b>CATEGORY</b>	<b>CONCEPT</b>	<b>DEFINITION</b>
	Grief and Loss	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)
	Self	The sum of mind and body that constitutes the identity of a person. (18)
	Social Functioning	The ability of the individual to interact in the normal or usual way in society; can be used as a measure of quality of care. (19)
	Spirituality	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)
	Stress	A complex experience felt internally that makes a person feel a loss or threat of loss—bodily or mental tension. (7)
	Mood	A sustained emotional state and how one feels subjectively. (19)
	Mood disorders	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)
	Violence	Communication or a behavior which threatens or demonstrates harm to self or others. (19)
<b>NURSING DOMAIN</b>		
	Assessment	A holistic, systematic, and continuous collection, analysis, and synthesis of relevant data for the purpose of appraising the individual's health status. (19)
	Caring Interventions	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)
	Clinical Decision-Making	“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)

<b>CATEGORY</b>	<b>CONCEPT</b>	<b>DEFINITION</b>
	Collaboration	"Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care." (7)
	Communication	The exchange of thoughts, messages, or information through verbal and nonverbal methods. (7)
	Critical Thinking	"A process that results in the interpretation, analysis, evaluation and explanation of evidence upon which a judgment is based." (5)
	Patient-Centered Care	"Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs." (17)
	Professionalism	"The conduct, aims, or qualities that characterize or mark a profession." (7)
	Role Transition	The process of developing a new role. (6)
	Safety	Preventing inadvertent pain, injury, or loss. (7)
	Self-Management of Care	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)
<b>HEALTHCARE DOMAIN</b>		
	Advocacy	To speak up or act in the cause of another in support of individuals, families, systems, communities, and issues. (19)
	Care Management	A system of management that facilitates effective care delivery and outcomes for each patient. (2)
	Educator	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)
	Emergency Preparedness	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)
	Ethics	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)
	Evidence-Based Practice	A process to solve problems in practice using the best evidence, clinical experience, and patient preferences and values. (11)
	Genetics	The study of heredity and the transference of traits from parents to offspring. (9)

<b>CATEGORY</b>	<b>CONCEPT</b>	<b>DEFINITION</b>
	Healthcare Systems	A group of interacting people and processes that deliver safe and effective patient care with quality, equal access, and cost-effectiveness. (10)
	Health Policy	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)
	Health Promotion	The effort to stop the development of disease including treatment to prevent a disease from progressing further and causing complications. (7)
	Holism	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)
	Informatics	An integration of nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. (7)
	Leadership	An interactive process whereby an individual inspires a group of people to attain a common goal. (15)
	Legal/Regulatory	Governing or directing according to a rule or bringing under the control of an authority. (12)
	Management	The process of getting things done effectively with and through other people. (18)
	Population Health	“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.” (8)
	Quality Improvement	An organized approach to identify errors and hazards in care, as well as improve care overall. (19)
	Research	Investigation or experimentation aimed at the discovery and interpretation of facts about a particular subject. (6)

### References

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**Weber State University  
Dumke College of Health Professions  
Annie Taylor Dee School of Nursing**

**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. WSU 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](mailto:ssd@weber.edu)

#### **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.**

### **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.

If for any reason during the course of the specific program (AAS /AS, BSN), the student is unable to perform any of these functions, they will be required to meet with the faculty and program director. (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 or 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 OBSERVATION:**

- 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 impart oral information to patients or to the public; and in those activities in which students convey detailed or important spoken instructions accurately, loudly, or quickly to other workers.
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, Crouching, and Crawling:** Often needed when assisting patients with dressing, bathing, or other personal cares.  
**Kneeling:** Bending legs at knees and coming to rest on the knee or knees.  
**Crouching:** Bending downward and forward by bending legs and spine.  
**Crawling:** Moving about on hands and knees or hands and feet.
8. **Reaching:** Extending hand(s) and arm(s) in any direction.
9. **Handling:** Seizing, holding, grasping, turning, or otherwise working with the hand or hands.
10. **Physical Restraint:** Seizing, holding, restraining, and/or otherwise subduing violent, assaultive, or physically-threatening persons to defend oneself or prevent injury.
11. **Able to lift/ transfer/ move-up to 50 pounds independently.**
12. **Able to lift and move 51 to 100 pounds with assistance of another person or by using mechanical lifting and moving devices.**
13. **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.*

**III. STUDENT ACADEMIC ADVISEMENT**

- A. Each student is assigned an WSU Annie Taylor Dee SON academic advisor upon entering the nursing program. See individual program Part C of the Student

Handbook for advisement process.

#### **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.
    - a. 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.
    - b. 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:
- Drug Testing
  - Criminal Background Check
    - Nationwide Healthcare Fraud and Abuse
    - Nationwide Patriot Act
    - Nationwide Record Indicator with Sex Offender Investigation
    - Social Security Alert
    - Residency History
  - Document Manager
  - 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

Immunization	Documentation / Steps
<p><b>HEPATITIS B</b> Students must comply with one (1) of the following Hepatitis B requirements</p>	<ol style="list-style-type: none"> <li>1. <b>Documentation of a CDC-approved HepB immunization series, followed by a positive titer.</b>  The following are CDC-approved HepB series               <ul style="list-style-type: none"> <li>• <b>Option #1:</b> Engerix-B or Recombivax HB (3 doses)                   <ul style="list-style-type: none"> <li>○ HepB#1-series start date</li> <li>○ HepB#2-one (1) month later</li> <li>○ HepB#3-five (5) months later</li> <li>○ Titer- one (1) to two (2) months after 3<sup>rd</sup> dose</li> </ul> </li> <li>b. <b>Option #2:</b> Heplisav-B (2 doses)                   <ul style="list-style-type: none"> <li>○ HepB#1- series start date</li> <li>○ HepB#2- one (1) month later</li> <li>○ Titer – one (1)- two (2) months after 2<sup>nd</sup> dose</li> </ul> </li> </ul> </li> <li>2. Documentation of a positive titer, but no documentation of immunization series, the immunization series will need to be repeated and followed by another positive titer.</li> <li>3. Documentation of a CDC-approved HepB series and a negative titer (must be uploaded together)               <ul style="list-style-type: none"> <li>○ HepB booster immediate</li> <li>○ Repeat titer six (6) weeks after booster</li> <li>○ If titer is again negative, complete the rest of the HepB series:                   <ul style="list-style-type: none"> <li>○ HepB#2 immediate</li> <li>○ HepB#3 (five (5) months after HepB#2</li> <li>○ Repeat titer six (6) weeks after HepB#3</li> </ul> </li> </ul> </li> <li>4. No titer, series in progress:               <ul style="list-style-type: none"> <li>○ HepB#1 immediate</li> <li>○ HepB#2 – one (1) month later</li> <li>○ HepB#3 – five (5) months later</li> <li>○ Repeat titer – six (6) weeks after HepB#3</li> </ul> </li> <li>5. For #4 initial series in progress, if the titer comes back negative, follow steps for #3.</li> <li>6. A non-responder is a person who has obtained two (2) HepB immunization series, each followed by a negative titer.</li> </ol>

<p><b>TB or QUANTIFERON</b> Nursing students are required to test upon admission to the Annie Taylor Dee SON.</p> <p>Annual or serial TST for TB is determined by state regulations and risk for TB exposure. Utah is a low risk state.</p> <p>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 the state of Utah risk changes to medium.</p>	<p>Students are required to obtain either a baseline 2-step TB test or the Quantiferon TB blood draw.</p> <ol style="list-style-type: none"> <li>1. If you obtain the baseline 2-step TB obtain the first one and the second TB test one (1) to three (3) weeks later. TB testing can be no earlier than 4 months prior to school start <ul style="list-style-type: none"> <li>○ TB placement test TST #1 is reviewed 48 to 72 hours after placement</li> <li>○ Document TST #1 result</li> <li>○ Administer second TST one (1) to three (3) weeks after TST #1 placement</li> <li>○ TB placement test TST #2 is reviewed 48 to 72 hours after placement</li> <li>○ Upload both results to CastleBranch</li> </ul> </li> <li>2. Quantiferon TB serum test <ul style="list-style-type: none"> <li>○ If you choose the Quantiferon TB blood draw it must be within the current academic year.</li> <li>○ Upload the Quantiferon TB blood draw results to CastleBranch</li> </ul> </li> <li>3. Positive TB test <ul style="list-style-type: none"> <li>● If you have had a prior positive TB test, you must provide the results of your X-ray.</li> <li>● Upload the chest x-ray results to CastleBranch</li> </ul> </li> <li>4. International travel or previous international residence <ul style="list-style-type: none"> <li>● If you've traveled or lived internationally and had to have a BCG (within the past 10 years), you must show proof of BCG.</li> <li>● Obtain and/or provide the results of your X-ray</li> </ul> </li> </ol>
<p><b>Measles, Mumps, &amp; Rubella (MMR)</b></p>	<p>MMR titer or two (2) MMR vaccinations required</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>
<p><b>TDAP/TD</b></p>	<ul style="list-style-type: none"> <li>○ Documented proof of Tdap within the last 10 years</li> <li>○ If over 10 years, either new Tdap or boost with TD</li> </ul>
<p><b>VARICELLA</b></p>	<ul style="list-style-type: none"> <li>○ Varicella titer or two (2) varicella vaccinations.</li> <li>○ You CANNOT self-report or obtain a doctor's note stating you had chicken pox.</li> </ul>
<p><b>FLU SHOT</b></p>	<ul style="list-style-type: none"> <li>○ Flu shot is obtained during the current flu season when available (September through October).</li> </ul>
<p><b>IMMUNIZATION ALLERGIES/ISSUES I</b></p>	<ul style="list-style-type: none"> <li>○ Any allergies or issues with immunizations, require current written notification from your healthcare provider.</li> <li>○ Upload the written notification of immunization allergy or issues to CastleBranch</li> </ul>

## 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 Bloodborne Pathogen Exposure Control Plan (available online at <http://www.weber.edu/EHS/postexposure.html>).

- c. Students who are allergic to latex need to notify the Campus Manager or Program Director and the clinical faculty so that provisions can be made.

**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.

See SECTION I, Part II: Functional Requirements for Student Success.

**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 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.
    - 1) The appropriate incident report(s) will need to be filed.
    - 2) 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.
- g. 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).
- h. The WSU Annie Taylor Dee SON reserves the right to require a student with a pending criminal charge to withdraw from all nursing classes until the courts have made a decision regarding the criminal actions.
- 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.
- d. If a student's results return indicating a "dilute" sample, testing must be repeated at the student's expense.
- e. 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.
- f. 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.
- g. 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.
- h. 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.
- i. 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.

**II. ACADEMIC STANDARDS**

**A. GRADING SCALE:**

- 1.** The following grading scale is used by the WSU Annie Taylor Dee SON:

100-95% = A	89-87% = B+	79-77% = C+	69-67% = D+	59% and below = E
94-90% = A-	86-83% = B	76-73% = C	66-63% = D	

	82-80% = B-	72-70% = C-	62-60% = D-	
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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.**

**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.

#### **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 TAYLOE 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.

- a. 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.
  - b. Name tag(s) must be visible and placed on the top half of the chest while in the clinical setting.
  - c. Students wishing to wear a shirt under their scrub top must comply with the following guidelines:
    - 1) The shirt color must be solid white, purple (approved), grey, or black.
    - 2) The shirt must not have any logos or printing on it.
  - d. Students are not permitted to wear sweatshirts or hoodies, over their nursing uniform.
  - e. 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.
- 11.** 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.
  - 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.
    - 1) Hair must be securely pulled back when attending clinical.
    - 2) Mustaches and beards should be short, clean, and neatly trimmed.
  - e. 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.
  - a. Keep cell phones turned off.

- b. When working online, refrain from using online as a forum to complain about other students, faculty, or the nursing Program.
- c. Do not use attacking or demeaning comments when reviewing work of peers.
- d. 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.
  - a. If the student does not comply with this policy, the student will assume full liability if an incident occurs.
  - b. 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:**

- 1. Document and plan patient care in an electronic health record where utilized.
- 2. **PROTECT CONFIDENTIALITY.**
  - a. No pictures will be taken while in a school setting and are not legally allowed to be uploaded to any social media, EVER. This requirement includes no picture-taking in classes, clinical, or lab, or of other classmates. Any picture taken while at in a WSU student role or setting requires a signed photo release.
  - b. Confidentiality includes protecting ALL patient information.
  - c. 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 STUDENT PRACTICE OF NURSING**

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

## SECTION IV: UNSATISFACTORY STUDENT PERFORMANCE / DUE PROCESS

### **I. READMISSION/REAPPLICATION/LEAVE OF ABSENCE/DISMISSAL FROM PROGRAM**

#### **A. READMISSION TO A NURSING PROGRAM:**

1. 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.
2. Readmission to a specific nursing level of a nursing program is considered under the following conditions:
  - a. 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.
  - b. 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.
  - c. 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).
3. 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:**

- Students who fail two (2) or more courses must apply for admission through the standard application process.

#### **C. LEAVE OF ABSENCE FROM A 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:
  - a. Failure of two (2) or more courses. An unofficial withdrawal (UW) grade constitutes failure of a course.
  - b. Terminated for cause.
  - c. Unethical or unsafe conduct.

**II. 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 and Procedure Manual (6-22) [http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html) when confronted with concerns about their rights and appropriate due-process procedure.
- C. Students are encouraged to consult with their faculty when they feel they are having problems meeting nursing-program goals, objectives, or academic requirements.

**III. PROCESS OF RESOLUTION**

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

## SECTION V: RESOURCES FOR STUDENT SUPPORT

### I. AVAILABLE RESOURCES

- A. The following resources are available to all WSU Annie Taylor Dee SON students <http://www.weber.edu/studentaffairs> . Outreach student access is provided through cooperative agreements with local educational and/or community resources. Student communication and/or information exchange is available to all students via the Internet.
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](http://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](mailto:msimmons1@weber.edu).

**3. Nursing Organizations and Activities:**

- a. All students are encouraged 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 Utah Nurses Association (UNA) and American Nurses Association (ANA).

**SECTION VI: STUDENT ACADEMIC/BEHAVIORAL DOCUMENTATION FORM**  
**Weber State University Annie Taylor Dee School of Nursing**  
 Academic/Behavioral Documentation Form

Student Name:	Faculty:	Date:
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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.

Type of Occurrence:	<b>Violations</b> <input type="checkbox"/> Non-separable Violations <input type="checkbox"/> Separable Violations <input type="checkbox"/> <b>Other</b> _____	<b>Conduct/Behavioral</b> <input type="checkbox"/> First Offense <input type="checkbox"/> Second Offense <input type="checkbox"/> Third Offense
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Description of unsatisfactory student performance (attach a separate page if needed):

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Written plan for correction of unsatisfactory student performance (attach a separate page if needed):

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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:**

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<b>Faculty Signature:</b> _____	<b>Date:</b> _____
<b>PN/RN Facilitator Signature:</b> _____	<b>Date:</b> _____
<b>Program Director Signature:</b> _____	<b>Date:</b> _____
<b>SON Chair Signature:</b> _____	<b>Date:</b> _____



**Annie Taylor Dee School of Nursing  
Student Handbook - Part C  
MSNP Program Specific Policies and Information  
2018-2019 Student Handbook**





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**We are pleased you have chosen to attend  
Weber State University Annie Taylor Dee School of Nursing**

The Nurse Practitioner Program (MSNP) prepares innovative nurse experts who are capable of shaping and advancing the practice and profession of nursing as a primary care provider. The nurse practitioner program curriculum is designed to promote proficiency through national guidelines and competencies for primary care providers in an ever-changing health care environment.

Nurse practitioners contribute to healthcare access for all with attention to safe quality care for individuals and families within the community of practice. Upon completion of the NP program, graduates are eligible to take the national family nurse practitioner (FNP) certification exam and practice as an advanced practice clinician in a variety of clinical contexts. Additionally students are prepared for a Doctor of Nursing Practice (DNP) education, which is currently recommended as the educational preparation for all NP's.

**Handbook Purpose**

The Annie Taylor Dee School of Nursing faculty, administration, and staff welcome you and wish you a rewarding and successful experience in nursing. The purpose of this handbook is to be a resource that acquaints NP students with nursing curricular design, Annie Taylor Dee School of Nursing competencies, NP program expectations, and MSN/MSNP program policies and procedures. It is designed to provide admitted NP students an awareness of general school of nursing department policies and procedures as well as specific program information. Handbook Part A & Part B contain universal information for all nursing students in the Annie Taylor Dee School of Nursing, regardless of the nursing program they are enrolled in. Handbook Part C contains information specific to the MSNP (nurse practitioner) program.

Faculty believe students successfully attain educational goals through an understanding of their responsibility and an adherence to established policies. ***Students are responsible for knowing and following the policies and procedures outlined in this Handbook. After review of the Handbook, students sign an attestation that they reviewed and are aware of the content.***

Policies are reviewed and updated annually. NP students are encouraged to serve on Annie Taylor Dee SON committees. Student representation and input are valued at MSN/MSNP faculty meetings. Active student involvement and input insures the quality and growth of our programs. MSN/MSNP faculty meetings are held monthly and can be attended remotely or in person. Refer to the Student MSNP Bulletin Board for dates, times, and locations.

The WSU School of Nursing including the MSNP program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326

[www.acenursing.org](http://www.acenursing.org)

## **SECTION I: SCHOOL of NURSING HISTORY**

Sixty-five years ago, Weber State University's School of Nursing opened its doors as part of an innovative program to educate nurses in 1953 during a time of critical nursing scarcity after the war. Weber's long and prosperous legacy of excellence in nursing education graduates highly trained Registered Nurses and now Nurse Practitioners who provide quality care in both urban and rural settings around the region, state, and nation.

Weber State University Annie Taylor Dee School of Nursing developed a nationally recognized reputation for excellence in nursing education based on the school's commitment to a stepladder educational approach. The School of Nursing currently offers an associate degree in nursing, a RN to BSN degree in nursing, a master of nursing degree (nurse educator, nurse executive, or nurse practitioner). This stepladder approach provides each nursing student with the option to enter or exit the program at different times or levels in their education. Each level of education fulfills a distinct need in our complicated and changing health care environment.

The Annie Taylor Dee School of Nursing faculty has always taken pride in responding to the changing healthcare needs and demands of the local and rural communities of Utah. This is evident in the way WSU nursing education is delivered throughout Utah. While the majority of the education takes place face-to-face on campus, some programs offer online education, or a "hybrid" format, which is a combination of face-to-face and online learning. The NP educational program is a hybrid model.

The Annie Taylor Dee School of Nursing strengthened ties in the community by joining forces with Davis Technology College, Ogden-Weber Technology College, and Bridgerland Technology College, to provide opportunities for a Licensed Practical Nurse (LPN) to advance to a Registered Nurse (RN) utilizing WSU's Annie Taylor Dee School of Nursing's curricula and the Utah System of Technical College's facilities. For 43 years, the Annie Taylor Dee School of Nursing had a successful co-op program on Utah State University campus.

The nursing program at WSU continues to be unique from the majority of nursing schools, in that it provides the state with three levels of health care providers: the Associate degree Registered Nurse, the Baccalaureate RN, and three Master in Nursing tracks. Throughout the years, nursing educators at Weber State University, built on a foundation of innovation and flexibility — incorporating technology, challenging learners, developing educators, preparing a variety of clinicians, and transforming health care in our community and worldwide.

Today, the program retains its national reputation in educating and preparing distinguished nursing professionals who are recognized for practice excellence and passionately engaged in the profession of nursing.

The School of Nursing glimpses the "future of nursing" and promotes the following values in all aspects of nursing education as students LEARN:

- **Learning** through personalized experiences and shared inquiry
- **Engagement** in community
- **Access** and opportunity for all
- **Respect** for people and ideas
- **Nurturing** the potential within every individual

## SECTION II: MSNP PROGRAM LEARNING COMPETENCIES

The MSNP Program’s Student Learning Competencies (SLO’s) were derived from the School of Nursing’s philosophy, the Quality and Safety Education for Nurses (QSEN) guidelines, the recommendations from the American Association of Colleges of Nursing (AACN) for advanced practice nurses, and the National Organization of Nurse Practitioner Faculty (NONPF). Upon completing the program, students are prepared with the knowledge and skills necessary to improve the quality of the healthcare environments within which they work.

### MSN/MSNP program and track competencies

SCHOOL OF NURSING CORE STUDENT LEARNING OUTCOMES	MSN Program Student Learning Outcomes (Core Courses)	MSNP Program Nurse Practitioner Student Learning Outcomes
<b>Patient Centered Care</b> Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients’ preferences, values, and needs.	Patient Centered Care <b>Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.</b>	Patient-Centered Care <b>Direct primary patient care focused on the holistic needs of patients and families within communities across the lifespan.</b>
<b>Teamwork &amp; Collaboration</b> Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.	Teamwork & Collaboration <b>Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.</b>	Teamwork & Collaboration <b>Collaborate with diverse health care providers to support best outcomes for patients and families.</b>
<b>Evidence-Based Practice (EBP)</b> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Evidence-Based Practice (EBP) <b>Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.</b>	Evidence-Based Practice (EBP) <b>Operationalizes practice guidelines supported by evidence.</b>
<b>Quality Improvement</b> Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems,	Quality Improvement <b>Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.</b>	Quality Improvement <b>Anticipate clinical variables and adjust practice to assure quality and safety.</b>

<b>including participating in healthcare policy</b>		
<b>Patient Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance</b>	<b>Patient Safety Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.</b>	<b>Patient Safety Develop a culture of safety by incorporating national patient safety guidelines in advanced practice environments.</b>
<b>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making</b>	<b>Informatics Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.</b>	<b>Informatics Use information technology to manage documentation, reduce error, support clinical decision-making, and improve health care delivery.</b>

### Competency References:

American Association of Colleges of Nursing (2013). Population-Focused Competencies Task Force. Retrieved from

<http://www.aacn.nche.edu/education-resources/PopulationFocusNPComps2013.pdf>

NP Core Competencies Content Work Group (2014). Nurse practitioner core competencies content: A delineation of

suggested content specific to the NP core competencies. Retrieved from <http://www.nonpf.org>

QSEN Institute. (2014). Quality and Safety Competencies for Nursing. Retrieved from <http://qsen.org>

Population-Focused Competencies Task Force (2013). Population-focused nurse practitioner competencies: Family nurse

practitioner. Retrieved from <http://www.nonpf.org>

## SECTION III: RESOURCES

### Nursing and MSN Bulletin Boards

The Nursing Bulletin Board contains important information and resources for students. Contact information for the MSN director, administrative assistant, and enrollment director are located on the MSN Nursing Bulletin Board.

It is important to access frequently for updates during your schooling at WSU. Go here for general information <https://www.weber.edu/Nursing/BulletinBoard.html> and scroll down to MSNP Bulletin Board for program specific information.

**Graduate Advising**The MSNP program assigns each student an MSNP faculty mentor and advisor. This faculty member is available for academic counseling. The MSNP program director and the School of Nursing enrollment director are also available for additional support or questions.

Students are expected to contact the assigned faculty advisor by Week 2 of each semester. If students are following the published program of study, they should be on track semester by semester.

### ***Special Circumstances: Previous MSN***

Those students who have a previous MSN from Weber State University prior to starting the MSNP program are granted 9 credit hours per University policy for the following courses: MSN 6180, MSN 6110, and MSN 6120.

Students who are MSN graduates from another University, require equivalency evaluation. Students provide a transcript and course descriptions. The SON enrollment director and NP program director determine credit if any is granted for previous MSN coursework.

NOTE: If you have a previous MSN degree, students are responsible for contacting the NP Program Director for advisement and evaluation.

Students have opportunity to meet with advisors during on-campus classes or via email. Email your advisor 1) introduce yourself, 2) set-up a time for meeting with the academic advisor when on campus, or 3) email your advisor to discuss any questions, problems, or concerns about your program of study.

This timeframe allows for any problems to be resolved (i.e., class schedule addition or deletions, transcript issues, etc.). An enrollment director is also available for additional support.

MSNP students are advised by MSN and MSNP faculty during the clinically focused project development in the following project related courses (MSN 6110, MSN 6801, MSN 6802, & MSN 6803). If there are any questions about scholarly expectations, contact the course faculty, MSNP faculty advisor, or the MSNP program director.

### **WSU 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 day, evening, and weekend hours, for students writing in courses across the curriculum. The Writing Center is located at Elizabeth Hall, Room 210. <https://www.weber.edu/writingcenter>

Additional writing resources are available in MSN/MSNP Online Summer orientation course completed before starting your academic / clinical program.

### **Program Technology Requirements, Expectations, and Help Desks**

Technology requirements are important for your success since this is an online program. You must have the following:

- A computer, with either PC (Windows) or Macintosh systems.
- Internet access (high-speed preferred)
- Webcam (for video conferencing and presentations)
- Use of **Google Chrome browser is highly recommended as other browsers may not work well**
- Students can download Office 365 for free. See this PDF. [https://apps.weber.edu/wsuiimages/WritingCenter/Documents/ForWSUStudentsHowtoGetMSOffice365free%20\(1\).pdf](https://apps.weber.edu/wsuiimages/WritingCenter/Documents/ForWSUStudentsHowtoGetMSOffice365free%20(1).pdf)

**During the program, students will be required to be competent with the use of:**

- E-mail and the Internet
- Word processing including the use of Microsoft Word, PowerPoint, possibly EXCEL
- Conducting library searches
- CANVAS (see tutorial and student guide in Course Resources)
- Uploading files through CANVAS
- Use audiovisual materials in a presentation
- Possibly use a spreadsheet to enter and manipulate data

Information Technology Help Desk <https://www.weber.edu/help/>

WSU Online (Canvas) support and questions -

<https://www.weber.edu/online/canvasTechSupport.html>

Canvas is best viewed at a minimum of 800x600, which is the average size of a notebook computer.

Many online courses require the use of a camera and microphone (for video conferences, discussion posts, etc.). Make sure you have these items readily available on your laptop, PC, or mobile device.

### **Student Services Counseling and Psychological Center**

The WSU Student Counseling Center is available to students are having personal/social concerns. The counseling center is located at the Student Services Center, Suite 280A.

<https://www.weber.edu/CounselingCenter/>

### **Student Health Services**

The Weber State University Student Health Center provides quality, cost-effective health services to students including:

- Outpatient medical care for common illnesses and injuries.
- Disease prevention activities.
- Health promotion to the student body population allowing them to arrive in class ready to learn.

All students who have current student ID and are registered students may use the student health services. Please bring ID card when accessing services. Services are provided at low or no cost. Insurance is not required for students to use the Health Center. The Student Health Center is located at the Student Service Center, Room 190.

<https://www.weber.edu/healthcenter>

### **Library**

The Stewart Library provides graduates with online access to numerous academic resources in addition to books, periodicals and documents. A dedicated health-science librarian is also available to students.

The library provides an online question and answer forum on the Home page in the “Ask a Librarian” link as well as a “Library Instruction” link for students. The “Ask a Librarian” service is available during posted library hours.

The WSU Stewart Library provides graduates with online access to numerous academic resources in addition to books, periodicals, and documents. A dedicated health-science librarian is also available to students. <https://library.weber.edu/>

### **Financial Aid, Scholarships and Grants**

Information regarding financial aid and grants is available through the Financial Aid Office in the Student Services Building, Suite 120. <https://www.weber.edu/financialaid>

Nursing scholarship are available to graduates and students are encouraged to apply. Information regarding scholarships can be found on the Nursing Bulletin Board website <https://www.weber.edu/Nursing/BulletinBoard.html>.

### **Sigma Theta Tau International Nursing Honor Society Nu Nu Chapter**

The purpose of this organization is to recognize achievement and leadership in nursing. Full-time MSNP students are eligible candidates for this society. Members pay an annual fee, and receive official publications, chapter-sponsored education, and voting membership. Graduate students who are interested in applying for membership can speak with their MSNP faculty advisors. There may be a student membership discount available. A \$1,000.00 graduate scholarship is awarded annually by the Nu Nu Chapter. Applications are accepted in the fall. SSTI Website: <https://www.sigmanursing.org/>

### **Course Materials**

Most assigned books are available through the WSU Bookstore on campus or general book resellers.

There are additional clinical resources required for the MSNP program that may or may not be available at the WSU Bookstore.

Clinical or didactic course resources not available in the bookstore include:

- The clinical management system Typhon @ <https://www.typhongroup.net>
- AANP student membership @ <https://www.aanp.org/membership#student>
  - Required for the entire length of the program.
- Student assessment kits, including the otoscope and ophthalmoscope.
  - Student assessment kits are checked out to students at the beginning of semester 2 during the assessment and skills lab.
- All course materials are listed in each specific course and on the MSNP Student Bulletin Board in the appropriate link.

NOTE: Students are eligible for the F.A. Davis 20% discount if books are purchased directly from the FA Davis website. Refer to the MSNP Booklist on the MSNP Bulletin Board for details.

## **SECTION IV: COMMUNICATION**

### **WSU Email Account**

All students at the School of Nursing will receive a WSU e-mail account. 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 e-



mail. If you prefer to check email in your personal email account, you can forward Weber email to that account.

Wildcat email: <https://www.weber.edu/wildcatmail>

### **MSNP Bulletin Board**

The MSNP Bulletin Board is a password protected website that provides students with timely program information and updates. Please check the MSN / MSNP Bulletin Board regularly for important and timely student information, including program of study details by semester and announcements.

Bulletin Board: <https://www.weber.edu/Nursing/BulletinBoard.html>

### **Contact Information**

Changes made to student contact information including telephone, e-mail, and mailing address should be made in writing to the MSNP program assistant within six (6) weeks of the change.

- Contact is extremely important for NP students as information.
- It is shared with clinical faculty, preceptors, and clinical agencies for clinical placements.

### **Online Netiquette Guidelines**

During online discussions and communication, students are expected to observe the rules of "online netiquette". These were reviewed in the Online Orientation. Note 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 may be viewed as an attack or criticism.
- Use of the course web sites 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 faculty or instructor. Violations 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.

## **SECTION V: PROGRESSION**

### **Course Load**

The MSNP program is a full-time hybrid program. A course load of 9 credit hours is considered full-time at the graduate level. Each semester is rigorous with 9-11 hours of graduate level coursework, skills labs, and/or clinical practice time. Thus, the MSNP is considered an accelerated program of study. Students complete 50 hours of graduate course work, including 660 hours of clinical practice. The program is rigorous and requires significant hours of clinical or lab participation in addition to didactic/online coursework.

### **Transfer Credits/Petitions**

The MSNP program director and School of Nursing Curriculum Committee (SONCC) evaluates the suitability of core transfer credits. To apply for core transfer credits, a written petition must be completed by the student and submitted to the MSNP Program Director and SON Enrollment Direct. An official transcript from previous institutions along with a course catalog and syllabus must be provided.

- A maximum of nine (9) credit hours may be transferred following approval from the Program Director and SONCC for Master's courses.
- Each student will be evaluated individually to determine the number of credits if any that can be awarded during the summer prior to starting coursework.

### **Student Progression**

Graduate students are expected to make continuous progress in the graduate program through full-time registration. Exceptions may be made in the event of a significant life event. The student must have written approval from the MSN program director prior to withdrawing from course work. All credits counted toward the MSN degree, including transfer credits and the MSNP scholarly project, must be earned within a three-year period, beginning with the first semester of full time enrollment.

### **Transferring Master's Tracks within the Annie Taylor Dee School of Nursing**

The Weber State University (WSU) MSN Nurse Educator, Nurse Executive, Nurse Practitioner program openings are based upon program availability and are made at the discretion of the MSN or MSNP Program Director.

- MSN Nurse Educative and Nurse Executive tracks are non-transferrable to the MSN Nurse Practitioner Track. Student's accepted and enrolled in the WSU MSN Executive or Educator tracks who wish to transfer to the Nurse Practitioner Track, must formally apply to MSN Nurse Practitioner program of study.
- Students who have completed MSN core courses in either the Nurse Educator or Nurse Executive courses may have to repeat MSN Nurse Practitioner core courses due to lack of transferability related to differences in credit hours, course content, course numbers, and MSN Scholarly Project alignment.

### **Academic Standing**

All MSNP courses must be passed at the 80% (B-) level. All non-MSNP courses must be passed with a C (73%) or above. A minimum cumulative GPA of 3.0 must be maintained during all coursework in order to graduate.

A student in good standing is defined as a student who:

- Maintains a minimum of a 3.0 cumulative GPA
- Maintains a full-time course load
- Is not on academic probation
- Is on approved leave of absence
- Has completed the immunization, background check, HIPAA, OSHA and drug screening process with no identified problems
- Has completed the Advanced Writing prerequisite prior to beginning the program or within the first year of study
- Is not on WSU financial hold

### **Academic Integrity**

Academic integrity is essential to the student's success and progression in the MSN program. Students are responsible for adhering to the SON and WSU's guidelines and policies related to academic integrity.

The purpose of the WSU Student Code is to promote professional conduct and personal integrity on the part of all students.

A copy of the WSU Student Code is available online at <http://www.weber.edu/ppm>. Violation of the WSU Student Code may result in dismissal from the MSNP program.

### **Academic Probation**

A student who receives lower than a B- in any MSN or MSNP core or track course will be given an academic warning. If a required course grade falls below the required B- minimum, the student must meet with the MSNP Program Director. The course must be repeated at the next available semester (at least one year) and a satisfactory grade must be achieved. Students may continue to register for additional coursework as approved by the MSNP Program Director.

With approval from the MSNP Program Director, the student may officially withdraw from the course or the letter grade for the course remains on the transcript and is calculated into the cumulative GPA. Students who have a cumulative GPA less than a 3.0 will be placed on academic probation for no more than two semesters, or one academic year. Students who remain on academic probation for greater than two semesters, will be removed from the program.

### **Incompletes**

A student who fails to complete a course within the prescribed period due to extenuating life circumstances and does not withdraw (W) may, at the instructor's and MSNP Program Director's discretion, receive a grade of incomplete (I) or Failure (E).

In order to receive an incomplete grade, the student must have completed a substantial portion (approximately 80%) of the required coursework, and indicates the student was unable to complete the course for a legitimate reason. In all cases, requests for an incomplete grade must have written documentation of approval by both the MSNP instructor and MSNP program director. The written documentation must be accompanied by a detailed description of assignment completion requirements.

The documentation will be placed in the student's School of Nursing file. Except in unusual circumstances, the outstanding coursework must be completed within the first eight (8) weeks of the following semester. The student must complete remaining coursework without re-registering or attending the affected class during a subsequent semester. The instructor may remove the "I" after successful completion of course requirements. In extenuating circumstances, the instructor may permit a one-year extension for completion of the course. Any course that is not completed within the prescribed period will result in a failing grade (E) and shall not be credited toward completion of the MSNP degree. Credit hours are not included in the official WSU transcript until a letter grade is posted. All incomplete coursework must be completed prior to graduation.

## **SECTION VI: READMISSION, REAPPLICATION, SECTION VI: LEAVE OF ABSENCE, DISMISSAL FROM MSNP PROGRAM**

### **Readmission**

Students admitted the MSNP program who are unable to complete the program of study, must notify the MSNP Program Director in writing prior to withdrawing. Students who have officially withdrawn from the 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 MSNP Program. The letter requesting consideration for readmission must be addressed to the MSNP Program Director. Each case is considered individually and a student is not guaranteed readmission.

Readmission is considered under the following conditions:

1. A student in good academic standing who voluntarily withdraws from a program will be granted inactive status and considered for readmission by the MSN program director. Readmission to a nursing program is not guaranteed and will be granted on a space available basis.
2. Students who have been placed on an involuntary LOA from a program may request to resume program progression at the earliest possible time at assigned campus. Each student's case will be reviewed by the MSNP program director only after receipt of all documentation requested of the student.
3. In addition, see Nursing Handbook Part B, Section IV.

**Reapplication** (see Nursing Handbook Part B, Section IV).

Students who fail two (2) or more courses may not apply for readmission but must apply for admission through the standard application process.

### **Leave of Absence Procedure**

Students considering an LOA are strongly encouraged to meet with their faculty advisor prior to the start of the semester in question. Students will then be instructed to formally request a LOA in writing to the MSNP program director.

Upon the MSNP program director's approval, the student will receive a letter outlining the terms of the leave and any conditions that must be met prior to returning. Failure to provide written notification to the MSNP program director of a student's inability to return from an approved one-year LOA, or a request for a LOA extension, will result in dismissal from the School of Nursing. In the event that this occurs, students may reapply to the MSNP program following an additional one-year waiting period.

### **Return from a Leave of Absence**

A written request to return from a LOA must be submitted to the MSNP Program Director at minimum of one semester or three (3) months in advance. Students returning from a LOA due to medical reasons will be required to submit written documentation from a qualified health care provider that they are ready to resume their coursework and re-enter the campus community.

- These restrictions do not include time spent in military service.
- A leave of absence does not automatically change the three year graduation requirement.
- Approval of the three year graduation extension may only be granted at the discretion of the MSNP Program Director.

## **Dismissal**

A student will be dismissed from the School of Nursing for failing a required MSNP course twice or failing one or more courses in multiple semesters. A student may be dismissed from the MSNP program if clinical competency is not meet. A student will be dismissed from the School of Nursing for failing to complete an MSNP project extension within two consecutive semesters following regular full-time course work (one year). MSNP project extensions must be approved by the MSN and MSNP Program Directors in writing.

## **Student Paperwork Dismissal Statement**

In an effort to remain equitable to our students and our clinical partnerships, all student paperwork must be turned in and/or uploaded to the appropriate recipients by August 15<sup>th</sup>. Failure to do so will result in dismissal from the MSNP program and you will have to reapply in order to attend in the future.

## **Student Due Process Policy/Process of Resolution**

See Nursing Handbook Section IV.

## **SECTION VII: MSNP GENERAL POLICIES**

### **Attendance**

The MSNP program is a hybrid program with periodic campus classes for theoretical NP core course and weekly skills labs during the second and fourth semesters of the program.

Attendance is expected as part of student commitment to the learning process.

Please see **SECTION IX: PROGRAM OF STUDY for semester by semester detail**

### **Mandatory Online Orientation**

A mandatory online orientation to the MSN/MSNP program is posted for students prior to the start of the first semester of the MSN/MSNP program. To progress in the program, students must complete the online orientation.

### **Mandatory Face-To-Face NP Orientation**

MSNP students are required to attend a Mandatory Orientation on the first day of class. Important information not reviewed in the Online Orientation is discussed.

### **Program Progress Requirements and Documentation**

All students must submit required documentation by the prescribed deadline (August 15<sup>th</sup> of the year the program is started).

Much of the required documentation will be done though the mandatory orientation and CastleBranch. Failure to submit documentation may result is probation or program dismissal. If this occurs, students must re-apply to the MSN program during the next application period.

Required student documentation includes the following:

- Signed MSN Student Handbook Agreement Form
- Student ID Badge
- OSHA Quiz
- Castle Branch Documentation. CastleBranch is a background screening and compliance tracking data management system and has an associated cost with it. You will upload data as required by the program (immunizations, certification records,

etc.). You will sign up for the MSN package when directed by the MSN Administrative Assistant.

- See Nursing Handbook, Part B for specific student documented information

### **CPR Requirement**

All students must be certified in CPR with a healthcare provider status in order to participate in the MSNP program.

Note: ***no Online CPR courses accepted.***

A current CPR card must be on file in CastleBranch documentation system for the duration of the MSNP program.

### **Nursing License**

All students must have and maintain active RN license on file in the CastleBranch documentation system for the duration of the MSNP program.

## **SECTION VIII: MSNP SPECIFIC REQUIREMENTS**

### **Graduation**

A total of 50 credit hours are required for graduation. These include forty three-six (36) MSNP theory and clinical course credits, nine (9) credits for the MSN core classes and four (4) credits for MSNP Project Development and Implementation.

All MSNP Program requirements (MSN & MSNP courses) should be completed within three (3) years following admission to the program. MSNP Program coursework/credits older than six academic years will not apply toward graduation.

It is the student's responsibility to insure that all necessary graduation requirements and documentation are completed and submitted to the graduation office before the graduation deadline. Students must complete the WSU online application for graduation by the deadline and according to the online instructions.

### **Skills Lab, Clinical Days, and Practicum Dress Code Policy**

- Students are responsible to understand dress and grooming policies for MSNP clinical rotations.
- Dress codes are determined by the clinical agencies and facilities.
- Clothing in the clinical setting should be business professional.
- MSNP students wear the lab coat over the 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.

### **White Lab Coat (Required Uniform for NP students)**

The short lab coat style, 30-32 inches in length, is the type of lab coat students in any healthcare graduate level education wear to identify their student status.

Once you graduate from the NP program you are eligible to purchase the 'coveted' long white lab coat that many healthcare providers use as a uniform.

- Nurse Practitioner students are required to wear short white lab coats during clinical rotations at all clinical sites during the program.
- Lab coats are available at the bookstore for students to try on and select a specific style and appropriate size fit.
- Please make sure the jacket is not too tight. It will always be worn over street clothes or scrubs.
- The lab coats will be embroidered with the WSU School of Nursing logo and student designation.

***You must purchase one lab coat (lab jacket) from the WSU Bookstore prior to August 15, in order to use it for your WSU nursing ID badge.***

The required WSU NP lab coat is not available from local uniform shops, as they are embroidered with the School of Nursing logo and NP student identification.

- Sizing information is provided on the bookstore website.
- You may also try on samples at the bookstore.
- If your uniform size is in stock, you may receive them sooner. If your size is not available, the bookstore will order one for you.
- It may take 1-2 weeks to arrive back at the bookstore.
- The uniforms are then sent to be embroidered which can take another 2-3 weeks.
- You will be contacted when it is ready to be picked up.
- You may make arrangements for it to be mailed to your home.
- The lab coat is **REQUIRED STARTING** the 2<sup>ND</sup> SEMESTER during the skills and assessment labs and during all clinical rotations (Semesters 3-5).

***It is suggested that each student order TWO lab coats, so that you will always have a clean jacket.*** They should be laundered after each patient encounter day in order to maintain cleanliness for patients and self.

*Just so you know*, the short lab coat style, 30-32 inches in length, is the type of lab coat students in any healthcare graduate level education wear to identify their student status.

- Once you graduate from the NP program you are eligible to purchase the 'coveted' long white lab coat that many healthcare providers use as a uniform.

## Weber State University Annie Taylor Dee School of Nursing Badge Instructions

Weber State identification badges should be worn in the clinical/clinical environments and must be visible on the upper torso area.

ID badges may not have any stickers or pins of any kind attached. Please refer to the guidelines for the student ID badge photos below.

1. Every nursing student is required to have a photo ID nursing badge.
  - A \$10.00 fee needs to be paid to the WSU Cashiers Office (Badge Payment Form on Bulletin Board).
  - You may pay online, by mail, or by calling the Cashiers Office.
  - The information necessary for payment is found in the MSNP Bulletin Board
  - The cashier's office normally forwards a copy of your receipt to the School of Nursing once you have paid the fee.
2. E-mail a semi-professional photo of yourself in the NP white lab coat to Cheryl Hyatt at [cherylhyatt@weber.edu](mailto:cherylhyatt@weber.edu)
3. State your campus, year in program, and **first** name preferred on your badge if other than a given name.
4. I will process your badge and it will be given to you at orientation.
5. Your photo must meet the following criteria since it will be worn in a clinical setting. If the picture does not follow these guidelines, you will be asked to submit a new one.
  - Head and shoulder (bust shot) professional photo in lab coat.
  - No sunglasses, badges, flowers, backpack straps, writing, or any type of accouterments are to be visible.
  - No other person in photo.
  - Saved in a .jpg format.
  - You can take your own photo, just make sure it complies with the guidelines and samples below.

### SAMPLE of SEMI-PROFESSIONAL HEAD and SHOULDER PHOTOS



If you require any further assistance or information, please contact Cheryl Hyatt at [cherylhyatt@weber.edu](mailto:cherylhyatt@weber.edu) or at 801-626-7833.



**Clinical Equipment:** Specific information provided to students at the MSNP orientation and posted at the MSNP Bulletin Board.

Students are issued a clinical kit at the end of the First semester of the program. Required clinical tools / bag:

1. advanced practice quality stethoscope with appropriate components for advanced auscultation (***students required to purchase a quality stethoscope***)
2. a reflex hammer
3. pocket pen light
4. bandage scissors
5. tuning fork
6. portable otoscope / ophthalmoscope combination set

### **Travel to Clinical and Practicum Sites**

The Annie Taylor Dee School of Nursing utilizes a number of clinical sites that may require student travel via car or public transportation.

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 have to travel to clinical sites outside of their local residency area.

MSNP students should expect to travel to practice rotations throughout the clinical learning semesters (Semester 3-5) in order to participate in clinical learning experiences.

See Section X: MSNP SKILLS LAB, CLINICAL PRACTICE, & PRACTICUM below

## **SECTION IX: MSNP PROGRAM OF STUDY**

The MSNP program is a five semester clinically focused degree program. Each semester is rigorous with 9-11 hours of graduate level coursework, skills labs, and/or clinical practice time.

The MSNP program innovative hybrid model learning process provides students with collaborative community experiences, healthcare partnerships, arrangement of required nurse practitioner program clinical hours, and collaborative College of Health Professions' interdisciplinary healthcare provider skills labs.

- A new state-of-the art nursing lab includes a variety of nurse practice patient-encounters (live and simulated) with technology and clinical equipment/devices for best practice.
- Students are educated to diagnose, treat, and manage acute and chronic illness; order, perform, and interpret diagnostic tests; prescribe and monitor medications; manage patients holistically; promote health and wellness; and decrease individual and community disease morbidity and mortality in a variety of healthcare contexts.
- NP graduates are prepared to complete the national nurse practitioner certification exam and to practice as independent licensed practitioners with understanding of the advanced practice nurse practitioner role, scope of practice possibilities and limitations, and interdisciplinary collaborative partnerships to provide safe quality care to clients throughout the lifespan.
- Graduates enter the healthcare community to practice with confidence; there is emphasis on patient centered care, teamwork and collaboration, evidenced-based practice, quality improvement, patient safety, and informatics.



## Specific MSNP Semester Information

Weber State University nurse practitioner graduates are prepared to function in the role of the NP, care for patients with confidence, and meet the challenges of healthcare today and into the future as they advocate for and partner with others to provide optimal patient care.

The spring and fall skill labs enable NP students to learn and began to perfect a number of common clinical procedures and diagnostic tests that are vital to proper assessment and eventual plan of care for each individual patient.

Information on specific skills will be available in the course syllabus and content pages.

Students are required to attend the skills lab each week during Semester 2 and Semester 4 on campus for 4-6 hours.

Students are expected to be on campus some days every semester.

For those semesters requiring weekly or periodic campus days, the activities are scheduled on one long day. Please refer to the registration instructions and WSU course catalog for day and time.

The MSNP Program is comprised of a total of 50 nursing credits, inclusive of 660 direct patient care hours, and 36 credits for MSNP focused courses.

The MSNP program at Weber State University includes the following clinical and coursework:

- 9 credit hours - Core MSN scholarly courses
  - MSN 6180 – (3 credit hours): Improving Patient Care & Nursing Practice through Information Systems & Technology: (Fall – 1<sup>st</sup> semester)
  - MSN 6110 – (3 credit hours): Research & Evidenced into Practice: (Spring – 2<sup>nd</sup> semester)
  - MSN 6120 – (3 credit hours): Research & Statistics: (Spring – 2<sup>nd</sup> semester)
  
- 4 credit hours – MSN 6800 series - Clinically-focused scholarly project (part of the Master's degree curricular plan)
  - MSN 6801 - (2 credit hours): Translating Scholarship into Practice: (Summer - 3<sup>rd</sup> semester)
  - MSN 6802 - (1 credit hour): Translating Scholarship into Practice: (Fall – 4<sup>th</sup> semester)
  - MSN 6803 - (1 credit hour): Translating Scholarship into Practice: (Spring - 5<sup>th</sup> semester)

The MSNP Scholarly Project is a graduation requirement for completion of the WSU MSNP program. The MSNP project is a self-directed, faculty-supported learning activity that is under the guidance of the MSN 6801, 6802, and 6803 instructor(s).

The scholarly project is a thorough study of a specific topic that results in a written synthesis of the literature and the integration of the information into a culminating deliverable or product *addressing an identified issue or need as a primary care provider. It may not be an acute care focus from your previous RN work.*

- Guidelines for the completion of this program requirement are provided in the MSN/MSNP Project Handbook.
- Failure to complete the MSNP project at the end of the fifth-semester of the MSNP program will require the student to apply for an MSNP project extension and register for one-credit of MSN6850 (MSN Project Development and Implementation Extension Course) for each semester of the scholarly project extension. Project extensions must be approved by the MSN/MSNP program director. A total of two (2) semesters will be allowed for project extensions.
- 5 credit hours for NP role transition, NP practice essentials, and NP certification preparation
  - MSNP 6205 – (1 credit hour): Transition to Advanced Practice: (Fall – 1<sup>st</sup> semester)
  - MSNP 6255 – (4 credit hours): Transition to Practice II: (Spring – 5<sup>th</sup> semester)
- 120 contact hours - Intensive 14 week Skills Lab Practicums
  - MSNP 6225 - (60 contact hours or 1 credit hour): Adult Skills Practicum Lab – (Spring - 2<sup>nd</sup> semester)
  - MSNP 6230 - (60 contact hours or 1 credit hour): Women's Health & Pediatric Skills Practicum – (Fall - 4<sup>th</sup> Semester)
- 9 credit hours - [The 3 – P's] – 3 credit hours each:
  - MSNP 6210: Advanced Pathophysiology
  - MSNP 6215: Advanced Pharmacology
- MSNP 6220: Advanced Physical Assessment and Diagnostic Reasoning
- 10 credit hours - NP lifespan theoretical courses
  - Summer Semester (3<sup>rd</sup> semester)
    - MSNP 6235 - (3 credit hours): Advanced Practice Nursing: Adult
    - MSNP 6240 - (2 credit hours): Advanced Practice Nursing: Older Adult
  - Fall Semester (4<sup>th</sup> semester)
    - MSNP 6245 - (3 credit hours) Advanced Practice Nursing: Newborn to Adolescent
    - MSNP 6250 - (2 credit hours) Advanced Practice Nursing: Women's Health
- 660 clinical contact hours - Lifespan clinical hours and final semester clinical practicum
  - MSNP 6236 – (180 contact hours or 3 credit hours) Advanced Practice Nursing Clinical I: (Summer - 3<sup>rd</sup> semester)
  - MSNP 6241 - (60 contact hours or 1 credit hours) Advanced Practice Nursing Clinical II: (Summer - 3<sup>rd</sup> semester)
  - MSNP 6246 - (120 contact hours or 2 credit hours) Advanced Practice Nursing Clinical III: (Fall – 4<sup>th</sup> semester)
  - MSNP 6251 - (60 contact hours or 1 credit hours) Advanced Practice Nursing: IV: (Fall – 4<sup>th</sup> semester)
  - MSNP 6260 – (240 contact hours or 4 credit hours) Advanced Practice Nursing Clinical Practicum: (Spring - 5<sup>th</sup> semester)

**Weber State University (MSN-NP)  
Family Focus Curriculum Overview  
(5 Semesters)**

<b>First Semester (Fall)</b>	<b>Second Semester (Spring)</b>	<b>Third Semester (Summer)</b>	<b>Fourth Semester (Fall)</b>	<b>Fifth Semester (Spring)</b>
HYBRID (5 to 7 times)	LAB (14 times)	HYBRID (5-7 times)	Hybrid/Lab (7 times)	Practicum Certification
MSNP 6180 (3) Improving Patient Care & Nursing Practice through Information Systems and Technology  ONLINE	MSN 6120 (3) Research and Statistics  ONLINE	MSNP 6235 (3) Advanced Practice Nursing: Adult  HYBRID Class	MSNP 6245 (3) Advanced Practice: Newborn - Adolescent  HYBRID Class	MSNP 6255 (4) Transition to Practice II  HYBRID Class
MSNP 6215 (3) Advanced Pharmacology  HYBRID Class	MSN 6110 (3) Translating Research and Evidence into Practice ONLINE	MSNP 6236 (3) Advanced Practice Nursing: Clinical I  <b>(180 hours)</b> CLINIC HOURS	MSNP 6246 (2) Advanced Practice Nursing: Clinical III  <b>(120 hours)</b> CLINIC HOURS	MSNP 6260 (4) Advanced Practice Nursing Clinical Practicum  <b>(240 hours)</b> CLINIC HOURS
MSNP 6210 (3) Advanced Pathophysiology  HYBRID Class	MSNP 6220 (3) Physical Assessment & Diagnostic Reasoning Lab  HYBRID Class & LAB SKILLS <b>(60 hours)</b>	MSNP 6240 (2) Advanced Practice Nursing: Older Adult HYBRID  MSNP 6241 (1) Advanced Practice Nursing: Clinical II  <b>(60 hours)</b> CLINIC HOURS	MSNP 6250 (2) Advanced Practice: Women's Health HYBRID  MSNP 6251 (1) Advance Practice Nursing: Clinical IV  <b>(60 hours)</b> CLINIC HOURS  MSNP 6230 (1) Women's Health & Pediatric Skills Practicum Lab  <b>(60 hours)</b> LAB SKILLS	
MSNP 6205 (1) Transition to Advanced Practice  HYBRID Class	MSNP 6225 (1) Adult Skills Practicum Lab  <b>(60 hours)</b> LAB SKILLS	MSN 6801 (2) Translating Scholarship into Practice  ONLINE	MSN 6802 (1) Translating Scholarship into Practice  ONLINE	MSN 6803 (1) Translating Scholarship into Practice  ONLINE
10 Credit Hours	10 Credit Hours	11 Credit Hours	10 Credit Hours	9 Credit Hours

## **Specific Semester Information**

Weber State University nurse practitioner graduates are prepared to function in the role of the NP, care for patients with confidence, and meet the challenges of healthcare today and into the future as they advocate for and partner with others to provide optimal primary care.

The spring and fall skill labs enable NP students to learn and began to perfect a number of common clinical procedures and diagnostic tests that are vital to proper assessment and eventual plan of care for each individual patient. Information on specific skills will be available in the south syllabus. Students are required to attend the skills lab each week on campus for 4 hours. Labs are scheduled weekly during semester 2 and semester 5.

Students are expected to be on campus every semester. For those semesters requiring weekly campus days, the activities are scheduled on one long day. Please refer to the registration instructions and WSU course catalog for day and time.

### **Semester One & Two:**

#### **Semester 1 – Basics for NP practice**

MSNP 6205: Transition to advanced practice

During Semester One of the MSNP program, NP students become familiar with ideas and theoretical frameworks for family practice related to role transition from RN to NP. A variety of activities allow the student to become familiar with the NP role.

MSNP 6210: Advanced pathophysiology is introduced in order for students to become more familiar with the physiology of assessment and diagnosis.

MSNP 6215: Pharmacology principles, knowledge, and prescriptive authority are an integral part of the nurse practitioner role.

The pharmacology and pathophysiology courses – provide the foundation for NP practice and clinical expertise are presented during this first semester. Students have opportunity to meet every other week for both of these courses.

#### **Semester 2 - Spring Lab Information**

Students are on campus 12-14 days each of these two semesters for lab skill and theoretical principles of care. The skill labs are:

MSNP 6220: Physical Assessment & Diagnostic Reasoning

Introduces students to advanced physical assessment, diagnosis, and clinical reasoning necessary to diagnose and treat individual patients.

MSNP 6225 Adult Skills Practicum: Students learn and practice a variety of primary care skills with faculty and interprofessional guests.

To utilize the lab and skill equipment most effectively, student lab groups consist of a faculty to student ratio of 1:5.

MSNP Theoretical class schedules are coordinated with face to face lab days this semester.

During semester 2, students take the MSN online research translation MSN 6110 and statistics MSN 6220 courses in preparation for beginning the MSNP scholarly project courses.

### **Semester Three:**

Beginning Semester Three NP students begin to look at specific lifespan populations. From semester three through semester five students participate in regular clinical hours.

Students should plan on about 16-20 hours in the clinical setting each week in order to meet the required program hours for direct patient care.

IT IS RECOMMENDED THAT STUDENTS NOT WORK FULL TIME STARTING THIS SEMESTER

- Lengthy clinical days, associated clinical paperwork and theory coursework, along with beginning the primary care clinically focused scholarly project require intensive school commitments.

MSNP 6235 & MSNP 6236: The advanced practice adult theory and clinical practicum I introduce students to assessment, diagnosis, and clinical reasoning necessary to diagnose and treat individual patients.

MSNP 6240 & MSNP 6241: The advanced practice older adult theory and clinical practicum II During the semester, the clinical skills introduced last semester are refined.

MSNP 6801 is the first master's course for the NP scholarly clinically outpatient focused project. Students will identify problem for concern of interest and will begin to develop a plan for the project during the semester.

NOTE:

- The NP scholarly clinically focused project must be related to the role of the nurse practitioner. Any previous Master's work can be used if applicable.
- As mentioned above, the NP clinical project does not focus on the NP student's previous RN acute care experiences. This course is an online course.

#### **Semester Four:**

During the Semester Four students are taught about common pediatric and women's health problems and the process of assessment, diagnosis, and clinical reasoning in order to diagnose and treat patients within these specific specialty populations.

Students should plan on a minimum of 16-20 hours per week for the clinical learning time this semester.

MSNP 6245 & MSNP 6246: The advanced practice theory and clinical practicum III are the designed to add pediatric (newborn to adolescent) theory and clinical reasoning. Clinical experiences encourage a focus on pediatric problems in primary care.

MSNP 6250 & MANP 6251: The advanced practice theory and clinical practicum IV are the designed to women's health theory and clinical reasoning. Clinical experiences encourage a focus on female healthcare problems in primary care.

MSNP 6230 is another skills practicum. This is an on campus lab focusing on skills more specific to primary care of pediatric and/or women's health populations. Students have weekly 3 to 4 hour lab classes to learn and perfect the skills.

MSNP 6802, the second NP scholarly clinically focused project course is taken. Work on the project will continue as directed by your faculty project chair and the course requirements. This course is an online course.

#### **Semester Five:**

During Semester Five, students complete the NP clinical practicum as they care for patients throughout the lifespan and continue to perfect assessment, diagnosis, clinical reasoning, and patient interventions.

When possible students are placed in a clinical setting that might become a potential future work site or in area of practice interest.

Students work 2-3 days in the clinical setting this semester.

MSNP 6260: 240 hours of clinical practice (NP practicum)

MSNP 6255: Transitions to Practice II: Prepares students for future employment as the NP and the certification exam. Various NP issues, concerns, and clinical pearls are explored during the course.

MSNP 6803, the third and final NP scholarly clinically focused project course. Students work on project synthesis and dissemination. Activities are completed as directed by your 6803 faculty and the course requirements. This course is an online course.

NOTE: The NP scholarly clinically focused project must be related to the role of the nurse practitioner, although previous Master's work can be used if applicable.

## **SECTION X: MSNP SKILLS LAB, CLINICAL PRACTICE, & PRACTICUM**

Students enrolled in the nurse practitioner master's program are required to complete 660 supervised clinical hours in a variety of settings with focus on adult, older adult, pediatric, and women's health during the lifespan.

Contact hours for the MSNP practicum and clinical rotations are defined as direct student contact hours in any designated and approved healthcare setting. Clinical hours focus on population and community health rather than acute care settings is recommended.

Students are required to meet all requirements of clinical course work. Absences that result in a student failing to complete the required hours of clinical will not be excused without documentation of illness of the student, family death or critical illness. Excessive absences or failing to meet the required clinical hours, for any reason, may necessitate repetition of the entire course.

Students in the WSU nurse practitioner program are not required to arrange for clinical facilities for clinical placements. Students and the clinical course instructor, the program director, and/or the MSN student advisor will work together for clinical placements that are optimal for student outcomes and the students learning opportunities and needs.

Students will be notified of clinical placements well in advance in order to facilitate the required clinical hours. Students will negotiate with their clinical instructor and the clinical preceptors on dates and times for the clinical experiences. Those clinical rotation days must be scheduled so as to be able to attend required campus classes and/or lab skills days.

- 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 prior to any daytime clinical NP hours.
- Clinical rotations are likely during business hours (8am – 6 pm) Monday through Friday. An Instacare or ED rotation might have extended weekday hours or weekend hours. Students should not plan on the flexibility of evening or weekend hours for any clinical rotation.
- Clinical rotation days and times vary dependent on the clinical preceptor and organization. WSU arranges and/or assists in the arrangement of clinical placements for all students.
- It is recommended that students suggest clinical placement sites when possible.
- Students and preceptors determine days and times jointly, once the student to preceptor arrangements have been identified and agreed upon. Weber State University's NP program has no control over specific clinical hours or clinical placement changes based on preceptor or organizational factors.
- All clinical placements require a legal document, unless the student is directed otherwise.
- Students may not go to a clinical facility if a contract is not completed. Some clinical contracts require extended periods of time to negotiate, especially if legal representatives from WSU or the clinical facility are involved.

- Clinical Placements are determined by the clinical facility and the preceptors. They vary from semester to semester. Sometimes, placements are not verified until close to the beginning at the potential rotation.
- Flexibility in work and family schedules is essential.

## **SECTION XI: MSNP PROGRAM OUTCOMES AND LEARNING COMPETENCIES FOR THE MASTER'S PREPARED NURSE**

The MSNP program outcomes and student learning competencies were developed using nationally established national nursing standards and guidelines. These include the 2005 PEW Health Professions Commission Report, the Institute of Medicine Future of Nursing reports, the American Association of Colleges of Nursing, the American Nurses Association, the National League for Nursing, the American Nurses Credentialing Center, the American Academy of Nurse Practitioners, and the National Organization of Nurse Practitioner Faculty. Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. There are School of Nursing program outcomes and student learning outcomes:

### **SON Program Outcomes**

- **Outcome #1:** 80% of School of Nursing students will graduate from their programs within 150% of the stated length of the program.
- **Outcome #2:** 80% of School of Nursing 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

SON Program Outcomes will be measured annually through the following methods:

- **Program Completion Rates**
- **Employment rates 6 months after graduation**
- **NCLEX Scores**
- **Certification rates**

### **School of Nursing Student Learning Outcomes:**

- **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 technology to communicate, manage knowledge, mitigate error, and support decision-making.



The SON End of Program Student Learning Outcomes (EPSOL) are measured annually through the following methods

Refer to Course Maps (Standard 4) for alignment of Course outcomes/units and assignments to SON/End of Program Student Learning Outcomes.

- **Student will report obtainment of Program Level Student Learning Outcomes at or above a 3.0/5.0 on the EOP Survey (clinical, skills, and theory)**
- **80% of MSNP students will pass the national FNP practice certification exam on the first attempt during the final semester of the MSNP program**
- **90% of students will receive a minimum on a B- or above for aggregate coursework (Course Grades)**