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Part A
School of Nursing Structure & Organization
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

III. SCHOOL OF NURSING VISION AND MISSION

A. SCHOOL OF NURSING VISION STATEMENT:
   Our vision is to educate and prepare distinguished nursing professionals who are recognized for excellence and passionately engaged in the profession of nursing.

B. SCHOOL OF NURSING MISSION STATEMENT:
   The mission of Weber State University School of Nursing 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
C. CORE VALUES AND STRATEGIC PLAN:
The School of Nursing acknowledges the value of both the mission and vision of Weber State University. The School of Nursing has used the core values, set forth by Weber State University, in creating the School of Nursing 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. SCHOOL OF NURSING 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 of 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 working 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 School of Nursing
- 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: WSU School of Nursing offers variable learning environments, which includes: face-to-face, hybrid/technology 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
- Creating awareness of diversity and how this awareness benefits the university, the college, the School of Nursing, 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. WSU SCHOOL OF NURSING PHILOSOPHY

A. PHILOSOPHY AND CORE VALUES:
The philosophy of the WSU School of Nursing 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. WSU SCHOOL OF NURSING STACKABLE CREDENTIALS:

1. Meeting the complex healthcare needs of a global society requires varying patterns and levels of nursing education and practice. The WSU School of Nursing’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, and Master of Science Nursing. 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 School of Nursing 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 School of Nursing’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)
SECTION III: OUTCOMES AND GRADUATE COMPETENCIES
Weber State University
Dumke College of Health Professions
School of Nursing

I. SCHOOL OF NURSING OUTCOMES

A. The WSU School of Nursing 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 School of Nursing components.

C. Following graduation from WSU 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 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

II. SCHOOL OF NURSING STUDENT LEARNING OUTCOMES

A. The WSU School of Nursing 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 technology to communicate, manage knowledge, mitigate error, and support decision-making.

The 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 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)**
### III. DIFFERENTIATED PROGRAM STUDENT LEARNING OUTCOMES

**SON Program-Leveled Student Outcomes**

<table>
<thead>
<tr>
<th>SCHOOL OF NURSING STUDENT LEARNING OUTCOMES (SLO)</th>
<th>Associate Degree Nursing (ADN)</th>
<th>Bachelor of Science Nursing (BSN)</th>
<th>Master of Science Nursing (MSN)</th>
<th>Master of Science Nursing Nurse Practitioner (MSNP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Centered Care</strong></td>
<td>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients’ preferences, values, and needs.</td>
<td>Use nursing knowledge to include the patient in all care processes and decisions. Design and implement care which is adapted and centered on the unique wholeness of the individual patient and their family.</td>
<td>Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.</td>
<td>Direct primary patient care focused on the holistic needs of patients and families within communities across the lifespan.</td>
</tr>
<tr>
<td><strong>Teamwork &amp; Collaboration</strong></td>
<td>Function effectively within nursing and interprofessional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
<td>Promote collaborative clinical decision making with nursing and interdisciplinary colleagues through implementation of effective communication and team building skills.</td>
<td>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.</td>
<td>Collaborate with diverse health care providers to support best outcomes for patients and families.</td>
</tr>
<tr>
<td><strong>Evidence-Based Practice (EBP)</strong></td>
<td>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>Make judgments in practice substantiated with evidence that integrates nursing science and knowledge to provide competent care to individuals and families.</td>
<td>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.</td>
<td>Operationalizes practice guidelines supported by evidence.</td>
</tr>
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</table>
## SCHOOL OF NURSING
### STUDENT LEARNING OUTCOMES (SLO)

<table>
<thead>
<tr>
<th>Quality Improvement</th>
<th>Quality Improvement</th>
<th>Quality Improvement</th>
<th>Quality Improvement</th>
<th>Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Monitor outcomes to apply evidence-based interventions to improve the quality of health care systems.</td>
<td>Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.</td>
<td>Anticipate clinical variables and adjust practice to assure quality and safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patient Safety</th>
<th>Patient Safety</th>
<th>Patient Safety</th>
<th>Patient Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</td>
<td>Incorporate patient safety goals into the plan of care for all patients.</td>
<td>Generate patient safety plan based on patient safety goals.</td>
<td>Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informatics</th>
<th>Informatics</th>
<th>Informatics</th>
<th>Informatics</th>
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</thead>
<tbody>
<tr>
<td>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making</td>
<td>Use information and technology to communicate, manage knowledge, mitigate error, and support decisions when providing direct patient care.</td>
<td>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making in a variety of patient care and community settings.</td>
<td>Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.</td>
</tr>
</tbody>
</table>

### 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.

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

<table>
<thead>
<tr>
<th>NURSING DOMAIN</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>A holistic, systematic, and continuous collection, analysis, and synthesis of relevant data for the purpose of appraising the individual’s health status. (19)</td>
</tr>
<tr>
<td>Caring Interventions</td>
<td>Caring interventions are those nursing behaviors and actions that assist patients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist patients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where patient choices related to cultural values, beliefs, and lifestyles are respected. (19)</td>
</tr>
<tr>
<td>Clinical Decision-Making</td>
<td>“Interpretation or conclusion about a patient’s needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>CONCEPT</td>
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<td></td>
<td>the patient’s response.” (19)</td>
</tr>
<tr>
<td>Collaboration</td>
<td>&quot;Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.&quot; (7)</td>
</tr>
<tr>
<td>Communication</td>
<td>The exchange of thoughts, messages, or information through verbal and nonverbal methods. (7)</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>&quot;A process that results in the interpretation, analysis, evaluation and explanation of evidence upon which a judgment is based.” (5)</td>
</tr>
<tr>
<td>Patient-Centered Care</td>
<td>&quot;Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.&quot; (17)</td>
</tr>
<tr>
<td>Professionalism</td>
<td>“The conduct, aims, or qualities that characterize or mark a profession.” (7)</td>
</tr>
<tr>
<td>Role Transition</td>
<td>The process of developing a new role. (6)</td>
</tr>
<tr>
<td>Safety</td>
<td>Preventing inadvertent pain, injury, or loss. (7)</td>
</tr>
<tr>
<td>Self-Management of Care</td>
<td>The systematic provision of education and supportive interventions to increase patients’ skills and confidence in managing their own health problems, including regular assessment of progress and problems, goal-setting, and problem-solving approaches. (19)</td>
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</table>

**HEALTHCARE DOMAIN**

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>To speak up or act in the cause of another in support of individuals, families, systems, communities, and issues. (19)</td>
</tr>
<tr>
<td>Care Management</td>
<td>A system of management that facilitates effective care delivery and outcomes for each patient. (2)</td>
</tr>
<tr>
<td>Educator</td>
<td>The role of facilitating learning, facilitating learner development and socialization, using assessment and evaluation strategies, participating in curriculum design and evaluation of program outcomes, functioning as a change agents and leaders, pursuing continuous quality improvement in the nurse-educator role, engaging in scholarship, and functioning within the educational environment. (1)</td>
</tr>
<tr>
<td>Emergency Preparedness</td>
<td>A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. (3)</td>
</tr>
<tr>
<td>Ethics</td>
<td>A code or guide about the rightness or wrongness of behaviors. Ethical behaviors guide the nurse in supporting the principles of autonomy, beneficence, justice, and truth. (19)</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>A process to solve problems in practice using the best evidence, clinical experience, and patient preferences and values. (11)</td>
</tr>
<tr>
<td>Genetics</td>
<td>The study of heredity and the transference of traits from parents to offspring. (9)</td>
</tr>
</tbody>
</table>
| Healthcare | A group of interacting people and processes that deliver safe and }
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CONCEPT</th>
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<tr>
<td>Systems</td>
<td>effective patient care with quality, equal access, and cost-effectiveness. (10)</td>
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<tr>
<td>Health Policy</td>
<td>Guidelines and protocols created and enforced by governing bodies or professional organizations that influence the actions and decisions of organizations and individuals within the healthcare system. (7)</td>
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<tr>
<td>Health Promotion</td>
<td>The effort to stop the development of disease and includes including treatment to prevent a disease from progressing further and causing complications. (7)</td>
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<tr>
<td>Holism</td>
<td>The culture of human caring in nursing and healthcare that affirms the human person as the synergy of unique and complex attributes, values, and behaviors influenced by that individual’s environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum. (4)</td>
<td></td>
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<tr>
<td>Informatics</td>
<td>An integration of nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. (7)</td>
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<tr>
<td>Leadership</td>
<td>An interactive process whereby an individual inspires a group of people to attain a common goal. (15)</td>
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<tr>
<td>Legal/Regulatory</td>
<td>Governing or directing according to a rule or bringing under the control of an authority. (12)</td>
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<tr>
<td>Management</td>
<td>The process of getting things done effectively with and through other people. (18)</td>
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<tr>
<td>Population Health</td>
<td>“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)</td>
<td></td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>An organized approach to identify errors and hazards in care, as well as improve care overall. (19)</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Investigation or experimentation aimed at the discovery and interpretation of facts about a particular subject. (6)</td>
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References


Revised: 2/28/2017
Weber State University
Dumke College of Health Professions
School of Nursing

Part B
School of Nursing
General Policies and Procedures
SECTION I: SCHOOL OF NURSING REQUIREMENTS

I. GENERAL GUIDELINES FOR ALL SCHOOL OF NURSING 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

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 Weber State University 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 School of Nursing 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 their syllabi in the online learning-management system and Student Handbook prior to first day of class.

G. Both the Weber State University and the School of Nursing expect that students study 2 - 4 hours per week for each credit hour of enrolled courses.

II. ESSENTIAL REQUIREMENTS FOR STUDENT SUCCESS

The School of Nursing Essential Requirements act as a guide for students and faculty to understand and communicate the functions required for a School of Nursing student. Students are required to meet all of these essential requirements.
These requirements include functions necessary for starting, continuing and graduating from School of Nursing programs.

If for any reason during the course of the specific program (Associate of Applied Science, Associate of Science, Bachelor of Science or Master of Science), the student is unable to perform any of these functions, they will be academically withdrawn.

After reading and reviewing the essential requirements, the student must sign and return an Essential Requirements form to the School of Nursing before starting the program of study. The form is a permanent part of the School of Nursing 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 them 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 impact oral information to patients or to the public; and in those activities in which students convey detailed or important spoken instructions accurately, loudly, or quickly to other workers.
2. **Hearing**: Perceiving the nature of sounds, particularly used in activities the ability to receive detailed information through oral communications and making fine discriminations in sounds.
3. **Communicating**: Talking with and/or listening to and/or signaling people to convey or exchange information, including giving/receiving assignments and/or directions.
4. **Instructing**: Teaching subject matter to others or training others through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical nursing-specific knowledge.
5. **Interpersonal**: Relating to skills/behaviors used when dealing with individuals who have a range of moods and behaviors; and relating in a tactful, congenial, and personal manner so as not to alienate or antagonize those individuals.
6. **Confidentiality**: Promoting, advocating for, and striving “to protect the health, safety, and rights of the patient” (ANA Code of Ethics, Provision 3, 2010) as a nursing student, including keeping information gathered in practice or clinical-learning environments (e.g., individual patient information, information from clinical facilities, fellow student information) as undisclosed in the nursing student’s personal and professional writings, social media, and general communications with others.

**D. ESSENTIAL REQUIREMENTS OF MOVEMENT:**

1. **Standing**
2. **Walking**
3. **Sitting**
4. **Climbing:** Body agility is emphasized. May be required to ascend or descend something such as a fire escape using feet and legs and/or hands and arms.

5. **Balancing:** Maintaining body equilibrium to prevent falling when performing feats of agility such as assisting with the transfer of patients.

6. **Squatting:** Bending body downward and forward, requiring the full use of the lower extremities and back muscles.

7. **Kneeling, 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 School of Nursing 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 School of Nursing Admissions and Advancements Committee.

III. STUDENT ACADEMIC ADVISEMENT

A. Each student is assigned a School of Nursing academic advisor upon entering a School of 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 Weber State University 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. Weber State University School of Nursing 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 School of Nursing. Students are responsible for the associated cost. The package includes:
   • Drug Testing
   • Criminal Background Check
     o Nationwide Healthcare Fraud and Abuse
     o Nationwide Patriot Act
     o Nationwide Record Indictor with Sex Offender Investigation
     o Social Security Alert
     o Residency History
   • Document Manager
   • All students are required to comply with CDC requirements for healthcare personnel. All requirements must be uploaded to Castlebranch. Mandatory
Clinical Requirements include:

- **HEPATITIS B REQUIREMENT:**
  - Students must comply with 1 of the following Hepatitis B requirements:
    - Documentation of 3 Hep B immunizations and a positive titer (must be uploaded together)
    - Documentation of Titer only - the series will need to be repeated. Hep B #1 immediate, Hep B #2 1 month later, Hep B #3 5 months later, repeat titer 6 weeks after 3rd
    - Documentation of 3 Hep B immunizations and a negative titer (must be uploaded together) - Hep B booster immediate, repeat titer 6 weeks after booster. If titer comes back negative, continue the series: Hep B #2 immediate, Hep B #3 5 months later, and repeat titer 6 weeks after 3rd Hep B.
    - No titer, series in progress. Hep B #1 immediate, Hep B #2 1 month later, Hep B #3 5 months later, repeat titer 6 weeks after 3rd
    - For #4 initial series in progress, if the titer comes back negative, follow steps for #3.
    - A non-responder is a person who has obtained 6 Hep Bs and 2 negative titers.

- **TB OR QUANTIFERON REQUIREMENT:**
  - Students are required to obtain either a baseline 2-step TB test or the Quantiferon TB blood draw.
  - If you obtain the baseline 2-step TB the 1st TB test can be no earlier than April with the second TB test 1 to 3 weeks later. A 2-step TB is obtain the first TB skin test and have the result read. One week later obtain the second TB skin test and have the result read. Upload both results to Castlebranch.
  - If you have a Quantiferon TB blood draw it must be within the current year.
  - If you've had a prior positive TB test, you must then provide the results of your X-ray.
  - If you've traveled or lived internationally and had to have a BCG (within the past 10 years), you must show proof of BCG and obtain and/or provide the results of your X-ray.

- **MMR REQUIREMENT:**
  - MMR titer or 2 MMR vaccinations.
  - If 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.
o TDAP/TD REQUIREMENT:
  ▪ Documented proof of TdaP within the last 10 years
  ▪ If over 10 years, either new TdaP or boost with TD

o VARICELLA REQUIREMENT:
  ▪ Varicella titer or 2 Varicella vaccinations.
  ▪ You CANNOT self-report or obtain a doctor’s note stating you had chicken pox.

o FLU SHOT REQUIREMENT:
  ▪ Flu shot is obtained during the current flu season when available (August through October).

o Any allergies or issues with immunizations, require current written notification from your healthcare provider.

o American Heart Association BLS for Healthcare Provider CPR.

Students will be prompted to upload specific documents required by the School of Nursing.

V. POLICIES THAT APPLY TO STUDENTS IN PROGRAMS REQUIRING CLINICAL ASSIGNMENT

A. 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 Federal Occupational Safety and Health Administration (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 to develop guidelines delineating the student’s plan to complete course requirements pre- and post-limitation.

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

C. HEALTH:
   1. Weber State University School of Nursing does not accept responsibility for
injury or illness that occurs while the student is enrolled in the School of Nursing. Weber State University does not offer health insurance.

a. Students are advised to be enrolled in a personal health-insurance plan.

b. Students who choose not to carry health insurance must sign a waiver (Student Clinical Experience Acknowledgement and Release form).

c. Students are considered interns while in clinical settings. As such, students are "volunteer workers" of the sponsoring institution of higher education (Weber State University) and are eligible to receive Workers’ Compensation benefits for bloodborne pathogen exposures acquired during clinical time.

d. 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.

e. 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 (CBC):

1. Purpose:

a. The criminal background check screening process has been mandated by the WSU School of Nursing 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 Dumke College of Health Professions Executive Committee, the nursing faculty, and the School of Nursing’s Advisory Committees.

b. The WSU School of Nursing enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU School of Nursing students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU School of Nursing requires that students admitted to a nursing program submit to a national criminal background check.

2. Policy:

Admission and progression in a WSU School of Nursing 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 School of Nursing 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 School of Nursing 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 School of Nursing 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 School of Nursing 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 Dumke College of Health Professions (DCHP) Executive Committee, the nursing faculty, and the School of Nursing’s Advisory Committees.

   b. The WSU School of Nursing enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU School of Nursing students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU School of Nursing 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 School of Nursing 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 School of Nursing 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 School of Nursing 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 School of Nursing 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, 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 School of Nursing'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 SCHOOL OF NURSING RESPONSE TO VIOLATION OF ACADEMIC INTEGRITY POLICY

I. GENERAL GUIDELINES OF ACADEMIC STANDARDS AND VIOLATIONS

A. The WSU School of Nursing (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 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 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. Weber State University Student Code and the School of Nursing 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 School of Nursing 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 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 School of Nursing:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
</tr>
<tr>
<td>94-90%</td>
<td>A-</td>
</tr>
<tr>
<td>90-87%</td>
<td>B+</td>
</tr>
<tr>
<td>89-87%</td>
<td>B</td>
</tr>
<tr>
<td>82-80%</td>
<td>B-</td>
</tr>
<tr>
<td>79-77%</td>
<td>C+</td>
</tr>
<tr>
<td>76-73%</td>
<td>C</td>
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<tr>
<td>72-70%</td>
<td>C-</td>
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<tr>
<td>69-67%</td>
<td>D+</td>
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<tr>
<td>66-63%</td>
<td>D</td>
</tr>
<tr>
<td>62-60%</td>
<td>D-</td>
</tr>
<tr>
<td>59% and below</td>
<td>E</td>
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</table>
2. Students must have an 80% (B-) or higher in order to pass any nursing course and continue in the nursing program.

3. Students must pass all prerequisite and support courses with a letter grade of “C” or better.

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 shall 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
      - A second nonseparable violation
      - 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 School of Nursing. 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 in the following manner:

1. Nonseparable:
   a. A meeting will be held between the involved faculty, the student with whom there is a problem, and (as needed) the nursing program director or campus facilitator.
   b. Faculty will document the violation on the WSU School of Nursing Academic/Behavioral Documentation Form.
   c. All nonseparable violations will be reported to the nursing program director with appropriate (Academic/Behavioral Documentation form) paperwork.
   d. Follow-up with the student is completed by SON administration.

2. Separable:
   a. When a faculty 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, the student with whom there is an alleged violation and the nursing program director.
   c. Faculty will document the violation using the WSU School of Nursing Academic/Behavioral Documentation Form, which will be maintained in the School of Nursing 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. 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 School of Nursing. 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 School of Nursing 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 School of Nursing 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 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 are to be conservative, natural-looking, clean, and neat; and should not inadvertently make contact with patients.
   1) Hair longer than shoulder-length 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:
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. SCHOOL OF NURSING RESPONSE TO VIOLATION OF PROFESSIONAL CONDUCT/BEHAVIOR

A. When behaviors, attitudes, and values are found to be inconsistent with the professional expectations of the School of Nursing, 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 documentation to Program Directors using the Academic/Behavioral Documentation Form. 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 documentation to Program Directors using the Academic/Behavioral Documentation Form. Program Directors will maintain a file on the student for the remainder of that student’s academic tenure in the WSU School of Nursing.

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 using the Academic/Behavioral Documentation Form. Program Directors will maintain a file on the student for the remainder of that student’s academic tenure in the WSU School of Nursing.

B. Students are expected to adhere to all policies in the WSU School of Nursing Student Handbook and WSU Student Code found in the University Policies and Procedures Manual (PPM).

C. School of Nursing 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

A. 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 School of Nursing 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 School of Nursing 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 School of Nursing 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. WEBER STATE UNIVERSITY 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 Weber State University 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 Weber State University Policy and Procedure Manual (6-22) http://www.weber.edu/ppm/Policies/6-22_StudentCode.html when confronted with concerns about their rights and appropriate due-process procedure.

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

III. PROCESS OF RESOLUTION

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

1. Informal Resolution:
   a. Initial conference with faculty.
   b. If no resolution can be reached, referral of problem to Program Level Director/Campus Facilitator.
   c. If no resolution can be reached, referral of problem to School of Nursing Chair.
   d. If no resolution can be reached, referral of problem to Dean, Dumke College of Health Professions.
   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
SECTION V: RESOURCES FOR STUDENT SUPPORT

I. AVAILABLE RESOURCES

A. The following resources are available to all WSU School of Nursing students [http://www.weber.edu/studentaffairs](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. Weber State 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 School of Nursing scholarships may be submitted to Marguerite Simmons via email at 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 School of Nursing  
Academic/Behavioral Documentation Form

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<tr>
<th>Student Name:</th>
<th>Faculty:</th>
<th>Date:</th>
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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 School of Nursing academic file.

<table>
<thead>
<tr>
<th>Type of Occurrence:</th>
<th>Academic</th>
<th>Conduct/Behavioral</th>
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<tbody>
<tr>
<td></td>
<td>[ ] Non-separable Violations</td>
<td>[ ] First Offense</td>
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<td>[ ] Separable Violations</td>
<td>[ ] Second Offense</td>
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Description of unsatisfactory student performance (attach a separate page if needed):

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

I understand the terms of this agreement and understand that failure to fulfill the identified plan for correction may result in either suspension and/or expulsion from the WSU School of Nursing. Furthermore, I have been informed of my WSU student right to due process and have been provided information regarding WSU student process procedures.

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<td>Faculty Signature:</td>
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<td>PN/RN Facilitator Signature:</td>
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<td>Program Director Signature:</td>
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<td>SON Chair Signature:</td>
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Final Outcome:

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<td>SON Chair Signature</td>
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Part C
MSNP Program Policies & Program Requirements
SECTION I: SCHOOL of NURSING HISTORY

Introduction to the School of Nursing

Sixty years ago, Weber State University’s School of Nursing opened its doors as part of an innovative program to educate nurses during a time of critical scarcity. The program retains its national reputation for excellence and flexibility and continues to populate the State of Utah with highly trained Registered Nurses who provide quality care in both urban and rural settings around the region, state, and nation.

This long and prosperous legacy of excellence in nursing education began in 1953 during the post-World War II era. The United States was barely recovering from the war when its troops were thrown into the North Korean conflict. These two factors greatly decreased civilian nurses and resulted in one of the severest nursing shortages in modern U.S. history. Mildred Montag, a doctoral student at Teacher’s College and Director of Adelphi College’s School of Nursing in New York, proposed and designed the two-year associate’s degree in nursing as an alternative to the traditional four-year bachelor’s degree. Montag implemented this research project with seven community colleges located throughout the United States. At that time, Weber State University (then Weber State College) was located in downtown Ogden and was selected as one of the seven pilot associate degree programs.

The beginnings were not easy and pioneering a two-year nursing program met with some resistance. Ruth Swenson, the first director of Weber State’s associate degree nursing program, did not let this stop the progress nor impede the success. Her leadership and innovative nature provided the perfect foundation to move forward. Nursing faculty dedicated to excellence joined her; 36 nursing students soon became the first class of graduates in 1955. The education of the Licensed Practical Nurse (LPN) and the Associate Degree Registered Nurse (ADN) was phenomenally successful in Ogden, and soon branched out enveloping the rural areas of Utah. It was a nursing program in which the educators were willing to take risks to help populate many Utah hospitals with much needed, well-educated, and skilled health care providers. That same innovation and prosperity has continued throughout the years.

Weber State University School of Nursing has developed a nationally recognized reputation for excellence in nursing education based on the school’s commitment to this stepladder approach. The School of Nursing currently offers an associate degree in nursing, a bachelor degree in nursing, a master of nursing degree with a selected focus as a nurse educator, nurse executive, or nurse practitioner. This stepladder approach to nursing education provides the 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 School of Nursing faculty has always taken pride in responding to the changing healthcare needs and demands of the local community as well as the more rural parts of Utah. This is evident in the way WSU nursing education is being delivered throughout Utah. While the majority of the education takes place on campus, some programs are also offered online for distance learners, for those who live a distance from the Ogden or Davis Weber campuses.
(Richfield and the Uintah Basin). Many classes are available in a “hybrid” format as the student progresses to the BSN level, which is a combination of face-to-face and online learning.

The School of Nursing has 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 to advance to a Registered Nurse using WSU’s School of Nursing curricula and the ATC’s facilities. For 42 years, the School of Nursing also has had a successful co-op program on the Utah State University campus. In addition, online programs have been offered to rural communities throughout the state and have provided rural hospitals and healthcare facilities with much-needed skilled nursing care.

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 Registered Nurse, the Baccalaureate Nurse, and the Master in Nursing. Throughout the years, nurse educators at Weber State University have built on a foundation of innovation and flexibility — incorporating technology, challenging learners, developing educators, 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 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 should be prepared with the knowledge and skills necessary to improve the quality of the healthcare environments within which they work.

Competency References:

NOTE: Refer to the competency table on the following page.
<table>
<thead>
<tr>
<th>SCHOOL OF NURSING CORE STUDENT LEARNING OUTCOMES</th>
<th>MSN Program Student Learning Outcomes (Core Courses)</th>
<th>MSNP Program Nurse Practitioner Student Learning Outcomes</th>
</tr>
</thead>
</table>
| 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. | Patient Centered Care  
Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective. | Patient-Centered Care  
Direct primary patient care focused on the holistic needs of patients and families within communities across the lifespan. |
| Teamwork & Collaboration  
Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care. | Teamwork & Collaboration  
Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care. | Teamwork & Collaboration  
Collaborate with diverse health care providers to support best outcomes for patients and families. |
| Evidence-Based Practice (EBP)  
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. | Evidence-Based Practice (EBP)  
Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions. | Evidence-Based Practice (EBP)  
Operationalizes practice guidelines supported by evidence. |
| 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 | Quality Improvement  
Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems. | Quality Improvement  
Anticipate clinical variables and adjust practice to assure quality and safety. |
| Patient Safety  
Minimize risk of harm to patients and providers through both system effectiveness and individual performance | Patient Safety  
Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses. | Patient Safety  
Develop a culture of safety by incorporating national patient safety guidelines in advanced practice environments. |
| Informatics  
Use information and technology to communicate, manage knowledge, mitigate error, and support decision making | Informatics  
Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making. | Informatics  
Use information technology to manage documentation, reduce error, support clinical decision-making, and improve health care delivery. |
SECTION III: RESOURCES

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 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).

WSU Writing Center
The Mission of the 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. Additional writing resources are available in MSNP courses as appropriate.

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.

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. 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.

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.

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.

Nursing scholarship are available to graduates and students are encouraged to apply. Information regarding scholarships can be found at nursingscholarships@weber.edu.
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.

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 resources not available in the bookstore are:

- The clinical management system Typhon @ https://www.typhongroup.net
- The student assessment kits, including the otoscope and ophthalmoscope.
  - The student assessment kits are checked out to students at the beginning of semester 2 during the assessment and skills lab.
- Students will be advised by the MSNP program director, the MSNP program secretary or individual MSNP course instructors on how to acquire access to those resources.
- 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 booklist for details.

Refer to SECTION VII: GENERAL POLICIES for additional information.
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.

**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 student information and announcements of interest.

**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.

**Student Involvement**
Graduate students are encouraged to serve on School of Nursing committees. Student representation and input are valued at MSN faculty meetings. Active student involvement and input insures the quality and growth of the program. MSN faculty meetings are held monthly and can be attended remotely or in person. Please contact the MSN administrative assistant for dates, times, and locations.

**Technology Requirements for Online Courses**
Students will need to have access to a computer with video capabilities and high speed Internet access throughout the semester. The rental/purchase, installation and maintenance of required computer hardware and software is the responsibility of the student. Student computers need to be capable of running the latest versions of plug-ins, educational software and have the necessary tools to be kept free of viruses and spyware. 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.). Therefore, make sure you have both of these items readily available on your laptop, PC, or mobile device.

**Online Netiquette Guidelines**
During online discussions, students are expected to observe the rules of "online netiquette" as follows:

- Whenever posting a message to discussion boards, chat rooms, or e-mail, use only professional language. Profanity, or reference to inappropriate visual material is not considered professional or appropriate.
- Verbal attacks and or threatening references to other students and or faculty via e-mail, discussion boards, chat rooms or social medical 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 instructor and may result in a verbal and or written warning. Continuation of problematic online etiquette by the student may result in probation and or subsequent dismissal from the program.
Synchronous and Asynchronous Online Meetings
Synchronous online classes are those that require students and instructors to be online at the same
time. Lectures, discussions, and presentations occur at a specific hour. All students must be online at that
specific hour in order to participate. Some courses may require synchronous attendance. Course requirements
for synchronous online meetings will be provided at the beginning of the semester.
Asynchronous instructor lectures, e-mails, tests, and assignments can be accessed online at any time. Students
are advised to check their Canvas courses a minimum of twice a week for this information.
SECTION V: PROGRESSION

Course Load
The MSNP program is a full-time program and is defined as a minimum enrollment of nine (9) credit hours per semester. Each semester is rigorous with 9-11 hours of graduate level coursework, skills labs, and/or clinical practice time. A course load of 9 credit hours is considered full-time at the graduate level. Thus, the MSNP is considered a slightly accelerated program as there are more than 9 credit hours in some semesters. Students complete 50 hours of graduate course work, including 660 hours of clinical practice.

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. 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.
- In addition to the above mentioned maximum of nine (9) credit hours, individual students who have completed a previous Master’s degree in nursing may be awarded partial credit for the scholarly project associated with that degree (up to 50% of the required project credit hours).
- Dependent on the previous scholarly project focus, it may become an appropriate topic / project for the NP clinically-focused project with some modifications.
- Each student will be evaluated individually to determine the number of credits if any that can be awarded.

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 MSNP Program Director prior to withdrawing from course work. All credits counted toward the MSNP 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 Tracks
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 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 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.

**Leave of Absence**
A leave of absence for a period of up to one academic year may be granted by the MSNP Program Director due to documented life circumstances including severe illness, death in the family, or critical illness. Students who
require a leave of absence for medical reasons for themselves or immediate family members will be required to a letter to the program director. Students who are on leave for more than one year in total, may be withdrawn from the program and asked to re-apply. 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.

**Leave of Absence Procedure**

Students considering a leave of absence 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 leave of absence 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.

**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 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 MSNP Program Director 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 15th. 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.

**Process of Resolution**

The WSU Policy & Procedure Manual (6-22) 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, refer problem to appropriate Program Director;
   c. If no resolution can be reached, refer problem to School of Nursing Chair;
   d. If no resolution can be reached, refer problem to Dean, Dr. Ezekiel R. Dumke College of Health Professions.

2. Formal appeal
   a. If an informal resolution cannot be reached, any party in the dispute may request a formal appeal;
b. Contact the Due Process Officer and initiate the hearing process. Refer to WSU Policy & Procedure Manual 6-22.

**Academic Integrity**

Academic integrity is essential to the student’s success and progression in the MSNP program. Students are responsible for adhering to the School of Nursing and Weber State University’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://documents.weber.edu/ppm/6-22.html](http://documents.weber.edu/ppm/6-22.html). Violation of the WSU Student Code may result in dismissal from the School of Nursing.
SECTION VI: UNSATISFACTORY STUDENT PERFORMANCE & DUE PROCESS

Readmission/ Reapplication/Leave of Absence/Dismissal from Program

Students admitted to 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 to a specific nursing level of a nursing program 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 MSNP 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 Leave of Absence 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. A student experiencing a non-disciplinary Leave of Absence will be permitted, upon resolution of circumstances that prompted the non-disciplinary Leave of Absence, to resume program progression at the earliest opportunity (progression based on “space availability”).

4. Students enrolled in programs that require clinical assignments who exit a nursing program will need to repeat the drug screen and background check prior to readmission.

Reapplication to a nursing program.

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

Students will be considered for admission with all other applicants.

Leave of absence from a nursing program may include but is not limited to the following with approval from the Admissions and Advancement Committee:

- Illness;
- Family matters;
- Active duty commitment;
- Religious commitment;
- Financial difficulties.

Dismissal from the nursing program may include but is not limited to the following examples:

1. Failure of two (2) or more courses or terminated for cause. A UW grade constitutes failure of a course.
2. Unethical or unsafe conduct.
Student Incident Reports
A Student Incident Report is completed and maintained by the School of Nursing when an incident occurs that may result in untoward effects on a student and/or patient; or one in which the safety of the patient is jeopardized. It may involve an act of commission or omission.

Weber State University due Process Policy (WSU PPM 6-22)
The purpose of due process is to afford students all rights guaranteed to citizens by the Constitution and laws of the United States and the state of Utah. Students are obliged to obey these laws as well as rules and regulations of Weber State University and recognized standards of the program and profession for which they are being educated.

Problems between a student and the University generally are in the areas of academics or misconduct. Students should refer to the Weber State University Policy and Procedure Manual (6-22) when confronted with concerns about their rights and appropriate due process procedure.

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

Process of Resolution
The WSU Policy & Procedure Manual (6-22) 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, refer problem to appropriate Program Director.
   c. If no resolution can be reached, refer problem to School of Nursing Chair.
   d. If no resolution can be reached, refer problem to Dean, Dr. Ezekiel R. Dumke College of Health Professions.

2. Formal appeal
   a. If an informal resolution cannot be reached, any party in the dispute may request a formal appeal.
   b. Contact the Due Process Officer and initiate the hearing process. Refer to WSU Policy & Procedure Manual 6-22.
SECTION VII: 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 semester of the program. Please see below for specific details by semester. Attendance is expected as part of student commitment to the learning process.

Program Progress Requirements
To progress in the MSNP program, students must attend the student orientation in August before the Fall semester commences, review the Student Handbook and sign an acknowledgement that they have reviewed the student handbook and are aware of MSNP and SON policy. Students must provide all required student documentation to the documentation program entitled CastleBranch no later than August 15 in order to begin Semester 1 of the MSNP program in the Fall semester. If students fail to meet these requirements, they may be dropped from the MSNP program. If this occurs, students must re-apply to the MSNP program during the next application period. Required student documentation in CastleBranch includes the following:

- Review of MSN Student Handbook
- Review of MSN program orientation
- Immunizations and PPD
- Completion of OSHA training
- HIPAA acknowledgement
- CPR Status
- Background check
- Active RN licensure

Immunization Requirement
Prior to beginning the MSNP program, students must complete the immunizations listed below. A positive titer will also satisfy the requirement.

- MMR
- Varicella
- TDaP or TD booster if TDaP is more than 10 years old
- Completed Hep B series
- Completed Hep A series
- Quantiferon blood test or PPD skin test
  - If you have a history of a positive reading on a PPD test, you must submit documentation of a negative chest x-ray.
- Flu vaccination no later than November 1st

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.

Criminal Record Check and Drug Screen.
Students must complete an annual criminal background check, including a FBI Background Check (with fingerprinting) and a 13-panel drug screen.

Additional Requirements
Additional requirements include annual OSHA certification. Clinical/clinical sites may require additional paperwork including but not limited to HIPAA, etc. Students will be advised of the facility requirements once clinical placements are arranged.

Submitting Documentation
All students must submit required documentation by the prescribed deadline in CastleBranch as directed in the MSNP Welcome letter and in the MSN / MSNP Bulletin Board. If you have any problems please contact the MSNP secretary / assistant. Failure to submit documentation may result is probation or program dismissal.

Graduation
A total of 50 credit hours are required for graduation. These include forty thirty-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.

MSNP students are required to complete coursework and the MSNP Project within a total of three (3) academic years of official admission to the MSNP Program or within 150% of program length.

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.
MSNP Specific General Policy and Information

Skills Lab, Clinical Days, and Practicum Dress Code Policy
- Students are responsible to understand dress and grooming policies for MSNP Program residencies.
- Weber State University students are diverse and we respect preferences relative to personal appearance.
- Clothing in the clinical setting should be professional in appearance.
- Clothing should not distract from the professional image of a graduate nursing student.

Weber State University 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 Andrea Slager at andreaslager@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.
   a) Head and shoulder (bust shot) professional photo in lab coat.
   b) No sunglasses, badges, flowers, backpack straps, writing, or any type of accouterments are to be visible.
   c) No other person in photo.
   d) Saved in a .jpg format.
   e) 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 Andrea Slager at andreaslager@weber.edu or at 801-626-7833. Thank you.
Professional Dress & Uniform Information

1. Shoes
   - Shoes will be conservative colors and styles.
   - Colors recommended include white, black, brown, tan, or navy.
   - No extreme patterns or trim on shoes.
   - Shoes should not have open areas (toe or heel area).

2. Watch
   - Appropriate waterproof timepiece inclusive of a second hand.

3. White Lab Coat (REQUIRED)
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.

The lab coat is REQUIRED STARTING the 2ND SEMESTER during the skills and assessment lab and during all clinical rotations.
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.

4. Professionalism and Attire
Many of the clinical attire and professionalism requirements are determined by our clinical partners in the community.

   - Students are expected to wear business casual clothing with the WSU MSNP lab coat worn over the
clothing.
- Do not wear jeans or casual T-shirts with logos.
- Avoid extreme clothing or, hair styles, and limit jewelry.
- Use discretion regarding necklines and hemlines as you will be moving and bending near patients.
- Be considerate of patients, strong odors from personal grooming products, perfume, after shave, etc. can cause allergic reactions, headaches and/or annoyance for some patients.
- Use discretion regarding necklines and hemlines as you will be moving and bending near patients.
- Be professional in conversation, avoid slang or inappropriate language.
- Make sure clothing and lab coat are clean and wrinkle-free.
- Be free of strong perfume or body odor.
- Hair should be neat and clean.
- Beard and mustaches are to be neatly trimmed.
- Students may be asked to cover tattoos while in the clinical environment that may be deemed unprofessional or distracting.
- Students should select and wear jewelry that does not create a distraction.
- Visible body piercing is not permitted except for ear piercing.
- No artificial fingernails.

If you require any further assistance or information, please contact
Andrea Slager @ andreaslager@weber.edu or call 801-626-7833
Deborah Judd @ djudd@weber.edu or call 801-626-7862

**Lab Coats / Nurse Practitioner Uniform**

*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.

**Clinical Equipment:** Specific information provided to students at the MSNP orientation and posted at the MSNP Bulletin Board.
Arrangements will be made with the WSU bookstore for these products to be ordered or students may acquire them on their own.

Required clinical tools / bag:
1. advanced practice quality stethoscope with appropriate components for advanced auscultation
2. a reflex hammer
3. pocket pen light
4. bandage scissors
5. tuning fork
6. portable otoscope / ophthalmoscope combination set

**Skills Lab Dress Code**
Students are required to wear a lab coat during nurse practitioner assessment and skills labs in the NP nurse practice lab.
It is suggested that students purchase two (2) lab coats for the NP program in order to have a clean one readily available at all times. One lab coat is required at a minimum.
Travel to Clinical and Practicum Sites
The 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.
SECTION VII: PROGRAM OF STUDY

The Master of Science in Nursing - Nurse Practitioner Program
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. A course load of 9 credit hours is considered full-time at the graduate level. Thus, the MSNP is considered a slightly accelerated program as there are more than 9 credit hours in some semesters.

Advanced Writing/English Requirement
This course is no longer required for the MSN or MSNP program. 2017 applicants for the Fall 2017 program start were awarded consideration on the application if the course was completed prior to the interview process.

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 – 1st semester)
  - MSN 6110 – (3 credit hours): Research & Evidenced into Practice: (Spring – 2nd semester)
  - MSN 6120 – (3 credit hours): Research & Statistics: (Spring – 2nd 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 -3rd semester)
  - MSN 6802 - (1 credit hour): Translating Scholarship into Practice: (Fall – 4th semester)
  - MSN 6803 - (1 credit hour): Translating Scholarship into Practice: (Spring – 5th semester)

- 5 credit hours for NP role transition, NP practice essentials, and NP certification preparation
  - MSNP 6205 – (1 credit hour): Transition to Advanced Practice: (Fall – 1st semester)
  - MSNP 6205 – (4 credit hours): Transition to Practice II: (Spring – 5th semester)

- 120 contact hours - Intensive 14 week Skills Lab Practicums
  - MSNP 6225 - (60 contact hours or 1 credit hour): Adult Skills Practicum Lab – (Spring - 2nd semester)
  - MSNP 6230 - (60 contact hours or 1 credit hour): Women’s Health & Pediatric Skills Practicum – (Fall - 4th Semester)

- 9 credit hours - [The 3 – P’s]: Advanced physical assessment, pathophysiology, and pharmacology (3 credit hours each)

- 10 credit hours - NP lifespan theoretical courses
  - Summer Semester (3rd semester)
    - MSNP 6235 - (3 credit hours): Advanced Practice Nursing: Adult: (Summer - 3rd semester)
    - MSNP 6240 - (2 credit hours): Advanced Practice Nursing: Older Adult: (Summer - 3rd semester)
Fall Semester (4th semester)
- MSNP 6245 - (3 credit hours) Advanced Practice Nursing: Newborn to Adolescent: (Fall – 4th semester)
- MSNP 6250 - (2 credit hours) Advanced Practice Nursing: Women’s Health: (Fall – 4th semester)

- 660 contact hours - Lifespan clinical hours and final semester clinical practicum
  - MSNP 6236 – (180 contact hours or 3 credit hours) Advanced Practice Nursing Clinical: Adult: (Summer - 3rd semester)
  - MSNP 6241 - (60 contact hours or 1 credit hours) Advanced Practice Nursing Clinical: Adult & Older Adult: (Summer - 3rd semester)
  - MSNP 6246 - (120 contact hours or 2 credit hours) Advanced Practice Nursing Clinical: Newborn to Adolescent: (Fall – 4th semester)
  - MSNP 6251 - (60 contact hours or 1 credit hours) Advanced Practice Nursing: Women’s Health: (Fall – 4th semester)
  - MSNP 6260 – (240 contact hours or 4 credit hours) Advanced Practice Nursing Clinical Practicum: (Spring - 5th semester)

MSNP Program Format – Intensive skill days, clinical practice, and hybrid classes

<table>
<thead>
<tr>
<th>1st Year Total:</th>
<th>2nd Year Total:</th>
<th>Program Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credits</td>
<td>20 Credits</td>
<td>50 Credit Hours</td>
</tr>
<tr>
<td>240 Direct Patient Care Clinical Hours</td>
<td>420 Direct Patient Care Clinical Hours</td>
<td>660 Direct Patient Care Clinical Hours</td>
</tr>
<tr>
<td>160 Hours Lab / Simulation</td>
<td>120 Hours Lab / Simulation</td>
<td>280 Hours Lab / Simulation</td>
</tr>
</tbody>
</table>

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.

Weber State University (MSN-NP): Family Focus Curriculum Overview
(5 Semesters)
<table>
<thead>
<tr>
<th>First Semester (Fall)</th>
<th>Second Semester (Spring)</th>
<th>Third Semester (Summer)</th>
<th>Fourth Semester (Fall)</th>
<th>Fifth Semester (Spring)</th>
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</thead>
<tbody>
<tr>
<td>Role/Patho/Pharm</td>
<td>Skills &amp; Scholarship</td>
<td>NP Clinical/Project</td>
<td>NP Clinical/Project</td>
<td>NP Practicum/Project</td>
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<tr>
<td>HYBRID (5 - 7 times)</td>
<td>LAB (14 times)</td>
<td>HYBRID (5-7 times)</td>
<td>Hybrid/Lab (14 times)</td>
<td>Clinical/Certification</td>
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<tr>
<td><strong>MSN 6180 (3)</strong></td>
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<td><strong>MSN 6235 (3)</strong></td>
<td><strong>MSN 6245 (3)</strong></td>
<td><strong>MSN 6255 (4)</strong></td>
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<tr>
<td>Improving Patient Care &amp; Nursing Practice through Information Systems and Technology ONLINE</td>
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<td>Advanced Practice Nursing: Adult</td>
<td>Advanced Practice: Newborn - Adolescent</td>
<td>Transition to Practice II</td>
</tr>
<tr>
<td><strong>MSN 6215 (3)</strong></td>
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<td><strong>MSN 6260 (4)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Pharmacology</td>
<td></td>
<td>Advanced Practice Nursing Clinical: Adult (180 hours)</td>
<td>Advanced Practice: Newborn Adolescent (120 hours) CLINIC HOURS</td>
<td>Advanced Practice Nursing Clinical Practicum (240 hours) CLINIC HOURS</td>
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<td><strong>MSN 6251 (1)</strong></td>
<td><strong>MSN 6230 (1)</strong></td>
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<tr>
<td><strong>MSN 6210 (3)</strong></td>
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<td>Advanced Practice Nursing Clinical: Adult &amp; Older Adult (60 hours)</td>
<td>Women’s Health</td>
<td>Women’s Health &amp; Pediatric Skills Practicum Lab (60 hours) DEMO LAB SKILLS</td>
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<td>Advanced Pathophysiology</td>
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<td><strong>MSN 6250 (2)</strong></td>
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<td>Advanced Practice: Women’s Health</td>
<td>Women’s Health &amp; Pediatric Skills Practicum Lab (60 hours) DEMO LAB SKILLS</td>
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<td>HYBRID Class</td>
<td>HYBRID Class</td>
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<td><strong>MSN 6241 (1)</strong></td>
<td><strong>MSN 6230 (1)</strong></td>
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<td>Advanced Practice Nursing Clinical: Adult &amp; Older Adult (60 hours)</td>
<td>Women’s Health</td>
<td>Women’s Health &amp; Pediatric Skills Practicum Lab (60 hours) DEMO LAB SKILLS</td>
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<td><strong>MSN 6251 (1)</strong></td>
<td><strong>MSN 6230 (1)</strong></td>
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<tr>
<td>Transition to Advanced Practice</td>
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<td>Advanced Practice Nursing Clinical: Adult &amp; Older Adult (60 hours)</td>
<td>Women’s Health</td>
<td>Women’s Health &amp; Pediatric Skills Practicum Lab (60 hours) DEMO LAB SKILLS</td>
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<td></td>
<td>HYBRID Class</td>
<td>HYBRID Class</td>
<td>HYBRID Class</td>
</tr>
<tr>
<td><strong>MSN 6225 (1)</strong></td>
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<td><strong>MSN 6801 (2)</strong></td>
<td><strong>MSN 6802 (1)</strong></td>
<td><strong>MSN 6803 (1)</strong></td>
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<td>Translating Scholarship into Practice</td>
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<td>ONLINE</td>
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</table>

| 10 Credit Hours | 10 Credit Hours | 11 Credit Hours | 10 Credit Hours | 9 Credit Hours |
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 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.

In order to utilize the lab and skills equipment most effectively, student lab groups consist of a faculty to student ratio of 1:5, there may be certain circumstances where the lab will be a 1:6 ratio.

Labs are typically scheduled for one entire day for two groups of 5-6 students so that not more than 10-12 students are in the lab at any one time. Theoretical class schedules are coordinated with face to face lab days.

Semester Three:
Beginning with Semester Three of the NP program, students will 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.
Because of the lengthy clinical days, associated clinical paperwork and theory course, it will be difficult for any student to work full-time.

MSNP 6235 & MSNP 6236, the advanced practice adult theory and clinical practicum courses 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 courses case students about assessment, diagnosis, and clinical reasoning necessary to treat and diagnose older individuals.

During the semester, the clinical skills introduced last semester are refined a new clinical skills are presented in periodic NP skills labs on campus.

MSNP 6801 is the first master’s course for the NP scholarly clinically focused project. Students will identify problem for concern of interest and will begin to develop a plan for the project during the semester. 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.
MSNP 6245 & MSNP 6246 are the pediatric (newborn to adolescent) theory and clinical courses.
MSNP 6250 & MANP 6251 on the women’s health theory and clinical courses.
Students should plan on a minimum of 16-20 hours per week for the clinical learning time this semester.

MSNP 6230 is another skills practicum. This will be on campus focusing on skills specific to pediatric and/or women’s health populations. Students will 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. During the semester students will care for patients throughout the lifespan and continue to perfect assessment, diagnosis, clinical reasoning, and patient interventions.
MSNP 6260: 240 hours of clinical practice (NP practicum)
MSNP 6255:
MSNP 6803, the third NP scholarly clinically focused project course is taken. Work on the project is completed as directed by your faculty project chair 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 VIII: 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 setting 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.

Classroom, Clinical Rotations, and Lab Hours
The on-campus day and time requirements vary dependent on the semester. Generally each semester the hybrid format theory for classes requires students be on campus 5-7 times per class per semester.

Assessment and skills labs during semester two and four of the program require more contact hours. Students should expect to be on campus 12-14 times per semester for these courses (one day/week).

Additional lab practice days or sessions may be scheduled at the discretion of the faculty based on student needs during Semester 3 or Semester 5. Students will be notified well in advance of additional semester campus days.

At the beginning of Semester 3, (2) two clinical orientation days are scheduled.

Students plan to be in the clinic for 16-20 hours each week from semester 3-5. Clinical rotation days and times vary dependent on the clinical preceptor and organization. WSU arranges or assists in the arrangement of clinical placements for all students.

Students and preceptors determine days and times jointly, once the student to preceptor arrangements have been identified and agreed upon.

It is recommended that students suggest clinical placement sites when possible.

All clinical placement require a legal document, unless the student is directed otherwise.

Students may not go to a clinical facility if a contract is not completed.
SECTION IX: MSNP SCHOLARLY PROJECT REQUIREMENTS

The MSNP Scholarly Project is a graduation requirement for completion of The WSU Master of Science Nursing Program for Nurse Practitioners. The MSNP Project is a self-directed, faculty-supported learning activity that is under the guidance of a designated MSNP Project Coordinator and MSNP 6801, 6802, and 6803 course instructor.

The MSNP 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 clinically-focused program or product addressing an identified issue or need in primary care and/or associated nurse practitioner role (i.e. guidelines, patient education, professionalism activity, policy, skills, or other clinical focus). Guidelines for the completion of this program requirement are provided in the MSNP Project Handbook and are facilitated through your project coordinator/instructor.

Failure to complete MSNP Project

Failure to complete the MSNP Project at the end of the four-semester MSNP Program will require the student to apply for an MSNP Project extension and register for one-credit of MSNP6850 (MSNP Project Development and Implementation Extension Course) for each semester of the MSNP Project extension. MSNP Project extensions must be approved by the MSNP Program Director. A total of two semesters will be allowed for project extensions.

MSNP Project Extension (Requires Approval by MSNP Program Director)

- **MSN 6850* MSNP Project Extension Course** (1 credit hour)

This course is for students who have completed all course requirements for MSNP, but have not completed the MSNP project. Students must register for a minimum of one credit of MSNP6850 to remain enrolled in the MSNP program. The MSNP project must be completed prior to the end of the 3-year program completion requirement.
SECTION X: 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)