STUDENT HANDBOOK

Academic Year 2018-2019
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Part A
Annie Taylor Dee SON Structure & Organization
SECTION I: ANNIE TAYLOR DEE SCHOOL OF NURSING ORGANIZATIONAL CHART

Section I, School of Nursing Organizational Chart
SECTION II: MISSION STATEMENT
Weber State University
Dumke College of Health Professions
Annie Taylor Dee School of Nursing

I. WEBER STATE UNIVERSITY MISSION

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

II. WSU MISSION CORE THEMES

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

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

III. ANNIE TAYLOR DEE SCHOOL OF NURSING (SON) VISION AND MISSION STATEMENTS

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

B. MISSION STATEMENT:
The mission of is to provide quality and safety education for nursing students who have the knowledge, skills, and attitudes to effectively function in the following areas:
• Patient-Centered Care
• Teamwork and Collaboration
• Evidence-Based Practice
• Quality Improvement
• Patient Safety
• Informatics

C. CORE VALUES AND STRATEGIC PLAN:
The Annie Taylor Dee SON acknowledges the value of both the mission and vision of WSU. The Annie Taylor Dee SON has used the core values, set forth by WSU, in creating the Annie Taylor Dee SON strategic plan. The following core values will be incorporated in all aspects of nursing education:
• Learning through personalized experiences and shared inquiry
• Engagement in community
• Access and opportunity for all
• Respect for people and ideas
• Nurturing the potential within every individual

IV. ANNIE TAYLOR DEE SON SUPPORT OF WSU CORE VALUES

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

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

C. ACCESS AND OPPORTUNITY:
• Meeting the demand for entry-level practice for baccalaureate-prepared nurses by expanding the BSN Program through critically examined methods
• Conducting analytical reflection of face-to-face, hybrid, and online courses and programs that provide education to a variety of adult-learning styles
• Developing and providing scholarships, and proactive committees, that are earmarked to increase diversity within the student population and consequently the diversity within the nursing profession in our community
• Maintaining informative preparation for higher education by adhering to the WSU Stackable Credentials
• Distance Education: Annie Taylor Dee SON offers variable learning environments, which includes: face-to-face, hybrid/technical enhanced, and online classrooms. These are defined by WSU and can be found at the following site: http://wsuonline.weber.edu/faculty/Definitions.htm

D. RESPECT FOR PEOPLE AND IDEAS:
• Promoting a collegial environment which encourages and recognizes scholarly work
• Implementing a multi-disciplinary learning environment which includes other health care disciplines within the Dumke College of Health Professions (DCHP)
• Creating awareness of diversity and how this awareness benefits the university, the college, the Annie Taylor Dee SON, and the community

E. NURTURING THE POTENTIAL WITHIN EVERY INDIVIDUAL:
• Promoting and retaining outstanding faculty
• Recruiting and nurturing high-achieving students from all backgrounds
• Developing interdisciplinary activities which broaden the nursing student’s nurturing abilities and perspective of safe patient care
• Conducting ongoing evaluation of learning activities that promote and expand student success

V. ANNIE TAYLOR DEE SON PHILOSOPHY

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

B. ANNIE TAYLOR DEE SON STACKABLE CREDENTIALS:

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

2. The WSU Annie Taylor Dee SON offers multiple options for undergraduate preparation at the AD, PN-RN, and RN-BSN levels. In addition, the options at the graduate level include, nursing executive, nursing education, and nurse practitioner. The WSU Annie Taylor Dee SON’s primary goals and curricular framework combines coursework in the liberal arts and sciences with those required within the nursing curriculum.

3. Program-specific curricula and outcomes are designed to prepare the graduate to fulfill the roles and responsibilities established by the following national standards and guidelines:
   • Accreditation Commission for Education in Nursing (ACEN)
   • American Association of Colleges of Nursing (AACN)
   • American Nurses Credentialing Center (ANCC)
   • American Nurses Association (ANA)
   • American Organization of Nurse Executives (AONE)
   • National League for Nursing (NLN)
   • Quality and Safety Education for Nurses (QSEN)
   • National Organization of Nurse Practitioner Faculty (NONPF)
   • American Association of Nurse Practitioners (AANP)
   • National Patient Safety Goals (NPSG)
SECTION III: OUTCOMES AND GRADUATE COMPETENCIES
Weber State University
Dumke College of Health Professions
Annie Taylor Dee School of Nursing

I. ANNE TAYLOR DEE SON OUTCOMES

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

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

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

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

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

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

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

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

II. ANNE TAYLOR DEE SON END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

A. The WSU Annie Taylor Dee SON has adopted the following competencies for its undergraduate and graduate programs. These competencies are adopted from the Quality and Safety Education for Nurses Initiative (QSEN).

- **Patient-centered Care**: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients’ preferences, values, and needs.
- **Teamwork and Collaboration**: Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and
shared decision-making to achieve quality patient care.

- **Evidence-based Practice**: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- **Quality Improvement**: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.

- **Patient Safety**: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

- **Informatics**: Use information and Technical to communicate, manage knowledge, mitigate error, and support decision-making.

The WSU Annie Taylor Dee SON End of Program Student Learning Outcomes (EPSOL) will be measured annually through the following methods (Refer to Course Maps (Standard 4) for alignment of Course outcomes/units and assignments to Annie Taylor Dee SON/End of Program Student Learning Outcomes):

- Student will report obtainment of Program Level Student Learning Outcomes at or above a 3.0/5.0 on the EOP Survey
- 80% of ADN students will achieve a 50% or higher score on Kaplan Exam.
- 90% of students will receive a minimum on a B- or above for aggregate coursework (Course Grades)
- 90% of students will meet EPSLOs specific assignments criteria.
III. DIFFERENTIATED END OF PROGRAM STUDENT LEARNING OUTCOMES
Annie Taylor Dee SON EOP Program-Leveled Student Outcomes

<table>
<thead>
<tr>
<th>SON 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><strong>Patient Centered Care</strong></td>
<td><strong>Patient Centered Care</strong></td>
<td><strong>Patient Centered Care</strong></td>
<td><strong>Patient-Centered Care</strong></td>
</tr>
<tr>
<td>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients’ preferences, values, and needs.</td>
<td>Use nursing knowledge to include the patient in all care processes and decisions. Design and implement care which is adapted and centered on the unique wholeness of the individual patient and their family.</td>
<td>Integrate nursing expertise to include the patient in all care processes and decisions. Collaborate with patients, families, and communities to design unique and dynamic patient centered care environments.</td>
<td>Create and direct collaborative patient 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><strong>Teamwork &amp; Collaboration</strong></td>
<td><strong>Teamwork &amp; Collaboration</strong></td>
<td><strong>Teamwork &amp; Collaboration</strong></td>
<td><strong>Teamwork &amp; Collaboration</strong></td>
</tr>
<tr>
<td>Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
<td>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>Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.</td>
<td>Collaborate with diverse health care providers to support best outcomes for patients and families.</td>
</tr>
<tr>
<td>SON Student Learning Outcomes (SLO)</td>
<td>Associate Degree Nursing (ADN)</td>
<td>Bachelor of Science Nursing (BSN)</td>
<td>Master of Science Nursing (MSN)</td>
<td>Master of Science Nursing Nurse Practitioner (MSNP)</td>
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<tr>
<td><strong>Evidence-Based Practice (EBP)</strong> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td><strong>Evidence-Based Practice (EBP)</strong> Make judgments in practice substantiated with evidence that integrates nursing science and knowledge to provide competent care to individuals and families.</td>
<td><strong>Evidence-Based Practice (EBP)</strong> 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><strong>Evidence-Based Practice (EBP)</strong> Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.</td>
<td><strong>Evidence-Based Practice (EBP)</strong> Operationalizes practice guidelines supported by evidence.</td>
</tr>
<tr>
<td><strong>Quality Improvement</strong> Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.</td>
<td><strong>Quality Improvement</strong> 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><strong>Quality Improvement</strong> Monitor outcomes to apply evidence-based interventions to improve the quality of health care systems.</td>
<td><strong>Quality Improvement</strong> 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><strong>Quality Improvement</strong> Anticipate clinical variables and adjust practice to assure quality and safety.</td>
</tr>
<tr>
<td><strong>Patient Safety</strong> Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</td>
<td><strong>Patient Safety</strong> Incorporate patient safety goals into the plan of care for all patients.</td>
<td><strong>Patient Safety</strong> Generate patient safety plan based on patient safety goals.</td>
<td><strong>Patient Safety</strong> Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.</td>
<td><strong>Patient Safety</strong> Develop a culture of safety by incorporating national patient safety guidelines in advanced practice environments.</td>
</tr>
<tr>
<td>죤 BufferData Learning Outcomes (SLO)</td>
<td>Associate Degree Nursing (ADN)</td>
<td>Bachelor of Science Nursing (BSN)</td>
<td>Master of Science Nursing (MSN)</td>
<td>Master of Science Nursing Nurse Practitioner (MSNP)</td>
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</tr>
<tr>
<td><strong>Informatics</strong>&lt;br&gt;Use information and technology to communicate, manage knowledge, mitigate error, and support decision making</td>
<td><strong>Informatics</strong>&lt;br&gt;Use information and technology to communicate, manage knowledge, mitigate error, and support decision making when providing direct patient care.</td>
<td><strong>Informatics</strong>&lt;br&gt;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><strong>Informatics</strong>&lt;br&gt;Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.</td>
<td><strong>Informatics</strong>&lt;br&gt;Use information technology to manage documentation, reduce error, support clinical decision-making, and improve health care delivery.</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>
</tr>
<tr>
<td></td>
<td>Peripheral Nerve Regulation</td>
<td>Processes that impact the neural structures that lie outside the brain and spinal cord. (9)</td>
</tr>
<tr>
<td></td>
<td>Metabolism</td>
<td>All physical and chemical changes that take place to sustain life and conditions that contribute to imbalances. (19)</td>
</tr>
<tr>
<td></td>
<td>Mobility</td>
<td>The body’s function of movement. The musculoskeletal system is composed of the bones that serve as the body’s framework and attachment sites of muscles, tendons, and ligaments. Innervated by the nervous system, contraction and relaxation of muscles allow movement at the joints. (7)</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
<td>The process by which the body ingests, absorbs, transports, uses, and eliminates nutrients in food. (7)</td>
</tr>
<tr>
<td></td>
<td>Oxygenation</td>
<td>Mechanisms that facilitate or impair the body’s ability to supply oxygen to the blood. (18)</td>
</tr>
<tr>
<td></td>
<td>Perfusion</td>
<td>Mechanisms that facilitate or impair circulation of blood through tissue. (7)</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>CONCEPT</td>
<td>DEFINITION</td>
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<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>Perception</td>
<td>Sexuality</td>
<td>The sum of the physical, functional, and psychological attributes that are expressed by one's gender identity and sexual behavior, whether or not related to the sex organs or to procreation. (7)</td>
</tr>
<tr>
<td>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>Developmental</td>
<td>Growth and Development</td>
<td>Growth is an increase in physical size, and development is an orderly sequence of functions and capabilities that progress from simple to complex. (7)</td>
</tr>
<tr>
<td>Psychological</td>
<td>Accountability</td>
<td>An obligation or willingness to accept responsibility. This is an initial step needed to change behavior. (19)</td>
</tr>
<tr>
<td></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></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></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></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></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></td>
<td>Crisis</td>
<td>An event or situation in an individual’s life that cannot be managed through the usual coping skills. Types of events or situations include developmental, situational, and social. (18)</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td>The knowledge and values shared by a society. (7)</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td>Recognizing differences among “persons, ideas, values and ethnicities,” while affirming the uniqueness of individuals. (14)</td>
</tr>
<tr>
<td></td>
<td>Family</td>
<td>Two or more individuals who depend on one another for emotional, physical, and/or financial support. (19)</td>
</tr>
<tr>
<td></td>
<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>
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<tr>
<td>CATEGORY</td>
<td>CONCEPT</td>
<td>DEFINITION</td>
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</tr>
<tr>
<td>Self</td>
<td>The sum of mind and body that constitutes the identity of a person. (18)</td>
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<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>
<td></td>
</tr>
</tbody>
</table>

**NURSING DOMAIN**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DEFINITION</th>
</tr>
</thead>
<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 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>CATEGORY</td>
<td>CONCEPT</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td>Critical Thinking</td>
<td>“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>
</tr>
<tr>
<td>HEALTHCARE DOMAIN</td>
<td></td>
</tr>
<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>
<tr>
<td>Healthcare Systems</td>
<td>A group of interacting people and processes that deliver safe and effective patient care with quality, equal access, and cost-effectiveness. (10)</td>
</tr>
<tr>
<td>Health Policy</td>
<td>Guidelines and protocols created and enforced by governing bodies or professional organizations that influence the actions and decisions of organizations and individuals within the healthcare system. (7)</td>
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<tr>
<td>CATEGORY</td>
<td>CONCEPT</td>
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<tr>
<td>Health</td>
<td>Promotion</td>
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<td>Holism</td>
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<td>Informatics</td>
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<td>Leadership</td>
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<td>Legal/Regulatory</td>
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<td>Management</td>
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<td>Population</td>
<td>Health</td>
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<tr>
<td>Quality</td>
<td>Improvement</td>
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<tr>
<td>Research</td>
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</tbody>
</table>

References


Revised: 6/2018
SECTION I: ANNIE TAYLOR DEE SON REQUIREMENTS

I. GENERAL GUIDELINES FOR ALL ANNIE TAYLOE DEE SON STUDENTS

A. WEBER STATE UNIVERSITY POLICIES:
   1. WSU Discrimination and Harassment Policy (PPM 3-32):
      http://www.weber.edu/studentaffairs
   
   2. Disability Statement:
      Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 256, Bldg 2 at the Davis Campus). SSD can also arrange to provide course materials in alternative formats upon request. Contact SSD by phone at 801-626-6413 (Ogden Campus) or 801-395-3442 (Davis Campus); or by email at ssd@weber.edu

B. Students must pay required tuition and fees by the dates outlined in the WSU Catalog. NOTE: Failure to meet these established deadlines may result in the student losing his/her place in a specific nursing course/program.

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

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

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

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

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

II. ESSENTIAL REQUIREMENTS FOR STUDENT SUCCESS

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

These requirements include functions necessary for starting, continuing and graduating from WSU Annie Taylor Dee SON programs.
If for any reason during the course of the specific program (AAS /AS, BSN), the student is unable to perform any of these functions, they will be required to meet with the faculty and program director. (See Handbook Part B, Section V. B.)

After reading and reviewing the essential requirements, the student must sign and return an Essential Requirements form to the WSU Annie Taylor Dee SON before starting the program of study. The form is a permanent part of the WSU Annie Taylor Dee SON student file.

A. ESSENTIAL REQUIREMENTS OF INTELLECT:

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

B. ESSENTIAL REQUIREMENTS OF OBSERVATION:

1. **Near Acuity:** Clarity of vision at 20 inches or less with or without correction.
2. **Far Acuity:** Clarity of vision at 20 feet or more with or without correction.
3. **Depth Perception:** Ability to see depth and breadth: Three-dimensional vision.
4. **Color Vision:** Ability to identify and distinguish colors.
5. **Field of Vision:** Ability to see area from right-to-left or up-and-down while fixed on a singular point.
6. **Fine motor skills:** Picking, pinching, or otherwise working primarily with the fingers rather than with the entire hand or arm (e.g., as in “handling”).
7. **Feeling:** Perceiving attributes of objects (such as size, shape, temperature, or texture) by touching an object with the body’s skin, particularly using the skin of fingertips.

8. **Hearing:** Perceiving the nature of sounds, particularly when making fine discriminations in sounds (e.g., such as when making fine adjustments on running engines).

C. **ESSENTIAL REQUIREMENTS OF COMMUNICATION:**

1. **Talking:** Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which nursing students must 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 Annie Taylor Dee SON Programs demands the nursing student’s ability to meet the above requirements. If a student is uncertain as to his/her ability to comply with any of these essential functions, please consult with the Annie Taylor Dee SON Admissions and Advancements Committee.*

III. **STUDENT ACADEMIC ADVISEMENT**

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

IV. **STUDENT DOCUMENTATION**

A. A confidential, cumulative record (file) is kept on each student.

1. Records of individual student conferences, warnings, disciplinary actions, and other relevant documents will be maintained in the student’s confidential cumulative record.
   a. These documents will be read and signed by the student and faculty prior to each record becoming a part of the student’s cumulative record.
b. Student signature does not establish agreement with information recorded on the form; but does indicate that the student has read and understands information, conditions of warning and/or discipline, and department response if conditions related to warning and/or disciplinary action is/are not fulfilled by student.

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

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

The WSU Annie Taylor Dee SON prepares students to proactively participate in evidence based practice. In support of that endeavor the WSU Annie Taylor Dee SON follows the current Center for Disease Control and Prevention (CDC) guidelines for immunizations for health care providers. All students are required to comply with CDC requirements for healthcare personnel. The hepatitis B vaccination and titer requirements (along with all other vaccination and titer requirements) reflect current CDC guidelines and will not be altered regardless of employer or practitioner recommendations. All immunization documentation must be uploaded to CastleBranch.

Besides mandatory immunizations, American Heart Association BLS for Healthcare Provider CPR. Students will be prompted to upload specific documents required by the WSU Annie Taylor Dee SON.

### Mandatory Clinical Immunization Requirements

<table>
<thead>
<tr>
<th>Immunization</th>
<th>Documentation / Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEPATITIS B</td>
<td>1. Documentation of a CDC-approved HepB immunization series, followed by a positive titer.</td>
</tr>
<tr>
<td></td>
<td>The following are CDC-approved HepB series</td>
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<tr>
<td></td>
<td>• Option #1: Engerix-B or Recombivax HB (3 doses)</td>
</tr>
<tr>
<td></td>
<td>o HepB#1-series start date</td>
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<td></td>
<td>o HepB#2-one (1) month later</td>
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<td></td>
<td>o HepB#3-five (5) months later</td>
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<td></td>
<td>o Titer- one (1) to two (2) months after 3\text{rd} dose</td>
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<tr>
<td></td>
<td>b. Option #2: Heplisav-B (2 doses)</td>
</tr>
<tr>
<td></td>
<td>o HepB#1-series start date</td>
</tr>
<tr>
<td><strong>TB or QUANTIFERON</strong></td>
<td>Students are required to obtain either a baseline 2-step TB test or the Quantiferon TB blood draw.</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Nursing students are</strong></td>
<td>1. If you obtain the baseline 2-step TB obtain the first one and the second TB test one (1) to three (3) weeks later. TB testing can be no earlier than 4 months prior to school start</td>
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<tr>
<td><strong>required to test upon</strong></td>
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<td><strong>admission to the Annie</strong></td>
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<tr>
<td><strong>Taylor Dee SON.</strong></td>
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<tr>
<td><strong>Annual or serial TST for</strong></td>
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<tr>
<td><strong>TB is determined by state</strong></td>
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<tr>
<td><strong>regulations and risk for TB</strong></td>
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<td><strong>exposure. Utah is a low</strong></td>
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<td><strong>risk state.</strong></td>
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<td><strong>The CDC recommends</strong></td>
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<td><strong>healthcare workers and</strong></td>
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<td><strong>healthcare students</strong></td>
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<tr>
<td><strong>receive a baseline TST -</strong></td>
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<tr>
<td><strong>TB test.</strong></td>
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<td><strong>The TST – TB test should</strong></td>
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<td><strong>be repeated if a TB</strong></td>
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<td><strong>exposure occurs, if there is</strong></td>
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<td><strong>international travel with</strong></td>
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<td><strong>endemic TB, or if the state</strong></td>
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<td><strong>of Utah risk changes to</strong></td>
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<tr>
<td><strong>medium.</strong></td>
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<table>
<thead>
<tr>
<th><strong>Measles, Mumps, &amp; Rubella (MMR)</strong></th>
<th><strong>MMR titer or two (2) MMR vaccinations required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measles, Mumps, &amp; Rubella (MMR)</strong></td>
<td>o If two (2) documented doses of MMR and blood test results are negative or equivocal for measles, mumps, and/or rubella, they should be considered to have presumptive evidence of immunity to measles, mumps, and/or rubella and are not in need of additional MMR doses unless instructed by the healthcare provider.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TDAP/TD</strong></th>
<th><strong>Documented proof of TdaP within the last 10 years</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TDAP/TD</strong></td>
<td>o If over 10 years, either new TdaP or boost with TD</td>
</tr>
</tbody>
</table>
VARICELLA
- Varicella titer or two (2) varicella vaccinations.
- You CANNOT self-report or obtain a doctor’s note stating you had chicken pox.

FLU SHOT
- Flu shot is obtained during the current flu season when available (September through October).

IMMUNIZATION ALLERGIES/ISSUES I
- Any allergies or issues with immunizations, require current written notification from your healthcare provider.
- Upload the written notification of immunization allergy or issues to CastleBranch

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

A. Federal Occupational Safety and Health Administration (OSHA):
   1. OSHA Regulations:
      a. Students may, in the fulfillment of program-required clinical practice, be exposed to bloodborne pathogens. Use of standard precautions (current with CDC guidelines) is a requirement for practice and expected of all students in the clinical setting.
      b. All students are required to comply with OSHA regulations and follow the WSU Bloodborne Pathogen Exposure Control Plan (available online at http://www.weber.edu/EHS/postexposure.html).
      c. Students who are allergic to latex need to notify the Campus Manager or Program Director and the clinical faculty so that provisions can be made.

B. FUNCTIONAL LIMITATION OR INJURY:
   1. A student who is functionally limited must notify appropriate nursing faculty and administration as soon as possible. The student and appropriate faculty will meet with the program director to develop guidelines delineating the student’s plan to complete course requirements pre- and post-limitation. Student must provide a healthcare provider communication that clears them for both pre- and post-limitation. (i.e., non-elective surgery, pregnancy, etc.)
      * Students choosing to have elective surgeries during the program of study do not meet these criteria.

C. HEALTH:
   1. WSU Annie Taylor Dee SON does not accept responsibility for injury or illness that occurs while the student is enrolled in a WSU nursing program. WSU does not offer health insurance.
      a. Students are advised to be enrolled in a personal health-insurance plan.
      b. Students are considered interns while in clinical settings. As such, students are "volunteer workers" of the sponsoring institution of higher education (WSU) and are eligible to receive Workers' Compensation benefits for bloodborne pathogen exposures acquired during clinical time.
      c. Should a student be injured during a clinical experience or have his/her health endangered (such as an exposure to bloodborne pathogens), the student should report the situation immediately to the student's instructor and to the
appropriate cooperating clinical facility/agency personnel.

1) The appropriate incident report(s) will need to be filed.
2) Students are responsible for any expenses not covered by Workers’ Compensation due to injury or illness in the college or clinical area.

d. A student missing a class/lab/clinical experience for any health-related issue may be required to submit a release from their healthcare provider prior to attending further class/lab/clinical experiences.

D. CRIMINAL BACKGROUND CHECK:

1. Purpose:
   a. The criminal background check screening process has been mandated by the WSU Annie Taylor Dee SON in an effort to more effectively protect the safety and well-being of patients, clients, and residents of those facilities; and is fully supported by the DCHP Executive Committee, the nursing faculty, and the WSU Annie Taylor Dee SON’s Advisory Committees.
   b. The WSU Annie Taylor Dee SON enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU Annie Taylor Dee SON students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU Annie Taylor Dee SON requires that students admitted to a nursing program submit to a national criminal background check.

2. Policy:
   Admission and progression in a WSU Annie Taylor Dee SON Program is contingent upon submission of a satisfactory background check. If the background check reveals a history of criminal actions, the student may not be admitted to or allowed to progress within the nursing program. The student will not be entitled to any refunds of tuition dollars or other fees. In addition, each student is required to attest, each semester, that their original background check is valid.

   When a student interrupts their progression in any nursing program of study that requires clinical assignment or the student is not continuously registered, then the student must repeat and pass the national criminal background check prior to enrolling in any nursing courses.

3. Procedures:
   All students who wish to apply for admission to a WSU Annie Taylor Dee SON program are informed in writing on the application that they are required to submit to a national criminal background check.
   a. The following written statements, as well as instructions for obtaining the criminal background check, are found in both the admission and acceptance packets:

   “If the record reveals prior criminal convictions, it may affect eligibility to begin and/or remain in a nursing program. Actions which would preclude an individual from admission to or continuance in a nursing program include: aggravated assault, intimate-partner or child abuse, sexual predatory behavior, financially-related crimes such as identity theft, and issue of moral turpitude (reference Utah Department of Professional Licensing). This list is not inclusive of all criminal convictions that will prevent program admission
and/or progression, and the WSU Annie Taylor Dee SON reserves the right to review each student’s record on an individual basis.”

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

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

d. Persons convicted of felonies must refer to the Utah Nurse Practice Act (Utah Code–Title 58: Occupations and Professions, Chapter 31b: Nurse Practice Act, Section 302: Qualifications for licensure or certification, which can be found at http://le.utah.gov/) and may not be allowed to enter/progress in any of the Nursing programs.

e. If a student’s criminal background check reveals evidence of prior convictions, the criminal background check will be reviewed on a case-by-case basis by the Admission and Advancement Committee to determine if the student will be allowed to enter/progress in any of the nursing programs.

f. A student who has committed a felony and successfully petitioned to reduce the conviction to a misdemeanor charge will be reviewed on a case-by-case basis by the Admission and Advancement Committee to determine if the student will be allowed to enter/progress in a nursing program.

g. A student already progressing in a nursing program is required to report any pending criminal charge(s) at the time that any charge occurs (this reporting includes throughout the entirety of the student’s nursing educational program).

h. The WSU Annie Taylor Dee SON reserves the right to require a student with a pending criminal charge to withdraw from all nursing classes until the courts have made a decision regarding the criminal actions.

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

j. If the courts determine that the charges are valid and a conviction is made, either misdemeanor or felony, a student’s criminal background check will be reviewed on a case-by-case basis.

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

E. DRUG SCREEN:

1. Purpose:
   a. The drug-screening process has been mandated by the WSU Annie Taylor Dee SON in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities; and is fully supported by the DCHP Executive Committee, the nursing faculty, and the WSU Annie Taylor Dee SON’s Advisory Committees.

   b. The WSU Annie Taylor Dee SON enters into Affiliation Agreements with multiple healthcare facilities throughout the state. These agreements provide WSU Annie Taylor Dee SON students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU Annie Taylor Dee SON requires students admitted to a nursing program to submit to a urine drug screen analysis for the presence of mind-altering substance(s).

2. Policy:
   Admission and progression in a WSU Annie Taylor Dee SON program is contingent
upon submission of a urine drug-screen analysis. If the urine drug screen reveals any substances (prescribed or non-prescribed), the student may not be admitted to or allowed to progress within the nursing program. The student will not be entitled to any refunds of tuition dollars or other fees. Each student is required to sign the BCI/Drug Test recertification form each semester.

When a student interrupts their progression in any nursing program of study that requires clinical assignment or the student is not continuously registered, then the student must repeat and pass the drug screening prior to enrolling in any nursing courses.

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

   a. The following written information and instructions are found in the both the admission and acceptance packets:
   
   "If drug test reveals the presence of controlled substances (prescribed or non-prescribed), it may affect eligibility to enter as and/or remain a student in a WSU Annie Taylor Dee SON program."

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

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

   e. A second “dilute” test result will be interpreted as a positive screen, and the student may not be allowed to enter and/or continue in the nursing program.

   f. A student who refuses to submit to the urine drug screen or who does not have the screening performed by the date indicated on the admission form may forfeit his/her position in the nursing program.

   g. Positive drug screen results are automatically sent to a Medical Review Officer (MRO) for further evaluation and clearance. Failure to proceed with the MRO process or not providing the information requested by the MRO may result in dismissal from the nursing program.

   h. The WSU Annie Taylor Dee SON reserves the right to ask any student to submit to additional drug testing. This request will occur if a student appears to be impaired, intoxicated or under the influence of drugs, narcotics, or chemicals. Nursing faculty, in consultation with program administrators and/or additional healthcare professionals, are authorized to make this determination. If it is determined that a student is impaired, the student will be required to leave the classroom, lab, or clinical setting in order to avoid a potential threat or risk to public health, safety, or welfare. Students may not be readmitted to the classroom, lab, or clinical setting until results of the drug screen are reviewed. Arrangements will be made to ensure the safety of the impaired student. The cost of additional drug screens will be the responsibility of the student.

   i. A student who wishes to file a grievance in response to the WSU Annie Taylor Dee SON’s decision based on the results of the drug screen is referred to WSU Policy Section 6-23 thru 33: Student Due Process Policy and Procedures.
SECTION II: ACADEMIC STANDARDS AND WSU ANNIE TAYLOR DEE SON RESPONSE TO VIOLATION OF ACADEMIC INTEGRITY POLICY

I. GENERAL GUIDELINES OF ACADEMIC STANDARDS AND VIOLATIONS

A. The WSU Annie Taylor Dee SON has strict policies applying to any violation of the academic integrity policy in any form; any violation may be subject to an appropriate sanction or penalty. Academic-integrity violations at WSU Annie Taylor Dee SON are classified into two levels called nonseparable and separable. Nonseparable violations are less severe violations for which the possible sanctions do not include suspension or expulsion from the WSU Annie Taylor Dee SON; separable violations are more severe violations for which the possible sanctions include suspension or expulsion. Whether a given violation is classified as nonseparable or separable depends on a number of factors including: the nature and importance of the academic exercise; the degree of premeditation or planning; the extent of dishonest or malicious intent; the academic experience of the student; and whether the violation is a first-time or repeat offense.

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

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

D. PLAGIARISM:
   1. The WSU Annie Taylor Dee SON has a no-tolerance plagiarism policy. All student work is expected to be referenced correctly.
   2. When using the WSU SON internet-based plagiarism tool, a students’ paper resulting in 21% or greater amount of plagiarism will result in one of the following two actions:
      a. Based on course/assignment details, the student may take the opportunity to read the plagiarism report and rewrite the assignment in order to lower the plagiarism percentage; or
      b. Based on results of the internet-based plagiarism tool, faculty may proceed with the Academic Integrity Policy on violations and sanctions.

II. ACADEMIC STANDARDS

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

   | 100-95% = A | 89-87% = B+ | 79-77% = C+ | 69-67% = D+ | 59% and below = E |
   | 94-90% = A- | 86-83% = B  | 76-73% = C  | 66-63% = D  |                 |
   | 82-80% = B- | 72-70% = C- | 62-60% = D- |                 |                 |

   2. Students must have an 80% (B-) or higher in order to pass any nursing course and
continue in the nursing program.

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

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

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

III. **LEVELS OF VIOLATIONS AND SANCTIONS**

A. **NONSEPARABLE VIOLATIONS:**
   1. Nonseparable violations are less-serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning and the absence of malicious intent on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor assignment or quiz, or constitute a small portion of a major assignment and/or represent a small percentage of the total course work.

   2. Below are a few examples of violations that are most often considered to be nonseparable violations, at least when committed by an undergraduate student as a first-time offense. This list is not exhaustive, and classification of a given violation as separable or nonseparable is always heavily dependent on the specific facts and circumstances of the violation.
      - Persistent improper citation without dishonest intent
      - Plagiarism on a minor assignment or a very limited portion of a major assignment
      - Unpremeditated cheating on a quiz or minor examination
      - Unauthorized collaboration with another student on a homework assignment
      - Citing a source that does not exist or that the student has not read for a minor assignment
      - Making up a small number of data points on a laboratory exercise
      - Signing in for another student via attendance sheet or clicker in a course in which attendance counts toward the course grade

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

   4. Sanctions for nonseparable violations include, but are not limited to, one or more of the following, and do not include suspension or expulsion.
      - Required participation in a noncredit workshop or seminar on ethics or academic
integrity
- An assigned paper or research project related to ethics or academic integrity
- A make-up assignment that meets the outcomes of the original assignment
- Redoing the assignment with no credit earned for the assignment redo
- A failing grade on the assignment
- A failing grade for the course
- Disciplinary warning or probation

B. SEPARABLE VIOLATIONS:
1. Separable violations are very serious violations of academic integrity that affect a more significant portion of the course work compared to nonseparable violations. Separable violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation.

2. Below are some examples of violations that are most often considered separable. Again, the list is certainly not exhaustive, and classification of a given violation as separable or nonseparable is always heavily dependent on the exact facts and circumstances of the violation.
   - Any violation of the Nurse Practice Act
   - Any violation of the ANA Code of Ethics
   - Copying another student’s work
   - Plagiarism
   - Copying or using unauthorized materials, devices, or collaboration
   - Having a substitute take an examination
   - Making up or falsifying evidence, data or other source materials for any assignment, including falsification by selectively omitting or altering data that does not support one’s claims or conclusions
   - Facilitating dishonesty by another student on any exam or assignment
   - Intentionally destroying or obstructing another student’s work
   - Knowingly violating research or professional ethics
   - Any violation involving potentially criminal activity

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

IV. GUIDELINES

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

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

V. DOCUMENTING AND REPORTING VIOLATIONS

A. All sanctions, whether nonseparable or separable, will be documented and reported.
1. **Nonseparable:**
   a. A meeting will be held between the involved faculty, the student with whom there is a problem, and (as needed) the nursing program director or campus facilitator.
   b. Faculty will document the violation through email for documentation purposes.
   c. All nonseparable violations will be reported to the nursing program director and campus facilitator if applicable.
   d. Follow-up with the student is completed by SON administration as needed.

2. **Separable:**
   a. When a faculty 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 Annie Taylor Dee SON Academic/Behavioral Documentation Form, which will be maintained in the WSU Annie Taylor Dee SON student file.
   d. Program Director will bring the separable violation to SON Chair to determine plan of action.
   e. Follow-up with the student is completed by SON administration.
SECTION III: PROFESSIONAL CONDUCT/BEHAVIOR

I. GENERAL PROFESSIONALISM EXPECTATIONS

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

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

B. Patient Safety and Student Engagement:

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

C. Technology use in the classroom, laboratory, and clinical setting (cell phones, tablets, laptops, etc.):

- Cell phones, tablets, and laptops are not acceptable unless approved by the facility or faculty.

II. ANNIE TAYLOE DEE SON COMPETENCIES and EXPECTED PROFESSIONAL CONDUCT/BEHAVIORS

A. PATIENT-CENTERED CARE:

1. Respect and encourage patient values.
2. Seek learning opportunities with patients who represent all aspects of human diversity.
3. Recognize personal attitudes about working with patients from different ethnic, cultural, and social backgrounds.
4. Support patient-centered care for individuals and groups whose values differ from own.
5. Recognize boundaries of therapeutic relationships.
6. Show proper courtesy.
7. Exhibit positive attitude including enthusiasm, motivation, dedication, commitment, showing initiative, and showing an appropriate sense of humor.
8. Empower patients and families appropriately.
9. Attend all clinicals, labs, and classes on time; complete assignments on time. Do not leave clinical without faculty authorization.
10. Maintain professional attire including appropriate uniform, shoes, etc. When appropriate, all students, while in university-sponsored clinical activities, will wear the required uniform designated by the WSU Annie Taylor Dee SON. All uniforms must be neat and clean. If a difference exists between WSU SON policies and facility policies, the WSU SON will conform to the facility policies. Students are expected to comply with facility expectations. Even when nurses in the facilities do not comply
with facility expectations, students must comply with both WSU Annie Taylor Dee SON Program and facility expectations.

a. The officially-designated picture ID name tag is required as part of the uniform and must be purchased by students. Some facilities require facility IDs to be worn in addition to WSU Annie Taylor Dee SON IDs.

b. Name tag(s) must be visible and placed on the top half of the chest while in the clinical setting.

c. Students wishing to wear a shirt under their scrub top must comply with the following guidelines:
   1) The shirt color must be solid white, purple (approved), grey, or black.
   2) The shirt must not have any logos or printing on it.

d. Students are not permitted to wear sweatshirts or hoodies, over their nursing uniform.

e. OSHA requires that shoes must be leather or leather-like material that can be wiped clean in the event of an exposure, or the shoe must be covered with impermeable shoe covers. No open-toed, open-backed shoes or shoes with holes will be permitted.

11. Grooming and personal hygiene are an essential part of professional behavior. Physical appearance is to be neat and clean. A student may be asked to leave the facility at the discretion of the faculty for any issues concerning grooming or hygiene.

a. Clothing should not have any holes, rips, or tears.

b. Do not wear perfume or colognes.

c. Visible tattoos and body piercings must be covered while in clinical if required by the facility.

d. Hairstyles and hair color are to be conservative, natural-looking (for example, no blue, pink, purple, neon, etc), clean, and neat; and should not inadvertently make contact with patients.
   1) Hair must be securely pulled back when attending clinical.
   2) Mustaches and beards should be short, clean, and neatly trimmed.

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

B. TEAMWORK AND COLLABORATION:

1. Demonstrate awareness of own strengths and limitations as a team member.

2. Value perspectives and expertise of all health-team members.

3. Value different styles of communication used by patients, families, and peers.

4. Contribute to resolution of conflict and disagreement.

5. Be open to ideas, feedback, and constructive criticism.

6. Demonstrate professional interpersonal skills.

7. Take responsibility for own academic performance.

8. While in the classroom, laboratory, and clinical settings, be respectful toward faculty and classmates.

   a. Keep cell phones turned off.

   b. When working online, refrain from using online as a forum to complain about other students, faculty, or the nursing Program.

   c. Do not use attacking or demeaning comments when reviewing work of peers.

   d. All online comments and postings should be done in a professional manner.
C. **EVIDENCE-BASED PRACTICE:**
   1. Value the need for continuous improvement in clinical practice based on new knowledge.
   2. Acknowledge own limitations in knowledge and clinical expertise.
   3. Seek appropriate help as needed.

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

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

F. **INFORMATICS:**
   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 a WSU student role or setting requires a signed photo release.
      b. Confidentiality includes protecting ALL patient information.
      c. Confidentiality extends to protecting the student-learning environment.

III. **ANNIE TAYLOR DEE SON RESPONSE TO VIOLATION OF PROFESSIONAL CONDUCT/BEHAVIOR**

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

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

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

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

B. Students are expected to adhere to all policies in the WSU Annie Taylor Dee SON Student Handbook and WSU Student Code found in the University Policies and Procedures Manual (PPM).


IV. **UNPROFESSIONAL CONDUCT RELATED TO STUDENT PRACTICE OF NURSING**
Students are also held responsible for professional behavior as set forth by the Utah Nurse Practice Act (Utah Code-Title 58: Occupations and Professions, Chapter 31b: Nurse Practice Act), which can be found at [http://le.utah.gov/xcode/Title58/Chapter31B/58-31b.html](http://le.utah.gov/xcode/Title58/Chapter31B/58-31b.html)
I. READMISSION/REAPPLICATION/LEAVE OF ABSENCE/DISMISSAL FROM PROGRAM

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

   2. Readmission to a specific nursing level of a nursing program is considered under the following conditions:
      a. A student in good academic standing who voluntarily withdraws from a program will be granted inactive status and considered for readmission by the Admissions and Advancement Committee. Readmission to a nursing program is not guaranteed and will be granted on a space-available basis.
      b. Students who have been placed on an involuntary Leave of Absence from a program may request to resume program progression at the earliest possible time. Each student's case will be reviewed by the Admissions & Advancement Committee only after receipt of all documentation requested of the student. There will be no guarantee of placement at the students' previously admitted campus.
      c. A student experiencing a non-disciplinary Leave of Absence will be permitted, upon resolution of circumstances that prompted the non-disciplinary Leave of Absence, to resume program progression at the earliest opportunity (progression based on space availability).

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

B. REAPPLICATION TO A NURSING PROGRAM:
   • Students who fail two (2) or more courses must apply for admission through the standard application process.

C. LEAVE OF ABSENCE FROM A NURSING PROGRAM:
   1. Leave of absence from the WSU Annie Taylor Dee SON may include but is not limited to the following with approval from the Admissions and Advancement Committee:
      a. Illness
      b. Family matters
      c. Active-duty commitment
      d. Religious commitment
      e. Financial difficulties
D. DISMISSAL FROM THE NURSING PROGRAM:
   1. Dismissal from the WSU Annie Taylor Dee SON may include but is not limited to the following:
      a. Failure of two (2) or more courses. An unofficial withdrawal (UW) grade constitutes failure of a course.
      b. Terminated for cause.
      c. Unethical or unsafe conduct.

II. WSU STUDENT DUE-PROCESS POLICY (PPM 6-22)

A. The purpose of due process is to afford students all rights guaranteed to citizens by the Constitution and laws of the United States and the state of Utah. Students are obliged to obey these laws as well as rules and regulations of WSU and recognized standards of the program and profession for which they are being educated.

B. Problems between a student and the University generally are in the areas of academics or misconduct. Students should refer to the WSU Policy and Procedure Manual (6-22) http://www.weber.edu/ppm/Policies/6-22_StudentCode.html 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 WSU Annie Taylor Dee SON Chair
   d. If no resolution can be reached, referral of problem to DCHP Dean
   e. If an informal resolution cannot be reached, any party in the dispute may request a formal appeal

2. Formal Appeal:
   a. Contact the Due Process Officer and initiate the hearing process. See WSU Policy & Procedure Manual or check http://www.weber.edu/ppm/Policies/6-22_StudentCode.html
SECTION V: RESOURCES FOR STUDENT SUPPORT

I. AVAILABLE RESOURCES

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

1. WSU Wildcat Email Account:
   a. All students are assigned a computer Wildcat e-mail account. It is the student’s responsibility to choose a confidential password for the account immediately. Communication from the nursing program and individual faculty to the student will occur through the Wildcat e-mail account only, unless associated with course work.
   b. Due to FERPA regulations, personal e-mail addresses will not be recognized. However, a student can forward e-mail from the student’s Wildcat mail to his/her personal e-mail account.

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

3. Financial Aid/Scholarships:
   a. All WSU nursing students, no matter the campus location, obtain Financial Aid from the WSU Financial Aid Office. Instructions on how to apply for FAFSA and financial aid and scholarships, as well as applications, are found at www.weber.edu/financialaid/apply.html. WSU Financial Aid and Scholarship Application opens September 1. The priority deadline for completion of FAFSA is May 1.
   b. In order to be eligible for any WSU or nursing scholarships, students must complete the FAFSA and WSU Financial Aid and Scholarship applications every academic year. Students can apply for financial aid anytime. However, to ensure that funding is available for the beginning of the semester, students should apply by the established deadlines. Students will not be considered for any scholarships if the FAFSA and WSU Scholarship applications have not been completed. Students will be notified through their WSU student email account if any additional information is required for a specific scholarship.
   c. If students are awarded a scholarship, notification will be made by the Financial Aid/Scholarship Office through the student Wildcat e-mail account.
   d. Any questions regarding WSU Annie Taylor Dee SON scholarships may be submitted to Marguerite Simmons via email at msimmons1@weber.edu.

3. Nursing Organizations and Activities:
   a. All students are encouraged to participate in professional activities and join their
respective professional organizations: The National Student Nurses Association (NSNA) and the Utah Student Nurses Association (USNA). A faculty member will serve as advisor for NSNA/USNA on each Nursing-program campus. Students in the BSN and MSN programs are strongly encouraged to join and participate in Utah Nurses Association (UNA) and American Nurses Association (ANA).
SECTION VI: STUDENT ACADEMIC/BEHAVIORAL DOCUMENTATION FORM
Weber State University Annie Taylor Dee School of Nursing
Academic/Behavioral Documentation Form

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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 WSU Annie Taylor Dee SON academic file.

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<thead>
<tr>
<th>Type of Occurrence:</th>
<th>Violations</th>
<th>Conduct/Behavioral</th>
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<tbody>
<tr>
<td></td>
<td>[ ] Non-separable Violations</td>
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<td>Other</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 Annie Taylor Dee SON. Furthermore, I have been informed of my WSU student right to due process and have been provided information regarding WSU student process procedures.

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<th>Student Signature:</th>
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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>Program Director Signature:</td>
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<td>SON Chair Signature:</td>
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Weber State University
Dumke College of Health Professions
Annie Taylor Dee School of Nursing

Part C

Annie Taylor Dee School of Nursing
SECTION I: GENERAL INFORMATION

Welcome
We are pleased you have chosen to attend the Masters of Science in Nursing Program (MSN) at Weber State University (WSU) Annie Taylor Dee School of Nursing (SON). The MSN program at prepares innovative nurse experts who are capable of shaping and advancing the practice and profession of nursing. The dynamic curriculum is designed to promote national guidelines and competencies that enable graduates to make a significant contribution to education and healthcare environments. Upon completion of the program, graduates are prepared for doctoral level education.

Student Involvement
Graduate students are encouraged to serve on SON 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. See MSN Bulletin Board for dates, times, and locations.

SECTION II: END OF PROGRAM STUDENT LEARNING OUTCOMES

The MSN Program’s Student Learning Outcomes were derived from the School of Nursing’s philosophy and the Quality and Safety Education for Nurses (QSEN). 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. The MSN program and track outcomes are as follows:

<table>
<thead>
<tr>
<th>SCHOOL OF NURSING EOP Student Learning Outcomes</th>
<th>MSN PROGRAM EOP Student Learning Outcomes</th>
<th>MSN NURSE EDUCATOR Role Specific Outcomes</th>
<th>MSN NURSE EXECUTIVE Role Specific Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Centered Care</strong></td>
<td>Patient Centered Care</td>
<td>Patient Centered Care</td>
<td>Patient-Centered Care</td>
</tr>
<tr>
<td>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients’ preferences, values, and needs.</td>
<td>Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.</td>
<td>Design level-appropriate contemporary program outcomes and curricula that prepare graduates to function effectively in the healthcare environment with a focus on the patient.</td>
<td>Design and establish the professional practice environment and associated staffing that support interdisciplinary roles, innovative workflow models, and patient-centered care.</td>
</tr>
<tr>
<td><strong>Teamwork &amp; Collaboration</strong></td>
<td>Teamwork &amp; Collaboration</td>
<td>Teamwork &amp; Collaboration</td>
<td>Teamwork &amp; Collaboration</td>
</tr>
<tr>
<td>Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
<td>Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.</td>
<td>Participates in interdisciplinary efforts to contribute to the professional standing of nursing and address the healthcare education needs in local, national and international arenas.</td>
<td>Design high functioning interdisciplinary care teams and lead initiatives to improve patient care.</td>
</tr>
<tr>
<td><strong>Evidence-Based Practice (EBP)</strong></td>
<td>Evidence-Based Practice (EBP)</td>
<td>Evidence-Based Practice (EBP)</td>
<td>Evidence-Based Practice (EBP)</td>
</tr>
<tr>
<td>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.</td>
<td>Uses evidence to support best practices in teaching andragogy as well as the development of educational experiences.</td>
<td>Establish standards utilizing evidence based practice as the foundation of nursing practice and patient care delivery.</td>
</tr>
</tbody>
</table>
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
Incorporates quality improvement strategies in the development and evaluation of educational programs.

Quality Improvement
Develop efficient patient care models and policies that ensure high quality care and compliance with regulatory requirements.

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
Incorporates national patient safety resources that promote patient and provider safety in the practice arena.

Patient Safety
Develop a culture of safety inclusive of the interdisciplinary care team, the patient, and the family. Incorporate transparency and provide tools and resources for the creation of a safe culture.

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
Utilizes information technology to support educational practice and incorporates the use of informatics to improve quality healthcare and innovative teaching.

Informatics
Recommend and optimize information technologies to support evidence based nursing practice, clinical decision making, and administrative functions.


SECTION III: RESOURCES

Nursing and MSN Bulletin Boards
The Nursing Bulletin Board contains important information and resources for students. Contact information for the MSN director, administrative assistant, and enrollment director are located on the MSN Nursing Bulletin Board. It is important to access frequently for updates during your schooling at WSU. Go here for general information https://www.weber.edu/Nursing/BulletinBoard.html and scroll down to MSN Bulletin Board for program specific information.

Graduate Advising
The MSN program assigns each student an MSN faculty advisor who is available for academic counseling. You are expected to contact your advisor by the end of second week of each semester. Email your advisor 1) introduce yourself, and 2) discuss any questions, problems, or concerns. This timeframe allows for any problems to be resolved (i.e., class schedule addition or deletions, transcript issues, etc.). An enrollment director is also available for additional support.

Writing Center
The mission of the WSU Writing Center is to promote students' academic success and life skills development by providing free drop-in and appointment tutoring during day, evening, and weekend hours, for students writing in courses across the curriculum. The Writing Center is located at Elizabeth Hall, Room 210. https://www.weber.edu/writingcenter
Program Technology Requirements, Expectations, and Help Desks
Technology requirements are important for your success since this is an online program. You must have the following:

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

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

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

Information Technology Help Desk [https://www.weber.edu/help/](https://www.weber.edu/help/)
WSU Online (Canvas) support and questions -  
[https://www.weber.edu/online/canvasTechSupport.html](https://www.weber.edu/online/canvasTechSupport.html)

**Student Services Counseling and Psychological Center**
The WSU Student Counseling Center is available to students are having personal/social concerns. The Counseling Center is located at the Student Services Center, Suite 280A.  
[https://www.weber.edu/CounselingCenter/](https://www.weber.edu/CounselingCenter/)

**Student Health Services**
The WSU Student Health Center provides quality, cost-effective health services. 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.  
[https://www.weber.edu/healthcenter](https://www.weber.edu/healthcenter)

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

**Financial Aid, Scholarships and Grants**
Information regarding financial aid and grants is available through the Financial Aid Office in the Student Services Building, Suite 120.  
[https://www.weber.edu/financialaid](https://www.weber.edu/financialaid)
Nursing scholarship are available to graduates and students are encouraged to apply. Information regarding scholarships can be found on the Nursing Bulletin Board website  
[https://www.weber.edu/Nursing/BulletinBoard.html](https://www.weber.edu/Nursing/BulletinBoard.html).
Sigma Theta Tau International (STTI) Nursing Honor Society Nu Nu Chapter
The purpose of STTI is to participate, recognize achievement, and leadership in nursing. Full-time MSN 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 MSN faculty advisors. 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.

SECTION III: COMMUNICATION

WSU Email Account
All students at the WSU SON 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.

MSN Bulletin Board
The MSN Bulletin Board is a password protected website that provides students with timely program information and updates.

CatTracks
Cat Tracks is a web-based tool that helps the student and advisor monitor progress towards graduation. Please check your degree evaluation in CatTracks and make sure your major is updated to reflect Nursing. If your major is not listed as Nursing contact the MSN Administrative Assistant. Contact the Enrollment Director if any discrepancies are noted.

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

SECTION IV: PROGRESSION

Course Load
The MSN program is a full-time program and is defined as enrollment in a minimum of nine (9) credit hours per semester.

Transfer Credits/Petitions
The MSN program director and SON 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 MSN 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 MSN program director and SONCC.

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

Academic Integrity
Academic integrity is essential to the student’s success and progression in the MSN program. Students are responsible for adhering to the SON and WSU’s guidelines and policies related to academic integrity. The purpose of the WSU Student Code is to promote professional conduct and personal integrity on the part of all students. (A copy of the WSU Student Code is available online at http://www.weber.edu/ppm. Violation of the WSU Student Code may result in dismissal from the SON.

Academic Standing
All MSN courses must be passed at the 80% (B-) level. All non-MSN 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 APA prerequisite module prior to beginning the program
- Is not on WSU financial hold

Academic Probation
A student who receives lower than a B- in any MSN 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 MSN 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 MSN program director.

With approval from the MSN 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 then 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 MSN 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 MSN instructor and MSN 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 SON 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 MSN degree. Credit hours are not included in the official WSU transcript until a letter grade is posted. All incomplete coursework must be completed prior to graduation.

SECTION V: READMISSION /REAPPLICATION/LEAVE OF ABSENCE/DISMISSAL FROM MSN PROGRAM

Readmission
Students admitted the MSN program who are unable to complete the program of study, must notify the MSN 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 MSN Program. The letter requesting consideration for readmission must be addressed to the MSN program director. Each case is considered individually and a student is not guaranteed readmission.

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

Reaplication (see Nursing Handbook Part B, Section IV).

Leave of Absence
A leave of absence (LOA) for a period of up to one academic year may be granted by the MSN program director due to documented life circumstances including severe illness, death in the family, or critical illness. Students who require an LOA 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. An LOA 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 MSN program director.

**Leave of Absence Procedure**
Students considering an LOA are strongly encouraged to meet with their faculty advisor prior to the start of the semester in question. Students will then be instructed to formally request a LOA in writing to the MSN program director. Upon the MSN 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 MSN 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 MSN program following an additional one-year waiting period.

**Return from a Leave of Absence**
A written request to return from an LOA must be submitted to the MSN program director at minimum of one semester or three (3) months in advance. Students returning from an 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 SON for failing a required MSN course twice or failing one or more courses in multiple semesters. A student will be dismissed from the SON for failing to complete an MSN project extension within two consecutive semesters following regular full-time course work (one year). MSN project extensions must be approved by the MSN program director in writing.

**Student Paperwork Dismissal Statement**
In an effort to remain equitable to all students and clinical partnerships, all student paperwork must be turned in and/or uploaded to the appropriate recipients by August 15. Failure to do so will result in dismissal from the program and reapplication in order to attend the MSN program in the future.

**Student Due Process Policy/Process of Resolution**
See Nursing Handbook Section IV.

**Student Incident Reports**
A Student Incident Report is completed and maintained by the SON 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.

**SECTION VI: GENERAL POLICIES**

**Attendance**
The MSN education and nurse leader tracks are 100% online. Your attendance is documented by the all completion of assignments and participation of discussions on due dates.

**Mandatory Online Orientation**
A mandatory online orientation to the MSN program is posted for students prior to the start of the first semester of the MSN program. To progress in the program, students must complete the online orientation.
**Submitting Documentation**

All students must submit required documentation by the prescribed deadline. Much of the required documentation will be done through the mandatory orientation and CastleBranch. Failure to submit documentation may result in probation or program dismissal. If this occurs, students must re-apply to the MSN program during the next application period. Required student documentation includes the following:

- Signed MSN Student Handbook Agreement Form
- Student ID Badge
- OSHA Quiz
- Castle Branch Documentation. CastleBranch is a background screening and compliance tracking data management system and has an associated cost with it. You will upload data as required by the program (immunizations, certification records, etc.). You will sign up for the MSN package when directed by the MSN Administrative Assistant.
- See Nursing Handbook, Part B for specific student documented information.

**Online Netiquette Guidelines**

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

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

**SECTION VII: PROGRAM OF STUDY**

The MSN Program is comprised of a total of 39 nursing credits. The MSN Core Curriculum represents 19 nursing credits, followed by 20 nursing credits in either the Nurse Executive Concentration (track) or Nurse Educator Concentration (Track).

<table>
<thead>
<tr>
<th>MSN 16 Month Curriculum Pattern 2017-2018</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSN Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>MSN 6255 Leadership and Accountability in Advanced Nursing</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6130 Theoretical Foundations of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6180 Improving Patient Care and Nursing Practice Through Information Systems and Technology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6120 Research Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6110 Translating Research and Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6801 Integrating Scholarship into Practice</td>
<td>2</td>
</tr>
<tr>
<td>MSN 6802 Integrating Scholarship into Practice</td>
<td>1</td>
</tr>
<tr>
<td>MSN 6803 Integrating Scholarship into Practice</td>
<td>1</td>
</tr>
<tr>
<td><strong>Nurse Executive Courses</strong></td>
<td></td>
</tr>
<tr>
<td>MSN 6360 Scope and Practice of Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6324 Financial Issues in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>MSN 6300 Quality Improvement, Patient Safety, and Risk Issues in Patient Care Delivery</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduation
A total of 39 credit hours are required for MSN graduation. MSN students are required to complete coursework and the MSN Project within 150% of program length. All MSN Program requirements should be completed within three (3) years following admission to the program. MSN 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.

Post-Masters Certificates
The purpose of the WSU MSN post-master’s study program is to provide certification for nurses who already hold a master’s degree in nursing. This is an additional educational route further specialization in either the nurse executive nurse educator areas. The program is designed to strengthen or broaden the educational, clinical, or management capabilities of master’s-prepared nurses who are planning a role expansion or role change. See MSN Bulletin Board for Program of Study.

SECTION VIII: MSN SCHOLARLY PROJECT REQUIREMENTS
The MSN Scholarly Project is a graduation requirement for completion of the WSU MSN program. The MSN project is a self-directed, faculty-supported learning activity that is under the guidance of the MSN 6801, 6802, and 6803 instructor(s). The MSN 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 program or product that addresses an identified issue or need. Guidelines for the completion of this program requirement is provided in the MSN Project Handbook.

Failure to complete MSN Project
Failure to complete the MSN project at the end of the four-semester MSN program will require the student to apply for an MSN project extension and register for one-credit of MSN6850 (MSN Project Development and Implementation Extension Course) for each semester of the MSN project extension.
MSN project extensions must be approved by the MSN program director. A total of two (2) semesters will be allowed for project extensions.

SECTION IX: MSN RESIDENCY
Students enrolled in either the nurse leader or educator specialty tracks are required to complete a supervised residency, consisting of 84 contact hours. Contact hours for the MSN residency are defined as direct student contact in either a healthcare or academic setting. During the residency, students may apply a maximum of 15 hours of preparation time toward their 84 contact hours. These hours must be pre-approved by both the preceptor and MSN 6400 or 6700 instructor. See the MSN Residency Handbook for details.

Students are required to meet all requirements of residency 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 residency hours, for any reason, may necessitate repetition of the entire course.

MSN Residency Dress Code Policy
Students are responsible to understand dress and grooming policies for MSN Program residencies. Weber State University students are diverse and we respect preferences relative to personal appearance. Clothing in the residency setting should be professional in appearance. Clothing should not distract from the professional image of a graduate nursing student. WSU identification badges should be worn in the clinical/residency environments and must be visible on the upper torso area. ID badges should have no stickers or pins of any kind attached.

Students are expected to practice personal hygiene, including being 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 residency 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.

Travel to Residency/Clinical Sites
The SON utilizes a number of residency sites that may require student travel via car or public transportation. Students are responsible for arranging transportation to and from residency sites and for covering the cost of travel. Travel time is not considered part of the residency hours.

Scholarly Writing
Writing skills are essential in nursing undergraduate and graduate programs. Writing is about critical thinking and communication—pivotal concepts in the organizing framework for the WSU nursing graduate program. Writing is the primary basis upon which your work, your learning, and your intellect will be judged whether it be in school, in the workplace collaborating with multiple disciplines, and in the community. It is important to use your APA manual.

Writing is important for many reasons including:
- Facilitates communication skills—the ability to express your ideas clearly and concisely and fosters your ability to explain a complex position
- Allows construction of solid arguments and ability to defend arguments/position
- Intelligent critique
- Demonstrates critical reasoning and critical thinking skills
- Provides evidence of understanding and synthesizing learning activities
• Promotes knowledge and research
• Is an essential job skill—patient care documentation, writing reports/policies/procedures, analyzing trended data, creating job descriptions, developing patient-facing materials, etc.

(Based on information from Saginaw University http://www.svsu.edu/nursing/programs/bsn/programrequirements/whywritingmatters/ and Graiver, M.)

Besides using a standardized format or style to organize a paper such as APA, other qualities of good writing include:
• Clarity in understanding and expressing ideas
• Evidence of descriptive and analytical skills
• Depth of coverage
• Effective organization
• Accuracy
• Grammatical correctness
• Correct spelling
• Completeness
• Creativity and explanation of ideas

(Based on information from the Manual of the American Psychological Association, 6th Edition)

SECTION X: PROGRAM/LEARNING OUTCOMES FOR THE MSN PREPARED NURSE

The MSN program outcomes and student learning competencies were developed using *nationally established nursing standards and guidelines to ensure the mission and goals set by the administration and faculty are met. Documentation of outcomes shows the effectiveness of the educational program and serves to guide maintenance and revision of Annie Taylor Dee School of Nursing components. These outcomes were developed using the Accreditation Commission for Education in Nursing (ACEN) criteria as guidelines and are consistent with the mission and philosophy of WSU, Dumke College of Health Professions and the Annie Taylor Dee School of Nursing.

Following graduation from our programs, the following outcomes will be achieved:
• 80% of the MSN students will graduate from their programs within 150% of the stated length of the program.
• 80% of Annie Taylor Dee School of Nursing MSN graduates seeking employment will be involved in role-related professional practice within 6-12 months of graduation as reported on the School of Nursing alumni survey.
• 80% of Annie Taylor Dee School of Nursing MSN graduate respondents will rate their overall satisfaction with their program of learning at or above 3.0 out of 5.0 on the Annie Taylor Dee School of Nursing end-of-program evaluation survey.
• 80% of Annie Taylor Dee School of Nursing MSN graduate respondents will rate their overall program of learning satisfaction at or above 3.0 out of 5.0 on the Annie Taylor Dee School of Nursing alumni survey 6-12 months following graduation.
• 80% of nursing employers will rate their overall satisfaction with WSU Annie Taylor Dee School of Nursing MSN graduates at or above 3.0 out of 5.0 on the Annie Taylor Dee School of Nursing employer survey.

*2005 PEW Health Professions Commission Report, the American Association of Colleges of Nursing 2000, the American Nurses Association 2004: Scope and Standards for Nurse Administrators, Quality and Safety Education for Nurses (2010), and the National League for Nursing 2005: Scope of Practice for Academic Nurse Educators.