

UNIVERSITY OF WISCONSIN OSHKOSH  
COLLEGE OF NURSING

GRADUATE PROGRAM  
Master of Science in Nursing

Nurse Educator  
Clinical Nurse Leader



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UNIVERSITY OF WISCONSIN  
OSHKOSH

**Graduate Student Manual 2022-2023**

The Graduate Program at the University of Wisconsin Oshkosh College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791. The CON has the maximum accreditation, 10 years (2020-2030).

The following Graduate Student Information Handbook was written to provide GENERAL INFORMATION about the College of Nursing Graduate Program. It supplements the University Graduate School Bulletin and University Student Handbook.

**The student is responsible for knowing the University and College policies.**

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# UNIVERSITY OF WISCONSIN OSHKOSH COLLEGE OF NURSING

## MISSION

The mission of the College of Nursing is to empower students and faculty to meet the healthcare needs of a dynamic and diverse society through nursing research, education, strategic partnerships, and clinical practice.

## VISION

The College of Nursing will prepare a diverse population of scholarly nurse leaders who will revolutionize healthcare through service, innovation, and excellence in clinical practice.

## VALUES

**INTEGRITY:** We are committed to the principles of honesty, respect, fairness, and trustworthiness. We are accountable for our actions and adhere to the highest ethical standards in our personal responsibilities and professional obligations.

**DIVERSITY:** We promote diversity in people and ideas by valuing each person's unique background, perspective, and experiences. By embracing all aspects of human diversity, we ensure an enriched and vibrant learning community.

**COLLABORATION:** We embrace shared decision-making and collaboration among individuals and community partners to achieve common goals. Through synergistic partnerships, we seek to enhance nursing education, clinical practice, research, and service.

**EXCELLENCE:** We are resolute in our commitment to a fostering a dynamic and progressive intellectual community focused on the success of our students. With our strong academic programs and exceptional educators, we are committed to high professional standards, scholarship, and continuing education.

**ALTRUISM:** An unselfish concern for the welfare of others. We strive to demonstrate an unselfish interest in others through caring, compassion, sensitivity and an openness to engage in helping relationships.

**INNOVATION:** We embrace an entrepreneurial spirit of inquiry in identifying creative, resourceful, and sustainable solutions to nursing education and health care. Through exploration, we seek innovative ways of acquiring and disseminating knowledge.

9/16/16 Reviewed and revised by faculty  
5/31/17 Reviewed by faculty  
3/18/22 Revised by faculty

**UNIVERSITY OF WISCONSIN OSHKOSH  
COLLEGE OF NURSING**

**Philosophy**

The College of Nursing (CON) is an integral part of the University of Wisconsin Oshkosh, deriving its purpose from the mission and goals of the University. Faculty and staff of the CON support the mission of the University by striving toward excellence in teaching, fostering and participating in research and scholarly activities, providing service to the community, and helping shape the health care delivery system by engaging people and ideas for the common good. The vision of the College of Nursing is to build upon the tradition of developing caring and scholarly leaders who positively impact contemporary and future health care. The College of Nursing faculty and staff believe:

Each person has inherent worth and uniqueness, the capacity to change, and the autonomy to make decisions at every stage of life. The person is part of a larger group (family, community or society), is unique, and has the right to be involved in decisions. Learning, health behaviors, and the health status of persons and populations are influenced by interconnections with others, perceptions of life experiences, adaptations during life processes, and effects of the environment. Each person has the right to information so that knowledgeable choices about health can be made. Therefore, an important function of professional nurses is to provide health care information and culturally competent care in order to promote, maintain, or restore health or assist with a peaceful death. The nurse uses the American Association of Colleges of Nursing (AACN) professional values of altruism, autonomy, human dignity, integrity and social justice to provide safe, humanistic health care to all persons.

Health is a dynamic and holistic process, whereby individuals find meaning in wellness, illness, disease, and dying. Individuals strive for harmony, balance, energy, and well-being while adapting to the ever-changing environment. Health is a function of the client, the culture, the health care system, and the providers of care. Health is a holistic composite of physical, psychological, social and spiritual aspects. A basic concept of health concerns an expression of the life process of wholeness.

Environment refers to dynamic internal and external factors within which clients develop, interact, and maintain their identities. The environment is multidimensional and has physical, biological, ecological, technical, psychological, spiritual, social and cultural patterns. The health care system is also an integral part of the environment and influences the health status and health-seeking behaviors of persons, groups, and communities. Health care services, resources, legislation, research data, information technology, ethical issues and diverse values influence the environment. Therefore, nurses interact with all elements of the environment to assist individuals and groups to optimize their health status.

Nursing is a discipline and a profession. As a discipline, nursing supports the belief that there is a dynamic interrelationship between the person, health, and the environment. As a profession, nursing is committed to assisting persons and communities to perform activities that contribute to and potentiate health. Nurses provide care to enhance compassionate, sensitive, and appropriate means to enable persons and communities to gain independence and participate in planning health care. Nurses use the nursing process that reflects professional values, core competencies and core knowledge.

Education is a reciprocal process between teachers and students to acquire knowledge, skills, and self-awareness. Learning occurs in a variety of ways, at different rates, at different times, and in different settings. Education and divergent life experiences provide persons with the knowledge necessary to achieve their potential. Nursing faculty provide a learning environment which acknowledges individual needs, learning styles, abilities, and talents. The learning environment promotes the self-esteem and confidence necessary for transition to professional nursing roles. Students are encouraged to engage in critical thinking, consider alternate viewpoints, appreciate the diversity of a multicultural, dynamic society, and demonstrate professional commitment.

Nursing education builds on a firm foundation in the liberal arts and sciences. Graduates of the program use critical thinking, problem solving methods, and analytical reasoning to practice nursing at the baccalaureate and graduate levels.

At the baccalaureate level, graduates are prepared to: provide nursing care in diverse settings; share accountability for health with clients and other members of the health care team; utilize nursing research, and make independent and collaborative nursing decisions. The baccalaureate program prepares students for professional nursing practice and provides a foundation for graduate study.

Graduate nursing education at the master's level includes scholarly inquiry into advanced preparation, practice, and provision of nursing service to society. Emphasis is on the acquisition and application of advanced knowledge of nursing and health care through collaborative practice in various settings. The education process builds upon baccalaureate nursing preparation and facilitates advanced professional role development, identification of researchable nursing issues, and the use of scholarly inquiry. The graduate program prepares nurses for advanced nursing roles and provides a foundation for doctoral study.

Graduate nursing education at the doctoral level is built upon the foundation acquired through the baccalaureate or master's level nursing preparation. The doctoral program prepares students for the highest level of nursing practice in advanced practice and/or leadership roles.

Lifelong learning and evaluation are mutual responsibilities of faculty and students. Lifelong learning is an integral part of professional activity, and is valued in the education process. Self-initiated activities related to enhancing the depth and breadth of nursing practice and further role development are characteristics of professional nurses.

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UNIVERSITY OF WISCONSIN OSHKOSH  
COLLEGE OF NURSING

***Conceptual Framework—Bachelors, Masters and Doctoral***

The College of Nursing (CON) conceptual framework is developed from the concepts of person, environment, health and nursing. The focus, depth and breadth of these concepts increase in complexity as students' progress through the nursing program. The Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) program curriculum is built upon the foundation of Bachelor's level nursing knowledge and prepares graduates at the doctoral level to specialize in the Family Nurse Practitioner role. The Master of Science in Nursing (MSN) to DNP program curriculum is built upon the foundation of Master's level advanced nursing practice and prepares graduates for the highest level of practice in the current complex health care environment.

**PERSON**

The person is part of a larger group (family, community, or society). The person: (a) is unique, and has the right to be involved in decisions, (b) interacts with the environment which influences both life experiences and behaviors, and (c) grows and develops, and has the ability to adapt to change throughout the lifespan. At the undergraduate level, the concept of person has a strong developmental focus, influenced by culture, genetics, environment, events, and other people. Students apply the concept of person throughout the curriculum developing themselves as caregivers, teachers, advocates, leaders, and managers within the professional nursing role.

At the graduate level, students advance application of the concept of person by increasing scope of practice, collaboration, and leadership for each of the role emphases. Advanced nursing roles are characterized by independence, self-actualization, advanced knowledge, and decision-making leadership within the health care team.

**ENVIRONMENT**

The concept of environment refers to dynamic internal and external factors within which persons develop, interact, and maintain their identities. The environment is multidimensional and has physical, biological, ecological, technical, psychological, spiritual, social, and cultural patterns. Health care services, resources, legislation, research findings, ethical issues, and diverse values influence the environment.

At the undergraduate level, students focus on the knowledge that specific environments provide opportunities and limitations that influence well-being. Students learn that the health care system, as an integral part of the environment, influences the health status and health-seeking behaviors of people, groups, and communities.

In the graduate program, students focus on health promotion, disease prevention, illness care, and health maintenance. Nurses in advanced roles deliver care in a variety of settings. The focus of environment is on students' abilities to synthesize advanced knowledge of the social, political, ethical, technical and economic factors influencing the health care system and role development.

**HEALTH**

Health, a dynamic and holistic process, is a blend of values, whereby persons make meaning from wellness, illness, disease, and death. People strive for harmony, balance, energy, and well-being while adapting to the ever-changing environment. Health is influenced by multiple factors including the environment, providers of care, and the health care system.

In the undergraduate program, students interact with people in varying states of health throughout the

curriculum. Students learn to value the role of the professional nurse in optimizing health in a variety of acute and community based settings.

In the graduate program, the focus is advanced nursing care, and is oriented toward promotion and maintenance of health, prevention of disease, and advanced care of the person with acute and chronic health problems. Health is managed in the home, in community settings, and in health care facilities. Primary health care provides the usual point of entry into the health care system and provides for routine follow-up, while secondary and tertiary care provides points of care for more complex issues. Ideal health care is characterized by universal accessibility, comprehensiveness, continuity, competence, and caring. Health care requires active participation in, and acceptability of shared goals between consumers and providers.

## **NURSING**

Nursing is both a discipline and a profession. The concept of nursing is developed according to The Essentials of Baccalaureate Education for Professional Nursing Practice; The Essentials of Master's Education in Nursing, the Essentials of Master's Education for Advanced Practice Nursing; 2012 Criteria for Evaluation of Nurse Practitioner Programs from the National Task Force on Quality Nurse Practitioner Education; Nurse Practitioner Primary Care Competencies in Specialty Areas; and The Essentials of Doctoral Education for Advanced Nursing Practice.

In the undergraduate program, the major nursing roles are: provider of care, coordinator of care, and member of the profession as a beginning practitioner. Inherent within these three major roles is a commitment to caring. Students use the nursing process to guide clinical decision-making within the framework of the independent and collaborative roles of the nurse. Undergraduate students identify health and educational needs, develop strategies, and implement and evaluate actions within the realm of beginning nursing practice. Students use nursing research to guide clinical practice.

The graduate program builds on the three major roles above, and the commitment to caring. Advanced nursing involves increased scope of practice, collaboration, and leadership. Students incorporate advanced application of the nursing process in the level and sophistication of data collection, analysis and synthesis. Graduate students identify health and educational needs, develop strategies, implement, and evaluate actions within the realm of advanced nursing practice. In the graduate program, students use research for advanced systematic inquiry to conduct scientific investigation of relevant health care and educational issues. Nursing theory provides a framework for developing nursing knowledge and incorporating knowledge from other disciplines

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UNIVERSITY OF WISCONSIN OSHKOSH  
COLLEGE OF NURSING  
***Master of Science in Nursing Graduate Program Description***

The Master of Science in Nursing (MSN) degree program is built upon the base of baccalaureate nursing education and focuses on preparing advanced nurses for the Clinical Nurse Leader (CNL) and Nurse Educator (NE) practice roles. Advanced nursing practice encompasses organizational and systems leadership, quality improvement and safety, evidence-based practice, informatics, health policy and advocacy, interprofessional collaboration, and clinical prevention and population health.

### **ADVANCED NURSING PRACTICE**

Advanced nursing practice includes primary, secondary, and/or tertiary health care services as well as the provision of education. Practice is enhanced by advanced study of organizational and systems leadership, quality improvement and safety, evidence-based practice, informatics, health policy and advocacy, interprofessional collaboration, and clinical prevention and population health. Advanced nurses:

1. Have skills in leadership and interprofessional collaboration.
2. Have a knowledge base from the sciences and humanities that is more extensive than that which underlies entry level professional nursing practice.
3. Have a greater degree of accountability.
4. Influence the health of persons, the educational development of learners, and the achievement of organizational integrity.
5. Are flexible in the area of practice; care may be provided in facilities such as clinics, hospitals, nursing homes, hospices, community/public health venues, or educational settings.
6. Are needed to meet the needs of the public/community.
7. Educate future nurses.
8. Exercise leadership in practice, educational settings, the profession, and society.
9. Are scholarly, can translate scholarship into practice and education settings that are humanistic, complex, and multifaceted.
10. Intervene creatively.
11. Develop collaborative relationships.

The NE and CNL are committed to interprofessional collaboration, practicing together within the framework of their respective competencies and pertinent guidelines. Collaboration is an essential interdisciplinary process because of the complexity of health care needs. Equally important is collaboration with learners in all settings, who retain responsibility for their own health care and/or educational behaviors. For the CNL, the scope of influence moves from participation in less complex decision-making situations to more elaborate leadership and management issues within and outside organizations and systems.

### **EDUCATION AND LEADERSHIP**

Education refers to systematic inquiry and a process of building an advanced knowledge base. Nursing and theories from other disciplines provide a framework to develop and articulate advanced nursing knowledge. Advanced nurses and educators apply theoretical models and research findings to practice and educational settings.

The graduate curriculum builds on the baccalaureate curriculum. There is an increased level of sophistication in application, analysis, and synthesis of concepts and theories. There is an increased complexity of decision-making involved in identifying health needs, therapeutic and educational strategies, and the complexity with which nursing actions are carried out.

05/15/12 Revised and approved by the Graduate Program Committee

04/14/17 Revised and approved by GPC

04/29/19 Revised and approved by GPC

## MSN PROGRAM OBJECTIVES

Master of Science in Nursing graduates will:

1. Function effectively in advanced nursing practice, integrating the art and science of nursing into the advanced role.
2. Function as an effective leader, role model, and advocate for clients in clinical practice and in education.
3. Synthesize advanced knowledge of the social, political, ethical, technical, cultural, spiritual, environmental, and economic factors influencing the health care system and higher education.
4. Integrate knowledge of theory and research in advanced nursing areas.
5. Demonstrate accountability and responsibility in developing advanced nursing roles.
6. Scientifically investigate issues relevant to advanced nursing and nursing education.
7. Evaluate personal scholarship, professional growth, and excellence in practice.

**NOTE:** All Clinical Nurse Leaders and Nurse Educators are eligible to sit for their respective national certification exams.

Clinical Nurse Leader students may take the CNL certification exam in their last semester. Details regarding the Clinical Nurse Leader Certification exam can be found at: <https://www.aacnnursing.org/CNL-Certification/Commission-on-Nurse-Certification>

Details regarding the Nurse Educator Certification exam can be found at: <https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview>

04/14/17 Revised and approved by the Graduate Program Committee  
04/29/2019 Approved by the Graduate Program Committee

## **EXPECTED COMPETENCIES FOR MSN GRADUATES**

The Competencies and Curricular Expectations for Clinical Nurse Leaders Education and Practice can be found at:

<https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/CNL-Competencies-October-2013.pdf>

Recommended Practice Experiences and be found at:

<https://www.aacnnursing.org/Portals/42/CNL/AACN-CNL-Clinical-Experiences-2017.pdf>

The Core Competencies of Nurse Educators with Task Statements can be found at

<http://www.nln.org/professional-development-programs/competencies-for-nursing-education>

## **OVERVIEW OF EMPHASIS AREAS IN MASTER OF SCIENCE IN NURSING PROGRAM AND CERTIFICATES**

### **NURSE EDUCATOR EMPHASIS**

The nurse educator emphasis provides advanced knowledge and skills for teaching in nursing education programs or in healthcare settings. Clinical practica in various educational or healthcare settings provide students with the background to apply sound pedagogical concepts. Emphasis completion requires 37 credits. Graduates are eligible to take the NLN Nurse Educator certification exam.

### **CLINICAL NURSE LEADER EMPHASIS**

The Clinical Nurse Leader (CNL) is a role developed by the American Association of Colleges of Nursing (AACN) in 2003 in collaboration with nursing education and practice leaders. CNLs are prepared with the requisite knowledge, skills, and competencies in care coordination, health systems operations, and evidence-based practice: quality and safety; teamwork; and communication, mentoring, and coaching to translate care and services across the continuum of care. Emphasis completion requires 37 credits. Graduates are eligible to take the CNC Clinical Nurse Leader certification exam.

### **CLINICAL NURSE LEADER CERTIFICATE**

The CNL Certificate allows students who already hold a master's degree in nursing to complete the necessary requirements for CNL certification and practice. There are increasing demands to improve quality, safety, and patient outcomes across healthcare settings. Clinical nurse leaders are advanced generalists, academically and experientially prepared to provide leadership in managing the care environment and improving clinical outcomes. The 14-credit certificate program consists of six CNL specialty courses and one core course in the MSN Program. Graduates are eligible to take the CNC Clinical Nurse Leader certification exam.

### **NURSE EDUCATOR CERTIFICATE**

The NE Certificate allows students who already hold a master's degree in nursing to complete the necessary requirements for NE certification and practice. The NE Certificate at UW Oshkosh will provide students with foundational knowledge to assume roles as nurse educators in healthcare and academic settings. Those who complete the program will attain the National League for Nursing (NLN) Competencies for Nurse Educators and meet requirements for national certification. Eleven credits are necessary to complete the program.

**COLLEGE OF NURSING  
GRADUATE PROGRAM  
Master of Science in Nursing Curriculum**

The MSN curriculum is comprised of several components modeled after guidelines from the American Association of Colleges of Nursing (*MSN Essentials* and *Clinical Nurse Leader Competencies*), the NLN *Nurse Educator Core Competencies* and the *Quality and Safety Education for Nurses Graduate Competencies*.

**MSN Graduate Core Courses:**

Subject

Catalog No. Units (crs.) Title

**Nursing**

701	3	Translational Scholarship
702	3	Healthcare Systems Policy and Advocacy
703	3	Clinical Prevention and Population Health
704	3	Pathophysiology for Advanced Nursing Roles
709	3	Pharmacotherapeutics for Advanced Nursing Roles
719	3	Roles in Advanced Nursing and Interprofessional Collaboration
745	2	Advanced Health Assessment for NEs and CNLs
746	2	Quality Improvement and Safety
783	3	Healthcare Informatics

Diversity, ethics, leadership, and sustainability concepts are interwoven throughout the curriculum.

**MSN Specialty Courses**

**Clinical Nurse Leader Emphasis**

**Nursing**

761	2	Clinical Nurse Leader Practicum I (112 clinical hours)
757	2	Clinical Nurse Leader Practicum II (112 clinical hours)
759	3	Clinical Nurse Leader Immersion Practicum (300 clinical hours)*
762	2	Leadership in the Clinical Nurse Leader Role
763	3	Quality in the Clinical Nurse Leader Role

*Eligible to sit for the CNC CNL Certification Examination*

Details regarding the Clinical Nurse Leader Certification exam can be found at:

<http://www.aacn.nche.edu/cnl/certification/app-documents>

**Nurse Educator Emphasis**

**Nursing**

736	3	The Education Process in Nursing
737	1	Nurse Educator Practice Advancement (56 clinical hours)
738	4	Advanced Educator Practicum (224 clinical hours)
748	3	Assessment and Evaluation in Nursing Education
793	1	MSN Culminating Experience
794	0	MSN Culminating Experience Continuation

*Eligible to sit for the National League for Nursing (NLN) Certification Examination*

Details regarding the Nurse Educator Certification exam can be found at:

<https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview>

### **Other Requirements**

Nurse Educator students complete a Culminating Project (N793). CNL students complete a culminating project as part of N759.

**For more information on the culminating project please see the Nurse Educator and Clinical Nurse Leader Culminating Project Toolkit.**

### **Clinical Nurse Leader Certificate**

The CNL Certificate Program allows students who already hold a master's degree in nursing to complete the necessary requirements for CNL certification and practice. The 14-credit program consists of six courses. There are increasing demands to improve quality, safety, and patient outcomes across healthcare settings. Clinical nurse leaders are advanced generalists, academically and experientially prepared to provide leadership in managing the care environment and improving clinical outcomes.

Students must take the following courses:

#### Nursing

- 746 Quality Improvement and Safety (2 credits)
- 761 CNL Practicum I (2 credits) (minimum 112 hours)
- 763 Quality in the Clinical Nurse Leader Role (3 credits)
- 757 CNL Practicum II (2 credits) (minimum 112 hours)
- 762 Leadership in the CNL Role (2 credits)
- 759 CNL Immersion Practicum (3 credits) (minimum 300 hours)

Students who complete the CNL Certificate Program are eligible to sit for the CNC CNL Certification Exam.

### **Nurse Educator Certificate**

The NE Certificate Program will provide students with foundational knowledge to assume roles as nurse educators in healthcare and academic settings. Those who complete the program will attain the National League for Nursing (NLN) Competencies for Nurse Educators and meet requirements for national certification. Eleven credits are necessary to complete the program.

Students must take the following courses:

#### Nursing

- 736 The Education Process in Nursing (3 credits)
- 737 Nurse Educator Practice Advancement (1 credit)
- 738 Advanced Educator Practicum (4 credits)
- 748 Assessment and Evaluation in Nursing Education (3 credits)
- 793 Culminating Project (1 credit)

UNIVERSITY OF WISCONSIN OSHKOSH  
 COLLEGE OF NURSING  
 GRADUATE PROGRAM  
 Clinical Nurse Leader Emphasis  
 Clinical Course Focus

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
Spring	761	Clinical Nurse Leader Practicum I	2 credits	8 hr/wk over 14-wk semester or as determined by student and preceptor  (Minimum of 112 hrs. total)	<ul style="list-style-type: none"> <li>• Introduction to the CNL Role</li> <li>• Apply quality and outcome content in clinical practice</li> <li>• Work with an interdisciplinary team to complete a comprehensive assessment of a select clinical microsystem and its care and processes.</li> <li>• Design and/or further develop care processes and patterns, blend organizational initiatives to improve quality and safety.</li> <li>• Develop fiscal, legal, ethical, and other metrics to evaluate care and processes.</li> </ul>
Fall	757	Clinical Nurse Leader Practicum II	2 credits	8 hr/wk over 14-wk semester or as determined by the student and preceptor  (Minimum of 112 hrs. total)	<ul style="list-style-type: none"> <li>• Apply CNL leadership skills to organize, plan, coordinate, implement, evaluate, and sustain high quality evidence-based care in the clinical setting.</li> <li>• Use individual and aggregate data at the microsystem level to work with the interdisciplinary team to plan and develop a quality improvement project or projects.</li> <li>• Enhance communication skills to facilitate work of the interdisciplinary team</li> </ul>
Spring	759	Clinical Nurse Leader Immersion Practicum	3 credits	21-22 hr/wk over 14-wk semester or as determined by the student and preceptor  (Minimum of 300 hrs. total)	<ul style="list-style-type: none"> <li>• Enact the CNL role and competencies in an organization at the microsystem level.</li> <li>• Perform interdependent and independent activities to carry out projects based on microsystem assessment and organizational initiatives.</li> <li>• Evaluate and disseminate clinical outcomes in collaboration with the interdisciplinary health care team.</li> <li>• Synthesizes knowledge, skills, and professional values to develop as a transformational leader.</li> </ul>

**Program Total Clinical Hours: 524**

Nurse Educator Emphasis  
Clinical Course Focus

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
Spring	737	Nurse Educator Practice Advancement	1 credit	4 hr/wk over 14-wk semester  (Minimum of 56 clinical hours)	<ul style="list-style-type: none"> <li>• Students expand their clinical practice knowledge and experiences beyond the baccalaureate level.</li> <li>• Students develop individual learning contracts and goals to broaden their clinical expertise in a selected area of specialty practice. Seminar sessions scheduled during the semester.</li> </ul>
Fall	738	Advanced Educator Practicum	4 credits	16 hr/wk over 14-wk semester  (Minimum of 224 clinical hours)	<ul style="list-style-type: none"> <li>• Students provide educational programs and clinical practice teaching in health care and/or educational settings.</li> <li>• Students apply various teaching strategies and processes and evaluate curriculum.</li> <li>• Students assess their progress in socialization to the nurse educator role, and evaluate their progress in meeting the NLN Nurse Educator Competencies.</li> </ul>

**Program Total Clinical Hours: 5 credits = 280 hours**

**UNIVERSITY OF WISCONSIN OSHKOSH  
COLLEGE OF NURSING**

**Course Descriptions**

**Nursing 701 Translational Scholarship (3):**

The course introduces students to the skills needed to analyze and apply research and other evidence in health care and advanced nursing practice. The course highlights identification of relevant practice problems, application of appropriate theoretical foundations, clinical judgment, and ethical guidelines to improve nursing practice and health outcomes for individuals and populations. The importance of interdisciplinary teams in applying evidence to support practice and policy changes is addressed.

**Nursing 702 Health Care Systems Policy and Advocacy (3):**

In this course the students develop their ability to recognize, analyze and articulate health care policy within an advanced nursing framework. The focus is on the social, cultural, political, technological, ethical, and economic dynamics impacting health policy from a global and organizational perspective.

**Nursing 703 Clinical Prevention and Population Health (3):**

In this course, students will analyze and evaluate interdisciplinary models of clinical prevention. Students will explore population-based approaches to promoting health and become familiar with ecological, global, and social determinants of health, principles of genetics and genomics and epidemiologic data analysis.

**Nursing 704 Pathophysiology for Advanced Nursing Roles (3):**

This course will critically examine the physiological and pathophysiological reaction of the body to alterations in biological processes throughout the life span. Focus will be on the knowledge required by the advanced practice nurse to diagnose actual and potential health problems. A conceptual approach will be used to analyze the metabolic, infectious, immunologic, degenerative, and neoplastic alterations at the cellular and organ levels.

**Nursing 709 Pharmacotherapeutics for Advanced Nursing Roles (3):** This course is a comprehensive study of the pharmacokinetics and pharmacodynamics of drugs used in the promotion and maintenance of health across all physiologic systems throughout the life span. Emphasis is on the role of the advanced practice nurse in the pharmacotherapeutic management of patients in primary health care.

**Nursing 719 Roles in Advanced Nursing and Interprofessional Collaboration (3):**

In this course students examine theory and models of advanced nursing roles and interprofessional collaboration. Theoretical foundations are applied to advanced nursing roles, within an ethical and cultural context, as they relate to education, conflict management, and leadership to improve health outcomes.

**Nursing 736 The Education Process in Nursing (3):**

In this course, students integrate theoretical foundations of adult learning theory, leadership theory, quality and safety, communication, and others to teaching and learning in varied educational settings. Students explore the roles and functions of nurse educators as teachers and scholars. The course focused on needs assessments, course and curriculum development,

innovative instructional technologies, and the interactive nature of teaching. Ethical principles in education are applied.

**Nursing 737 Nurse Educator Practice Advancement (1):**

In this course, nurse educator students will expand their clinical practice knowledge and experiences beyond the baccalaureate level. Students develop their clinical expertise in a selected area of specialty practice including hospital, clinic, or community settings.

**Nursing 738 Advanced Educator Practicum (4):**

In this course, students explore the teaching role of the nurse educator incorporating prior learning to classroom, online, lab, or the clinical environment. Theoretical and scientific underpinnings for practice are used to socialize students into the nurse educator role. Emphasis is on developing and teaching modules, units, courses, or programs in health care or educational settings. Students devise strategies to assess and evaluate learning. Principles of change and leadership are applied using research and other evidence to improve teaching and learning. This 4-credit practicum includes faculty/student seminar time. (Minimum 224 clinical hours)

**Nursing 745 Advanced Health Assessment for Clinical Nurse Leaders and Nurse Educators (2)**

This course builds upon basic health assessment with emphasis on decision-making processes related to normal and abnormal health status. Emphasis is on comprehensive data collection including health risk appraisal, developmental assessment, family and social assessment, and advanced physical assessment relevant to the Clinical Nurse Leader and Nurse Educator roles. Practice experiences will occur under the direction of academically and experientially qualified preceptors and faculty. Students will analyze and synthesize assessment data to plan care for patients or populations of interest.

**Nursing 746 Quality Improvement and Safety in Advanced Nursing (2)**

This course focuses on quality and safety to improve outcomes by identifying and reducing actual or potential failures in healthcare processes or systems. Quality improvement models will be addressed focusing on a just culture of safety. Use of national patient safety resources, initiatives, regulations, and benchmarks will be discussed. High reliability organizational principles are explored as they relate to promoting transparency and sustaining improvements.

**Nursing 748 Assessment and Evaluation in Nursing Education (3)**

This course focuses on systematic evaluation of curriculum at all levels (didactic, clinical, and program) addressing cognitive, psychomotor, and affective domains. Concepts underlying evaluation methods and test construction, design, use, administration, and interpretation are explored. Evaluation and testing strategies in the traditional classroom and online environment, and clinical and lab settings are addressed. Ethical principles, as well as research and other evidence, are applied to evaluation of learning.

**Nursing 757 Clinical Nurse Leader Clinical Practicum II (2):** This clinical practicum emphasizes the application of CNL leadership and critical thinking to organizing, planning, coordinating, implementing evaluating, and sustaining high quality evidence-based care in the clinical setting. Individual and aggregate data at the microsystem level will be used to work with the interdisciplinary team to plan and develop a quality improvement project. Techniques for communicating with the interdisciplinary team will be enhanced. (Minimum 112 clinical hours)

Pre or Co-Requisites: Completed N761 CNL Practicum I; N763 Quality in the CNL Role; completed or concurrent enrollment in N762 Leadership in the CNL Role

**Nursing 759 Clinical Nurse Leader Immersion Practicum (3):** This clinical practicum will allow the student to enact the CNL role and competencies in an organization at the microsystem level. Students perform interdependent and independent activities to carry out projects based on microsystem assessment and organizational initiatives. Students are accountable for evaluating and disseminating clinical outcomes in collaboration with the interdisciplinary health care team. The student synthesizes knowledge, skills, and professional values in development as a transformational leader. (Minimum 300 clinical hours.)

**Nursing 761 Clinical Nurse Leader Practicum I (2):** This practicum focuses on application of quality and outcome content in clinical practice and introduction to the CNL role. A major emphasis of the course is working with an interdisciplinary team to complete a comprehensive assessment of a select clinical microsystem and its care and processes. The student will design and/or further develop care processes and patterns, blend organizational initiatives to improve quality and safety, and develop fiscal, legal, ethical, and other metrics to evaluate care and processes. Clinical conferences will support student reflection on the introduction to the CNL role. (Minimum 112 clinical hours) Pre or Co-requisites: N763: Quality in the CNL Role.

**Nursing 762 Leadership in the Clinical Nurse Leader (CNL) Role (2):** This course examines leadership and improvement science theories, practices, and strategies in the CNL role for planning, managing, delivering, and sustaining high quality care. Processes involved in analysis of clinical outcomes will be explored including coordination of care; communication; education of staff, patients, and others; and supervision of care provided by the health care team. Quality improvement, fiscal restraints, and other factors will be considered to improve care at all levels. Pre or co-requisites: Completed N761: Clinical Practicum I; N763: Quality in the CNL Role.

**Nursing 763 Quality in the Clinical Nurse Leader Role (3):** This course examines the fundamental knowledge and skills Clinical Nurse Leaders need to increase their capacity to assess and improve their workplace and the care provided there. The course focuses on leading an interdisciplinary team to attain higher levels of performance in safety and risk management; quality and outcomes; care coordination and patient centered care; efficient use of human and environmental resources; and patient and professional satisfaction. Models for microsystem development and process re-design, blending evidence and organizational strategy as hallmarks for practice change will be addressed.

### **Nursing 783 Healthcare Informatics (3)**

This course will focus on developing the skills to effectively use information technology to promote optimal outcomes for patients. Content is directed toward assisting students to understand the relationship between the current state of medical and nursing science information, and to become leaders in dealing with health care management systems. The course focuses on navigating and interpreting the vast amount of online knowledge an example of standardized nomenclature. Students will be able to use this information to enhance their own knowledge as well as function as a practice specialist/consultant sharing that knowledge base with their patients and peers. Legal, ethical, regulatory, and cultural considerations are explored as they relate to information management and its use in health care.

**Nursing 793 MSN Culminating Experience (1):** The culminating experience provides students an opportunity to synthesize and apply theoretical knowledge and practicum experiences gaining in their area of specialization.

**Nursing 794 MSN Culminating Experience Continuation Course (0):** The course is linked to the MSN culminating experience course (N793 MSN Culminating Experience) taken by graduate students as they work on their culminating project for degree completion. Students must be continuously enrolled in the course once they have completed all coursework but are still working to complete the MSN culminating project. This is a 0-credit course with an associated fee comparable to one graduated credit. Prerequisite: Completion of coursework and continued enrollment ("In Progress") in Nursing 793.

**Nursing 796 Independent Study in Nursing:** Each registration with maximum accumulation of 6 credits. Individualized study in area of interest with the direction of a faculty member. Open to master's program students who submit Independent Study Topic and Instructor Approval Form at or prior to registration. (1-3 credits). Department Consent Required

## MSN GRADUATE PROGRAM POLICIES

Students are also referred to the current University of Wisconsin Oshkosh Graduate Bulletin, published online and found at <http://www.uwosh.edu/gradstudies/bulletins>

### APA STYLE FOR FORMAL PAPERS

The format specifications described in the *Publication Manual of the American Psychological Association*, current edition, must be followed in organization and writing of papers/manuscripts. It is expected that posting to the course discussion board and other communication in online courses will follow APA style.

### APPEALS

#### Office of Graduate Studies

Any student who has a complaint against faculty and academic staff or want to appeal a non-academic decision regarding Office of Graduate Studies, should contact the Office of Graduate Studies for the most current appeals procedures. See the Graduate Bulletin, Graduate Studies Academic Policies, Appeals Process at <https://uwosh.edu/gradstudies/forms-and-policies/appeals-procedure/>

### GRADUATE PROGRAM STUDENT ACADEMIC COMPLAINT POLICY

A complaint is the formal expression of a difference of opinion between students and teaching staff members concerning assessment of student performance by faculty and instructional academic staff (instructors). Examples of academic complaints include issues which adversely affect the student's performance in academic pursuits/ achievements. As noted in the University Student Handbook, informal attempts to solve a problem are often more effective than filing a complaint; a formal complaint is a last resort. Students should follow the chain of communication within the College of Nursing. If attempts to solve a problem are perceived as unsuccessful or unsatisfactory after completing the informal resolution process, a formal complaint may be filed.

Students may appeal a final course grade, College of Nursing Code of Conduct violation, behavioral contract, or dismissal from the nursing program. Final course grades are generally not subject to appeal as they are viewed as being within the academic and professional judgment of the course instructor(s). Students with questions or concerns pertaining to their course grade should first discuss these with the instructor; matters unresolved after this discussion must first be reviewed through the informal resolution process and, if needed, the appeal procedure of the College of Nursing Graduate Program Committee (GPC). Students should recognize that when instructors have assigned course grades in a manner consistent with applicable departmental and university rules, the judgment of the instructor(s) will be given deference.

Additionally, final course grade complaints **must** be based upon at least one of the following issues:

- a. an error is made in grade computation;
- b. the grade is based upon factors contrary to those stated in the course syllabus grading criteria;
- c. the grade reflects some penalty for actions involving freedom of written or spoken classroom expression;
- d. the grade involves some breach of federal or state constitutional protections, federal laws, state statutes, Regent's rules, or UW Oshkosh policies.

Students are to first discuss concerns with teaching faculty or instructor most directly involved. Students should only address issues with those immediately involved and not with other faculty, instructors, staff, or students. If guidance is needed, students may seek the advice of the Post-Licensure Program Director (PostLPD). If the issue is not resolved after speaking with the faculty member/ instructor, students should follow the chain of communication in the CON, as outlined below. Students who do not follow the chain of communication will be referred to the appropriate level to address their concern, **without** adjustment to the time limits listed.

#### A. Informal Resolution Process

1. The student must attempt informal resolution of the concern with the faculty /instructor most directly involved no later than **ten working days** after posting of final course grades. The goal is to resolve the concern at this level. The student may also contact the Graduate Program Assistant to seek guidance on the informal resolution process and to set up discussion with a CON representative who may assist them in understanding the informal resolution process. **Within five working days**, the faculty/instructor will consider the student's complaint and inform the student in writing if an informal resolution at this level is possible.
2. If the informal resolution process with the faculty/instructor does not resolve the concern, the student has **five working days** from faculty/instructor notification to communicate with the respective emphasis program director. **Within five additional working days**, the emphasis program director will consider the student's complaint and inform the student in writing if an informal resolution at this level is possible.
3. If the informal process with the emphasis program director does not resolve the problem, the student should communicate with the PostLPD **within five working days**. The PostLPD will meet with individuals involved to facilitate informal resolution of the issue. **Within five additional working days**, the PostLPD will consider the student's complaint, and inform the student in writing if informal resolution at this level is possible.

#### B. Formal Appeal Process

1. If a student is not satisfied with the informal resolution process outcome, the student may request a formal review by the College of Nursing GPC. A formal written complaint should be emailed to: 1) faculty member(s) involved, 2) Director of the applicable graduate program emphasis, and 3) Post-Licensure Program Director within **ten working days** of the final failed attempt at informal resolution.
2. The student's written statement should include:
  - a. description of the nature of the complaint including justification of how the issue meets at least one of the required criteria [See I above];
  - b. a summary of the outcome of the informal procedure and explanation of the student's perception of why efforts were unsuccessful;
  - c. the desired outcome the student is seeking;
  - d. a copy of all supporting evidence.
3. The PostLPD will acknowledge the student's request and notify the instructor. If the instructor wishes to respond to the student's request for a formal review, this must be done within **five working days**.
4. The PostLPD will, within **five working days** of receiving the student's request, contact the GPC chair and request that the committee review the complaint.
5. The PostLPD will forward all documents available concerning the case including the director's summary of the informal resolution process to the GPC Chair or designee and request a formal review at the next available GPC meeting.
6. The GPC chairperson or designee will provide a copy of the formal complaint letter, faculty

documentation of the issue and resolution attempt, and any pertinent supporting documentation for review to the GPC members.

7. Graduate Program Committee Procedures
  - a. The GPC will meet to examine the evidence, consulting with involved parties as appropriate and decide whether the complaint merits a review.
  - b. If a formal review is not merited, a report will be submitted within **five working days** to the involved parties and PostLPD.
  - c. If the committee decides a review is merited, the review is to be completed within **thirty (30) working days** of the decision to grant a review.
  - d. The GPC Chair will form an Ad Hoc Appeal Committee and Chair consisting of 3 members from College of Nursing Graduate faculty and Instructional Academic Staff (IAS) with terminal degrees.
  - e. Only the members of the Ad Hoc Appeal Committee will meet in closed session, discuss merits of the complaint, and vote on the desired outcome requested by the student.
  - f. The Ad Hoc Appeal Committee chair shall transmit its findings and recommendations to the PostLPD within **5 working days**.
  - g. The PostLPD will inform the student, relevant faculty and emphasis director and the GPC of the final decision within **10 working days** of the Ad Hoc Appeal Committee decision.
  - h. If the student rejects the decision from the Ad Hoc Appeal Committee, the student may petition the College of Nursing Dean within **five days** after notification.
  - i. At any level, if a student's complaint is upheld, additional paperwork or documentation may be required prior to re-instatement in the program and/or enrollment in any courses.
  - j. Any additional paperwork or documentation that must be completed will be communicated to the student in a formal decision letter.
  - k. Any costs or fees associated with the additional paperwork or documentation will be the responsibility of the student.

#### C. Additional information about the informal resolution and formal appeal procedure

1. The burden of proof is upon the student at all levels of the process.
2. All meetings of the Ad Hoc Appeal Committee will meet the requirement of the Wisconsin State Statutes Open Meeting Law (Chap. 5, *University of Wisconsin Oshkosh Faculty Handbook*). Open meeting notices are posted outside the CON Administrative Office (Clow 210 and on-line at <https://uwosh.edu/umc/open-meeting-notice/>). Meetings involving statutorily protected information are held in closed session.
3. All formal appeals must be submitted in writing at least one week prior to the scheduled meeting. Written materials are to be submitted as **one** complete document, with appendices clearly sequenced and labelled. Additional documentation will not be accepted after the deadline.
4. Deadlines
  - a. The term "working days" refers to days, Monday through Friday, during the 9-month academic calendar when classes are normally scheduled and weather permitting.
  - b. The PostLPD and GPC chair are to uphold the time-line as it relates to College of Nursing responses.
  - c. The PostLPD, with mutual agreement of faculty/instructor(s) and student, or at the request of the GPC may extend timelines for any step in the process.
  - d. The student is responsible for maintaining deadlines as it relates to the student's response. If a student fails to meet a deadline or extension, the case will be closed.

- e. If a faculty/instructor fails to meet a deadline or extension, the case may continue without the evidence or statement they may have provided.
- f. If a faculty/instructor is out of residence or unavailable, an attempt will be made to give notice and receive a response. If the instructor's failure or inability to respond within a reasonable time will unreasonably delay the procedure, the process may continue without a response.
- g. If the PostLPD is involved in the complaint, the complaint should be filed with the Pre-Licensure Program Director, who will direct the processes.

Approved by GPC: 11/06/2020  
Approved by Faculty: 11/20/2020

## AUDIT POLICY

Arrangements for class audits are very limited and require a formal audit registration, payment of audit fees, and consent of instructor and Program Director. See the Graduate Bulletin policy on Auditing Courses at <https://uwosh.edu/bulletins/graduate-20-22/policies/registration-procedures/>

## CLINICAL PRACTICUM POLICIES AND EXPECTATIONS

Graduate students are expected to arrange their own clinical practicum sites and secure acceptable preceptors based on the guidelines and standards outlined below. Early networking and planning is required to assure that clinical contracts between agencies and UWOS can be developed. Practicum experiences must be such that students can achieve the course objectives.

### **Clinical Practica Sites: Clinical Nurse Leaders**

Clinical Nurse Leader students are encouraged to complete practica in their own health care facility if possible. If not, the Director of Post-Licensure Programs can assist students to find alternative sites. Early networking with managers and chief nurse officers is recommended. If CNL students are unable to perform practica at the agency in which they are employed, another agency can be found.

In the term prior to the first practicum course, students will confirm their intended enrollment in a practicum course for the coming semester and indicate their preferred choice(s) for a site.

Students are required to assist in acquiring preceptors. Preceptors include nurses who are at least master's-prepared CNLs, Clinical Nurse Specialists (CNSs), chief nurse officers and executives, informatics experts, and other individuals as appropriate to the setting and students' learning needs. Many clinical sites already have a contract in place with UWO. New site development must be done early enough to complete the contract phase (4-6 months preferred).

Prior to the beginning of the semester, the Director of Post-Licensure Programs and/or CNL faculty will contact potential preceptors and provide information regarding the course objectives and practicum expectations. The students discuss specific arrangements with the preceptor prior to the start of the semester in order to share their individualized learning objectives and negotiate times for weekly practicum experiences.

Some specifics about the three practicum courses include:

#### **N761 Clinical Nurse Leader Practicum I**

Students are introduced to the CNL role and apply principles of quality and safety in clinical practice. They form an interdisciplinary team and conduct a comprehensive microsystem assessment. Students begin to develop fiscal, legal, ethical, and other metrics to evaluate care and processes

### **N757 Clinical Nurse Leader Practicum II**

Students apply CNL leadership skills to organize, plan, coordinate, implement, evaluate, and sustain high quality evidence-based care in the clinical setting. They use microsystem assessment data to work with the interdisciplinary team to plan and develop a quality improvement project or projects.

### **N759 Clinical Nurse Leader Immersion Practicum**

Students enact the CNL role and competencies in an organization at the microsystem level. They perform interdependent and independent activities to carry out projects based on the microsystem assessment and organizational initiatives and work to disseminate results and improve clinical outcomes. Students synthesize knowledge, skills, and professional values to develop as a transformational leader.

### **Clinical Practica Sites: Nurse Educators**

In the term prior to the first practicum course, students will confirm their intended enrollment in a practicum course for the coming semester and indicate their preferred choice(s) for a site. Acceptable sites include a health care or other setting where nurse educators are used. The Director of Post-Licensure Programs and faculty can assist students to find potential practica sites if necessary. Students are required to find their own preceptors. Preceptors include nurses who are masters or doctorally prepared (MSN/PhD in nursing). Many clinical sites already have a contract in place with UWO. New site development must be done early enough to complete the contract phase (4-6 months preferred).

Prior to the beginning of the semester, the Director of Post Licensure Programs and/or faculty will contact potential preceptors and provide written materials regarding the course objectives and practicum expectations. The students discuss specific arrangements with the preceptor prior to the start of the semester in order to share their individualized learning objectives and negotiate times for weekly practicum experiences.

Some specifics related to the two practica courses include:

#### **N737 NE Practice Advancement**

In this clinical, students expand their clinical knowledge beyond the baccalaureate level. Individual goals and practicum expectations are designed with the faculty. Students are expected to broaden their clinical knowledge. For example, an inpatient oncology nurse may choose to complete this practicum in an outpatient oncology setting; an outpatient surgical nurse may choose to complete this clinical in an inpatient operative setting. Individual reading assignments and learning activities will be mutually decided with the student, preceptor and faculty.

#### **N738 Nurse Educator Practicum**

Students assume a teaching role in an academic or healthcare setting meeting the course objectives through independent and interdependent teaching.

### **Preceptor Information**

The course faculty and the Director of Post-Licensure Programs approve the use of any clinical preceptor assuring he/she is academically and experientially qualified to act as a preceptor for the designated practicum. The following criteria are considered in selecting clinical preceptors. Preceptors must have:

1. Current licensure to practice in the state in which the practicum is completed.
2. A doctoral or other terminal degree or a master's in nursing with clinical preparation as an educator, CNL, or other specialty in an appropriate area. Certification in the appropriate area is preferred.
3. At least two years of experience in the NE or CNL role is preferred.
4. Interest in assuming the responsibilities of the preceptor role.

Preceptors assist in attaining the course and program objectives of the program by:

1. Providing students with opportunities to apply and enhance their knowledge and abilities in the CNL or NE role.
2. Serving as resource at the clinical site.
3. Providing input to the clinical faculty regarding evaluation of the student and the program.

### **Preceptor Responsibilities during Practica**

Preceptors have the following responsibilities during practicum experiences:

1. Assist with orientation to the clinical site and agency policies.
2. Review the preferred method for communication between the student, preceptor, and clinical agency.
3. Review policies and procedures relevant to the setting.
4. Communicate general guidelines to be used for preceptor/student interactions and for review and feedback of student performance.
5. Facilitate a collaborative and mutually respectful environment in which to learn.
6. Discuss expectations for documenting activities.
7. Review the course objectives and student's individual objectives to determine the type of learning opportunities that will enhance learning.
8. Discuss overall plan for the student's assignments in conjunction with the course faculty.
9. Provide a variety of learning experiences as appropriate to course objectives.
10. Assist in providing an alternate preceptor in the event of an absence.
11. Promptly communicate issues of concern (student behavior, clinical skills, and/or student progression) regarding the student to the course faculty.
12. Serve as a role model.
13. Complete student evaluation forms and return to CON at the end of the practicum.
14. The student's final clinical grade will be awarded by the assigned clinical faculty based on course guidelines.

### **Student Responsibilities during Practica**

Students have the following responsibilities during practicum experiences:

1. Complete Fox Valley Health Care Alliance and facility orientation prior to the start of the practicum.
2. Discuss practicum and personal objectives, and learning needs for the course with the preceptor.
3. Determine the schedule for the practicum experiences, including days of week and hours per day and submit schedule via e-mail to the course faculty.
4. Wear professional attire in accordance with clinical site requirements and UWOSH College of Nursing Professional Dress Code for Graduate Students.
5. Maintain professional behavior in the clinical setting at all times.
6. Complete required clinical course assignments.

### **Liability Insurance**

The UWO College of Nursing provides a blanket professional liability policy for all College of Nursing students, at a fee, who are enrolled and actively engaged in the curriculum as UWO College of Nursing students.

### **Health Insurance Requirement and Health Expenses and Risks Policy**

All expenses associated with health surveillance and care are borne by the student unless the Student Health Service specifically indicates otherwise. Students are not covered by health or accident insurance by UW Oshkosh, the College of Nursing (CON), the practicum facility, or the practicum institution. In addition, workers' compensation insurance does not cover students. If a student suffers an injury or

occupational exposure (i.e. needle-stick) while in practicum, they are personally responsible to pay for all medical bills. Students are required to have personal health insurance coverage. Please note: Personal health insurance coverage as an individual or as a member of a family health insurance plan is acceptable.

Due to occupational exposure to blood or other potentially infectious materials, health care workers are at risk of acquiring Hepatitis B Virus infection and other serious infections. Students are considered to be at increased risk for needle-stick injuries. Such accidents can also be costly (e.g., student and patient testing, ER injury management, chemoprophylaxis, and potential illness care). The student, not the College, University, or clinical agency, is responsible for these expenses should an accidental exposure occur during a clinical experience.

Some clinical sites require students to show proof of personal health insurance; therefore, nursing students are required to maintain health insurance coverage for the duration of their education. Evidence of comprehensive health insurance must be uploaded to CastleBranch 30 days prior to the start of the first clinical course. Subsequently, annual documentation will be required throughout the program. Additionally, students must be able to provide proof of health insurance coverage if requested by clinical agencies. Students are under a continuing obligation to notify the College of Nursing Dean's Office within two business days of any lapse in personal health insurance coverage. Students without documented evidence of personal health insurance coverage may be removed from clinical.

## **COMMITTEE REPRESENTATION (ON COLLEGE OF NURSING AND UNIVERSITY COMMITTEES)**

Students are encouraged to be involved in College of Nursing and University activities both for the enrichment of their total learning experiences and for the enrichment of the University, College, and Graduate Program. In addition to occasional social and professional events, there are opportunities each academic year for graduate nursing students to serve on College of Nursing or University committees.

Early in the fall semester, the Director of Post-Licensure Programs solicits nominations for representatives on committees from the graduate student body. Students may nominate themselves or another student (after obtaining the consent of that student). If there is more than one nominee for each committee, an election is held.

The following is a list of committees/activities with graduate student representation:

### **Graduate Council (Meets monthly)**

The Graduate Council has the responsibility for the formulation of policies concerning the graduate programs of the University of Wisconsin Oshkosh and serves as an advisory body to the Dean of the Graduate School and the Director of the Office of Graduate Studies concerning implementation of these policies. A College of Nursing graduate student alternately serves on the Graduate Council every other year for a one-year term along with a student from the College of Business, Education, and Letters & Science.

### **Graduate Program Committee (Meets monthly)**

1. The Graduate Program Committee consists of the Director of Post-Licensure Programs; the assistant director, advanced practice nursing; four elected graduate faculty as defined in 1.01(1) (b), and two appointed graduate students representing the Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) programs. The faculty shall serve for staggered 2-year terms and the student for a 1-year term.

2. The chair shall be elected from among the elected tenured/tenure track committee members. It is preferred that the program director not serve as chair.
3. The Graduate Program Committee has the responsibility to:
  - (a) Develop and revise policies for the graduate program for faculty and IAS consideration as needed.
  - (b) Engage in systematic review and evaluation of the graduate curriculum, outcomes and objectives of the curriculum, and recommend revisions as needed.
  - (c) Participate in long-range planning to meet College of Nursing goals.
  - (d) Recommend admission, readmission, retention, and progression of graduate students to graduate program director.
  - (e) Maintain articulation between the graduate and undergraduate programs.
  - (f) Make recommendations to the Dean regarding student awards and scholarships.
  - (g) Coordinate recruitment efforts of a diverse student body with appropriate University services and offices.
  - (h) Participate in enrollment management activities for the graduate program.
  - (i) Monitor and update, on a periodic basis, the currency of holdings related to nursing in Polk Library.
  - (j) Review and process requests for books and other learning resource materials and coordinate review activities.

## **COMMUNICATION FROM THE COLLEGE OF NURSING AND THE UNIVERSITY**

### **Official Communication from the University**

Official communication from the CON and the University is via email. Students must check emails for important communication even during summer and other breaks. Every student is given a UWO email account upon registration and this is the address used for **official communication**. It is the student's responsibility to keep the CON Graduate Program Office updated regarding personal information (name, address, and telephone number).

### **Paper Communication**

Papers and written communication from student to faculty or from faculty to student may be left and picked up in the Graduate Program Office in C230.

## **COMPUTER COMPETENCY**

Nursing Students must be prepared to use computers in their practice. Since the MSN program courses are online, students must be competent in using computers to access course materials and participate in learning. Experience with a word processing program and using the Worldwide Web is expected. Students must be familiar with computer-assisted library research and using databases. There are general access computers labs for students in Clow 238, Swart 229, Halsey Science 101, Radford, and Polk 118. Student can check to see when computer labs are available at the following website: <https://uwosh.edu/it/service-offering/computer-labs/> . There is also a computer lab in Clow 150 for nursing students. Large print jobs should be done in the general access computer labs. UW Oshkosh hardware and software requirements can be found at the following URL:

<https://uwosh.edu/it/service-offering/campus-software/>

## CRIMINAL HISTORY SEARCH AND IMMUNIZATION RECORD POLICY

The CON contracts with Castle Branch (<https://www.castlebranch.com/>) to maintain these services. Please note that healthcare and/or academic agencies may deny student clinical placement based on results of background checks. **All agency requirements will supersede CON requirements.**

## HEALTH REQUIREMENTS

The following health requirements are required upon admission to the program. Additional information may be required based on agency placements but does not substitute the requirements of our program. Health requirements may change while in the program. Students are responsible for ensuring they have the most recent documents necessary for clinical placements. Students will be notified via UWO email if changes do occur while in the program. Details of these requirements can be found in Castle Branch instruction pages as well as the downloaded health flowchart provided in your profile.

Required Immunizations/Health Information:

### 1. Measles, Mumps & Rubella (MMR)

There must be documentation of one of the following:

- 2 vaccinations
- Positive antibody titers for all 3 components (lab reports required)

### 2. Varicella (Chicken Pox)

There must be documentation of one of the following:

- 2 vaccinations
- Positive antibody titer (lab report required)
- History of chicken pox is NOT acceptable.

### 3. Hepatitis B

There must be documentation of one of the following:

- 3 vaccinations or 3 vaccinations + titer (if currently in progress)
- Positive antibody titer (lab report required)
- Signed declination waiver (form must be obtained from administrator)

### 4. TB Skin Test (2 Step) or Chest X-Ray

There must be documentation of one of the following completed.

- 2 Step test (2 separate tests done between 7-21 days apart).
- 2 yearly 1 step tests (not to exceed 12 months apart). If the 2 yearly tests are greater than 364 days apart, the 2 step test must be completed.
- Quantiferon Gold Blood Test (lab report required).
- Known Positive TB – provide a clear chest x-ray (with lab report) and TB Questionnaire done within the last year. Followed with annual TB Questionnaires. If you have documentation of treatment, please submit that as well.
- **Future tests must follow an August/ December or May renewal cycle to be in compliance with clinical semester.**

### 5. Tetanus, Diphtheria & Pertussis (Tdap)

There must be documentation of an adult Tdap vaccination  $\geq$  age 11

### 6. CPR Certification

Must be the **American Heart Association** Healthcare Provider course. Copy must be front & back **and signed**. Current CPR card must be valid thru the end of the semester. **Future certifications must follow an August/ December or May renewal cycle to be in compliance with clinical semester.**

### 7. Influenza Vaccination

There must be documentation of one of the following:

- Annual influenza vaccination or nasal spray
- Influenza exemption form (must use FVHCA guidelines if completing.)

#### **8. RN License**

Provide a copy of your current, unencumbered RN License or verification of licensure through the state website.

#### **9. COVID-19 Vaccination**

There must be documentation of one of the following:

- Two doses: Pfizer-BioNTech 21 days following the first dose OR Moderna 28 days following the first dose.
- One dose: Johnson & Johnson

COVID-19 booster vaccination documentation is not required at this time, but students are highly encouraged to upload booster documentation if available. COVID-19 booster vaccination documentation may become required at a future date. Students are to watch their email for additional information regarding COVID-19 vaccination requirements.

#### **Immunization Flow Chart**

Download the Immunization Flow Chart from the Document Tracker for additional information about the requirements.

### **CRIMINAL BACKGROUND CHECKS**

The Caregiver Law requires a criminal history search and a disclosure statement to be completed every 4 years. Some clinical agencies require students to repeat the criminal background check prior to clinical placement. This is at the student's expense.

Only students who have evidence of a criminal record will be contacted following the search. Students will be notified by letter and/or telephone call. A follow-up appointment should be made with the Graduate Program Office to discuss the implications for admission into the College of Nursing Graduate Program subsequent licensure and employment. If court records are required by any agency, the student must assume the cost related to obtaining those documents.

### **DRUG SCREENING**

College of Nursing graduate students will be required to complete drug screening. Students will be required to complete drug screening and have negative results of the screening prior to enrollment in their first clinical course (i.e. Nursing 737, Nursing 761). Drug screens will be required annually, after the initial drug screen, until the student's graduation. Drug screening will be managed through Castle Branch. Students are responsible for all costs associated with drug screening.

All positive drug screening results will undergo a confidential medical review through Castle Branch. If found to be medically appropriate, the student will be allowed to continue in the clinical practicum as planned. All positive findings without medical rationale will be reported to the WI Board of Nursing Regulation and Licensing Board and the student will be removed from the graduate program for failing to adhere to the College of Nursing Code of Conduct.

#### **I NEED HELP!!!**

If you need assistance please with technical issues regarding your account contact Castle Branch at **888-850-4314** or submit a request here: [https://www.castlebranch.com/contact-us/stufacstaff\\_contactservicedesk](https://www.castlebranch.com/contact-us/stufacstaff_contactservicedesk), and a Student Support Representative will be available **Monday-Thursday 8am-8pm, Friday 8am-6pm & Sunday 12pm-8pm EST.**

**University of Wisconsin Oshkosh College of Nursing  
Graduate Program  
Impairment and Substance Abuse Policy**

The College of Nursing has adopted an Impairment and Substance Abuse Policy that prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance. All College of Nursing (CON) students must comply with this policy.

Additionally, CON graduate program nursing students must comply with the legal, ethical, and legislative standards of the Wisconsin Board of Nursing (WI BON) as well as advanced nursing practice professional and certification organizations. These standards determine unacceptable behaviors of nurses, which may be cause for denial of certification and licensure.

To meet requirements of the WI BON, accreditation organizations, and clinical agencies, as well as to support the wellness of its students, the CON requires students to be unimpaired for all learning experiences and submit to periodic drug screening. CON graduate program students are required to submit to and test negatively to urine drug screens, at their expense, during their education:

- Prior to participation in a clinical course
- Annually
- As requested by clinical agencies
- For cause
- Randomly

**Process**

1. The initial drug screen will be conducted prior to participation in a clinical course.
2. If there is a break in a student's enrollment, the drug screen will need to be repeated.
3. Students will undergo and pay for the drug screen through the Castle Branch drug screening process.
4. Students must register for the drug screen immediately upon notification and complete the test within the mandated time period, as determined by the program/emphasis director(s) or designee.
5. Depending on the quality of the tested substance, such as urine, students may be required to submit another urine sample or different biological sample, at their own expense.
6. Urine, hair, serum, saliva, and breath analysis or a combination of these testing methods may be used.
7. Two separate negative dilute, adulterated, or other inconclusive outcomes will be treated as a positive drug test.
8. The drug panel for screening includes street drugs, controlled substances, and those drugs which healthcare providers have access to and may abuse.
9. Students should not take prescription medications with them into the lab at the time of testing.
10. Students will be removed from clinical/patient care activities, pending results of the drug screen.
11. If the drug screen is positive, further investigation will be conducted by the Medical Review Officer at Castle Branch.
12. A record of the final results will be sent directly to the student's Castle Branch account, which is monitored by the CON. Results will be given to the respective program/emphasis directors and CON Dean.
13. If the drug screen is negative, the student's return to clinical will be coordinated through the respective program/emphasis director.
14. If the drug screen is positive which renders the student unable to participate in clinical and patient care learning experiences (and meet program and course outcomes), they will be:
  - a. removed from all nursing courses.
  - b. referred to the University's Dean of Students Office.
  - c. reported to the Wisconsin (or respective) Board of Nursing.

### **Refusal**

Students' refusal or failure to submit to drug screening in a timely manner or attempting to tamper with, contaminate, or switch samples will be treated as a positive drug screen (see above).

### **Grievance/Appeal Process**

Students can seek redress for any complaints related to the application/enforcement of this Policy through the University's Dean of Students Office.

### **Reporting**

University faculty or staff who suspect possible substance abuse by students, must report the suspicious behavior(s) to the graduate program/emphasis director.

Students who suspect possible substance abuse or violation of this policy by another student has the responsibility to report this information. Reports can be made to the CON:

- a. Faculty Advisor
- b. Program Emphasis Director
- c. Post-Licensure Program Director, or
- d. Dean

The reporting individual's identity will be kept confidential to the greatest extent possible, consistent with the need to investigate the report and subject to legal requirements.

Students arrested or convicted of violating any federal, state, or local law (to include driving while under the influence), pertaining to the manufacture, possession, sale, use, misuse, or distribution of a drug, alcohol, or prescription medication must report this event to the Post-Licensure Program Director within two (2) days of the event and prior to any clinical contact with patients and families.

Approved by GPC: 10/4/2019

Approved by Faculty: 10/18/2019

## **DRESS AND APPEARANCE CODE: GRADUATE PROGRAM**

Please note that clinical agency policies take precedence. Where there is no policy, the following dress code is to be followed:

1. Students must demonstrate excellent oral and body hygiene, including being free of tobacco smoke, body odor, or perfumes. Facial hair should be cleanly shaven or beards should be neatly trimmed and maintained.
2. All attire worn in clinical agencies must be professional. No exposed cleavage, midriff, or low-riding pants. Neutral-colored undergarments which are not visible need to be worn under all light-colored attire.
3. A watch with a second hand or a digital watch is needed. Bracelets, necklaces, or dangling earrings are not permitted. Rings other than wedding rings are discouraged.
4. Hair should be well groomed and neat.
5. Fingernails should be clean and trimmed. No artificial or acrylic nails. Fingernail polish may be worn if pale or neutral in color and completely intact.
6. Hats/caps are not to be worn in any clinical setting or in an exam situation. Religious headwear is exempt.
7. Students need to wear close-toed shoes and hose or socks.
8. No body-piercing jewelry on the face, neck, eyebrows, lips, tongue or any other visible body part while in the clinical and laboratory setting. Two pairs of small, post-type, non-dangling earrings in the ears are allowed. No ear dilators are allowed. Unpleasant or objectionable tattoos must be covered. For those agencies with piercing and tattoo policies, the stricter policy would take precedence.
9. If a student's appearance does not meet the dress code policy, the student may be dismissed from clinical or lab setting until infraction is rectified.

Revised 5/09

Revised 5/18/09

Approved by GPC 9/6/2019

## **GRADUATE STUDENTS' PROFESSIONAL CONDUCT IN CLINICAL AND ACADEMIC SETTINGS**

Students will demonstrate patterns of professional behavior that reflect the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care workers and self; demonstrate accountability in preparation, documentation, communication, and continuity of care; and show respect for the human rights of individuals. Students are expected to be on time (5 minutes early) and stay until the end of his/her scheduled shift.

If UWO is made aware of any concerns by the student, preceptor, or clinical faculty these concerns will be addressed as follows:

- Issues with tardiness, absenteeism, or other minor infractions will be addressed by preceptor and/or clinical faculty
  - First offense (no matter the reason) – email UWO instructor and/or UWO DNP-FNP director to notify of issue
  - Second offense (no matter the reason) – send student home for the day and email UWO instructor and/or UWO DNP-FNP director to notify of issue
  - Third offense (no matter the reason) –student should turn in any organization badge and/or equipment and student should be sent home. The student/preceptor should then email UWO instructor and/or UWO DNP-FNP director to notify of issue. UWO's clinical instructor and/or FNP Director will discuss the concern with organization to determine best of course of action (which will likely result in permanent removal from clinical rotation).

- Issues related to possible HIPPA violations, not meeting standard of care expectations, or other concerns regarding student performance will be addressed by the preceptor, organization's manager and/or Medical Director and UWO clinical faculty and FNP Director as follows:
  - The preceptor will notify the student's course instructor along with organization's Director/Manager of issue. At that time, UWO's clinical instructor and/or FNP Director will remove the student from clinical until the clinical faculty and/or FNP director is able to discuss the concern with organization to determine best of course of action (which will likely result in permanent removal from clinical rotation and possible removal from FNP program).
- A student whose pattern of behavior is found to be unsafe may be terminated from a clinical course for reason of unsafe practice at any time during the semester. If the behavior is identified before the University drop date, the student will be directed to drop the course. If the drop date has passed, the student will receive a grade of F for the course. A student who has been terminated from a clinical has the right to file a grievance. (See College of Nursing Grievance Procedure).

#### B. Guidelines for Evaluating Safe Practice.

1. The student's practice meets the needs of the client from a biological, psychological, sociological, and cultural standpoint (Examples of Unsafe Practice: displays mental, physical and emotional behavior(s) that may negatively affect others well-being, acts of omission or commission in care of client, failure to carry out psychomotor or communicative skills in a safe manner).
2. The student's practice demonstrates consistency in the responsible preparation, documentation, communication, and promotion of continuity in the care of clients (Examples of Unsafe Practice: dishonesty, attempting activities without adequate preparation or assistance, inaccurate or incomplete communication).
3. The student practices within the boundaries of the Wisconsin Nurse Practice Act, the guidelines of the course syllabus, policies of the College of Nursing, and the rules and regulations of the health care agency that is the site of the course (Examples of Unsafe Practice: habitual tardiness/absenteeism, criminal behavior, under the influence of drugs and/or alcohol in clinical). The student practices according to the American Nurses Association Code of Ethics and the Standards of Practice (Example of Unsafe Practice: does not maintain confidentiality; is dishonest, ignores unethical behavior of other health care workers).

#### C. Academic Dishonesty

Students are asked to complete the Academic Honesty Policy upon admission into the program. The College of Nursing follows University Policy in matters relating to academic dishonesty (e.g., plagiarism, cheating on exams, etc.). A copy of the University Policy is available in the office of the Dean of Students, Dempsey Hall and on the website: [Student Conduct - Dean of Students Office University of Wisconsin Oshkosh \(uwosh.edu\)](http://www.uwosh.edu/Student-Conduct-Dean-of-Students-Office)

## **ESSENTIAL ABILITIES POLICY**

University of Wisconsin Oshkosh College of Nursing Policy on the Essential Abilities of Prospective and Current Nursing Students in Undergraduate and Graduate Clinical Programs reads as follows:

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The University of Wisconsin Oshkosh (UW Oshkosh) College of Nursing educates individuals with a BSN or higher degree to competently practice nursing in varied healthcare settings and to apply for RN licensure or certification [graduate degrees] in the State of Wisconsin. The UW Oshkosh College of Nursing's programs leading to licensure or advanced practice in nursing require students to engage in a variety of complex and specific experiences. The successful completion of these experiences is necessary for the nursing student to demonstrate the integration and application of a broad body of knowledge and skills necessary to deliver safe and effective professional nursing practice across the spectrum of health and illness experienced by patients.

To this end, nursing requires a combination of physical abilities and motor skills, sensory abilities, affective, interpersonal, and communicative skills, cognitive abilities, behavioral and emotional sensitivity, and professionalism to satisfactorily practice. These abilities and skills are essential not only to deliver safe and effective professional nursing to patients, but also to ensure the health, safety, and well-being of the nursing student, fellow nursing students, faculty, other healthcare providers, and the community. Therefore, nursing students must possess the following essential abilities, which are necessary to demonstrate competence in professional nursing, in order to be admitted to, continue, and successfully complete clinical programs at the UW Oshkosh College of Nursing:

### **Physical Abilities and Motor Skills**

Nursing students should have sufficient physical abilities and motor function so that they are able to execute movements required to provide general care and treatment to patients in all health care settings. For example: For the safety and protection of individuals, the nursing student must be able to perform basic life support, including CPR, and function physically in an emergency situation. The nursing student must have the ability, within reasonable limits, to safely assist an individual in moving, for example, from a chair to a bed, or from a wheelchair to a commode, using appropriate bioengineering equipment consistent with national guidelines (e.g., the National Institute of Occupational Safety and Health) and to hold or otherwise care for infants and small children to meet their healthcare, emotional, and developmental needs. Fine motor skills and other psychomotor skills, including the use of one or both upper extremities, hands, and fingers, are needed for some essential tasks. Students are responsible to demonstrate essential skills and abilities within an appropriate time frame in the laboratory, simulated experiences, community, and clinical agency settings.

### **Sensory Abilities**

The nursing student must have sufficient: visual acuity to see details near and at a distance, as well as be able to discriminate colors accurately; auditory acuity to hear conversation and other sounds to assess and protect the health and safety of individual patients and others in the vicinity; and intact tactile sensation to assess (e.g., hot/cold; rough/smooth) and perform appropriate professional nursing functions. Sight and hearing are also necessary to communicate accurately and effectively. Auditory-visual-tactile perception and integration are needed to perform most essential nursing functions.

### **Situation-Appropriate Affect, Communication, and Interpersonal Skills**

A nursing student must be able to communicate effectively with others, and effective communication requires consistency of message, integration of information, and synchrony with circumstances and other data. Situation-appropriate affect is necessary to convey emotions appropriate for the circumstances, and at the same time, to engage in interpersonal communication effectively and sensitively with others. The nursing student must express his or her ideas clearly and appropriately. (See also Behavioral/Emotional section

below.) A nursing student must be able to convey or exchange information to conduct an appropriate health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The nursing student must be able to communicate effectively in oral and written forms and interpret non-verbal communication. He or she must be able to process and communicate information on the patient's status with accuracy in a timely manner to other members of the healthcare team.

### **Cognitive**

A nursing student must have sufficient cognitive abilities to be able to measure, calculate, reason, analyze, integrate, and synthesize in the classroom and a variety of nursing practicum settings. The nursing student must be able to quickly read and comprehend extensive written material, as well as comprehend oral communication. He or she must also be able to effectively gather information to assess and evaluate individuals, families, groups, and community/environmental situations, and act in a timely fashion using critical thinking. Likewise, the nursing student must be able to select from a plethora of existing information to assess and evaluate the same and take action that shows evidence of integrative functions and critical thinking. Clinical judgment requires the integration of information that results in rational, timely, and informed action, and the anticipation of consequences associated with those actions (or inactions). He or She must be able to engage in critical self-evaluation, including demonstrating a willingness and ability to give and receive feedback and to make a correct judgment in seeking supervision and consultation in a timely manner.

### **Behavioral/Emotional Sensitivity**

A nursing student must have the emotional ability required to fully use his or her cognitive abilities, employ good judgment and carry out all responsibilities in a timely matter with respect to his/her professional nursing functions. In addition, the nursing student must be able to develop and maintain professional, sensitive, and effective relationships with individual patients, families, students, and others with whom he or she has professional contact, regardless of the circumstances, which frequently can be stressful. The nursing student must be able to control impulsive behaviors and act in a socially responsible way regarding his/her own behavior and recognize the same in others and take appropriate action as warranted. The nursing student must have the emotional stability to function effectively under stress and to adapt to the environment, which can change rapidly and unpredictably. The nursing student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The nursing student must be cognizant of his or her values, attitudes, beliefs, affect, and experiences and how these things may influence his/her own perceptions, behaviors, and relationships with others. The nursing student must be able and willing to examine and change his or her behavior when it interferes with relationships with others so that he or she can function effectively and collaboratively in diverse academic and work environments.

### **Professional Conduct**

The nursing student must be able to practice nursing in an ethical and professional manner adhering to the professional code of ethics and professional standards. S/he must possess characteristics including integrity, honesty, compassion, empathy, altruism, responsibility, and acceptance of differences. Nursing students must be able to engage in healthcare delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults of all ages, developmentally disabled persons, medically compromised individuals, individuals from all socioeconomic strata, and other vulnerable populations. Professional conduct is expected in both the academic and clinical/community environments. A nursing student must meet UW Oshkosh College of Nursing attendance requirements in all didactic courses and clinical activities.

### **Reasonable Accommodation for Disabilities**

UW Oshkosh provides reasonable accommodation to qualified students with a disability. Upon admission, a nursing student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The UW Oshkosh College of Nursing will provide reasonable accommodations,

but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden. To matriculate or continue in the curriculum, the nursing student must be able to perform all the essential functions either with or without accommodation. Requests for accommodation should be directed to:

Disability Services  
Dempsey Hall Room 125  
University of Wisconsin Oshkosh  
800 Algoma Blvd.  
Oshkosh WI, 54901  
Phone: 920-424-3100

### **Acknowledgements and References**

The policy has been significantly modified from Katz, J.R., Woods, S. L., Cameron, C.A., & Millam, S. (2004). Essential qualifications for nursing students. *Nursing Outlook*, 52, 277-288, as well as informed by these other key sources:

- American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, D.C.: Author
- Hablutzel, N., & McMahon, B. (1992). *The Americans with Disabilities Act access and accommodations: Guidelines for human resources, rehabilitation, and legal professionals*. Orlando, FL: Paul M. Deutsch Press.
- Wilkerson, D.J., Watson, J.E., & Hutchens, S.H. (2005). *Medical students with disabilities: A generation of practice*. Washington, DC: Association of American Medical Colleges.
- University of Wisconsin-Milwaukee College of Nursing Policy on Essential Abilities

Added 2-25-10



GRADUATE PROGRAM  
STUDENT RESPONSIBILITIES  
AGREEMENT

I, \_\_\_\_\_, understand that the expectation of the College of  
Print Full Name

Nursing is zero tolerance for conduct unbecoming of a professional, including dishonesty, inappropriate drug and alcohol use, or physical/verbal aggressive behavior. I further understand that alcohol and/or drug screening may be requested/required by a clinical agency or university at my own expense. Failure to comply may result in failure of a course and/or removal from the program. I understand that I am responsible for the cost of any injuries or incidents in which I am involved in the classroom or clinical setting.

I understand that if I exhibit unprofessional behavior at any time during my student tenure at the University of Wisconsin Oshkosh College of Nursing, there will be consequences that could mean being placed on a behavioral contract or dismissal from the nursing program. I understand that I must comply with confidentiality, HIPAA, and other regulations in clinical agencies. I understand that case studies discussed in class or clinical conferences shall remain confidential. I understand that class materials are considered the property of the College of Nursing and individual instructors and cannot be used for non-class purposes without the consent of the instructor.

I understand there is strict enforcement of the health, CPR, RN license, and criminal history policies and assume responsibility for associated costs. I realize that noncompliance with the policies and deadlines may result in NOT being able to attend clinical for the semester following the missed deadline/or not being allowed to register for future classes or withdrawn from current classes. I agree to required health information being released to clinical agencies; and realize that some agencies require the last 4 digits of my social security number and birthdate, and if required, agree to the release of this information. I will take responsibility for the paying all fees associated with nursing courses.

I hereby agree to the release of information obtained through criminal history search to health care agencies required to approve my student clinical placement in accordance with the Caregiver Law (Wisconsin Act 27) enacted October 1, 1998. I understand that findings on my criminal history search may require more in-depth investigation, including obtaining court documents at my expense, and may interfere with or preclude clinical placement. I understand that I must disclose any change in the status of my RN license and/or any new criminal charges within two business days and failure to do so may result in removal from the College of Nursing.

I agree to the use of aggregate student data for quality improvement and accreditation purposes.

I understand that no identification of my individual data will be permitted. I understand that if I do not adhere to the policies of the College of Nursing, I may be dismissed from the College of Nursing.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Return to: Graduate Program Office  
College of Nursing  
Fax – (920) 424-0123  
Email: [congrad@uwosh.edu](mailto:congrad@uwosh.edu) or [concrna@uwosh.edu](mailto:concrna@uwosh.edu)

Approved by Graduate Program Committee: May 6, 2022



College of Nursing

### Graduate Program Academic Honesty Policy

All College of Nursing graduate students are expected to practice and protect academic and personal honesty. Academic dishonesty is a critical violation of the University of Wisconsin Oshkosh policies and the College of Nursing professional values. Nurses make decisions that affect the health and well-being of others. This justifiably makes academic integrity as well as personal honesty essential attributes for the nursing profession. Therefore, any student engaging in academic dishonesty will be viewed as an individual who lacks the knowledge, skills, and values necessary to be a safe practitioner or educator. To help assure the safety of the public we serve, the College of Nursing will take the necessary actions to remove such individuals from the program.

The following are examples of academic dishonesty (although this list is not inclusive):

1. Unauthorized assistance:
  - Communicating or attempting to communicate with another student(s) through verbal, electronic or written means before, during, or after a quiz/exam to benefit oneself and/or others including:
    - a. Sharing information about a quiz/exam with any other student(s) after you have taken the quiz/exam.
    - b. Telling students what to study after you have taken the quiz/exam.
    - c. Taking a quiz/exam with other classmates at the same location without faculty permission
  - Utilizing unauthorized resources or aids, such as computer/smart devices/props/aids for a quiz/exam or other academic activity when such resources or aids are not allowed. This would apply to in-class exams or quizzes as well as those given at the Testing Center. Online exams/quizzes are considered open-book and such resources may be used. However, information cannot be shared with other students as outlined above for online quizzes, testing, and/or assignments.
  - Possessing unauthorized course material including exams or instructor’s resources.
  - Reviewing another student’s exam or work for own benefit.
2. Discussing the actual quiz/exam (or any question on the quiz/exam) with anyone other than the professor(s) of that course.
3. Copying, pasting, and/or printing any portion of any quiz/exam by any method.
4. Plagiarizing in all forms including, but not limited to:
  - Using another student’s work, purchasing a term paper, or failure to appropriately cite a source.
  - Representing thoughts/ideas as your own without appropriately citing sources.
  - Self-plagiarism as detailed in the *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) in Chapters 1 and 6.
5. Falsifying information such as clinical data, clinical hours or experiences, or signing another person’s signature on an attendance record.
6. Failing to report any student suspected of committing academic dishonesty.

Students are responsible to be familiar with UW Oshkosh policies and consequences related to academic misconduct found at

<http://www.uwosh.edu/deanofstudents/university-polices-procedures/documents/ChapterUWS14.pdf>

I have reviewed the information above and will strive to uphold the College of Nursing values. On my honor, I pledge to maintain academic and personal honesty at all times.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

Approved by Graduate Program Committee: May 6, 2022



## **Behavioral Expectations for Electronic Communication**

### **Netiquette**

The following are expectations related to classroom behavior with all technology devices:

1. Instructors will determine computer use in each class. Students may be required to hand write class notes. Laptop computer use in the classroom is limited to class related activities. Use of unrelated websites during class time is not acceptable.
2. Computer/smart devices/props/aids used during classroom and lab hours are to be used for class related activities only. These devices are to be used during exams in class and lab ONLY with permission from the faculty.
3. Text messaging during class, lab, and exams is not permitted unless it is for a faculty-directed activity.
4. Computerized dictionary devices may be used by some students with English as a second language, if permitted by faculty.

The following are expectations related to class postings, discussions, and e-mails:

1. Proper grammar and spelling.
2. Clear communication, including understandable message and proper sentence structure.
3. Respectful tone to fellow students and professor at all times.
4. E-mail communications should include a salutation and ending, a reference to the class title, and a clear purpose or questions.
5. All communications with the CON office staff and faculty must be treated with timeliness, courtesy, and respect.

### **Social Media- Facebook, Twitter, blogs, etc.**

The online environment is not secure or private! Avoid communicating anything regarding clinical experiences (including international clinical experiences), comments regarding your employers, instructors, or peers.

Students are personally responsible for the content they publish on blogs, wikis, and social networks, forum boards, or any other form of user-generated media. Be mindful that what you publish may be public for anyone to see and may be traced back to you even after many years -protect your privacy. This includes online publishing and discussion on blogs, wikis, file-sharing, user-generated video and audio, virtual worlds and social networks.

If you are a member of any social network be sure your material is appropriate and never include information, postings, pictures that could be offensive or hurtful to any other person. To do so would directly violate our CON values and Student Responsibilities Agreement.

**Be thoughtful about how you present yourself.** Nursing students are preparing for a career providing services to the public. The University of Wisconsin Oshkosh College of Nursing (UWO CON) and future employers hold you to a high standard of behavior. By identifying yourself as UWO CON student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional values and goals. If you are a new CON student, be sure to update your social profiles to reflect our guidelines.

**Protect confidential information.** While you are posting to your friends, many of the sites are open to anyone browsing or searching. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency. Abide by HIPAA regulations. **NEVER** post any information about your clinical rotations or clients in any online forum or webpage.

**Respect your audience and your coworkers.**

Remember that UW Oshkosh CON is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Do not be afraid to be yourself, but respect others. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory—such as politics and religion. Remember, what may be humorous to some, may be offensive to others. **Use your best judgment.** Remember that there are always consequences to what you post.

**Failure to comply with these behavioral expectations directly violates our CON values and Student Responsibilities Agreement and will result in disciplinary action.**

[NCSBN Social Media Policy](#)

**I have reviewed this information and will comply with these behavior expectations.**

Printed Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

Approved by GPC: May 6, 2022



College of Nursing  
**Graduate Program  
Code of Conduct**

**I. Introduction**

All University of Wisconsin Oshkosh (UW Oshkosh) College of Nursing (CON) students regardless of program option must at all times demonstrate professional behaviors consistent with the standards of the American Nurses Association (ANA) and/or the National Student Nurses' Association Code of Ethics (NSNA), and/or the Wisconsin State Board of Nursing (N1-N9). In addition and as a part of admission requirements, students in all options are required to sign this Code of Conduct policy as acknowledgement. The purpose of this policy is to outline the scope of the Code of Conduct as well as consequences if the Code of Conduct or other CON policies are violated. Your signature at the end of this document indicates agreement to abide by the Code of Conduct and policies, procedures and guidelines set forth here at all times. Professional and academic behaviors are guided by the following:

- a. ANA Code of conduct: <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>
- b. NSNA Code of conduct: <http://www.nснаconvention.org/code-of-ethics.html>
- c. University of Wisconsin Oshkosh Non-Academic and Academic Misconduct and all policies, procedures and guidelines as outlined in the most current version of College of Nursing Student manuals (BSN, MSN, DNP).
- d. Wisconsin State Legislature: [https://docs.legis.wisconsin.gov/code/admin\\_code/n](https://docs.legis.wisconsin.gov/code/admin_code/n)

**II. Procedures/Sanctions**

Violating any of the Code(s) of Conduct, whether unprofessional behavior, criminal activity, or academic misconduct will result in a required meeting with the student and Program Director or their designee. The following options may apply depending on the severity and circumstances of the violation: (a) failure of the assignment (b) failure of the course [removal from class/lab/clinical], (c) notation on student's personal record, (d) dismissal from the CON with no possibility of return/reapplication and, (e) dismissal from the University. A maximum of three incidents may be grounds for expulsion from the CON. If the violation occurred while licensed as a registered nurse, a referral to the State Board of Nursing may occur.

**III. Acknowledgement**

I understand this Code of Conduct. I have been given opportunity to have any of my questions clarified and addressed.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Date

Approved by GPC: May 6, 2022

## GRADUATION

Students apply for graduation early in the semester in which they plan to graduate. **Please check the current semester timetable for the deadline date.** Application forms and information on graduation can be found at: <http://www.uwosh.edu/gradstudies/>

If not able to complete and print the on-line application for graduation, download and print a blank form, or pick-up/request a form from the Office of Graduate Studies (Dempsey Hall 337, 800 Algoma Blvd, Oshkosh 54901, 920-424-1223). Submit the completed application to the Office of Graduate Studies. The application process must be completed no later than the end of the first week of a summer session or the end of the fourth week of a spring/fall semester in which the student intends to graduate. Applying for graduation is required even if a student does not participate in the commencement ceremonies.

The Office of Graduate Studies will begin a final academic credit check upon receipt of this form. Prior to submitting your graduation application, have the admission to candidacy requirements met and culminating project approval forms submitted.

## INDEPENDENT STUDY

See Independent Study Policy, *Graduate Bulletin*, for further information. Application forms may be obtained from the Office of Graduate Studies or College of Nursing Graduate Program Office.

## PROGRESSION THROUGH THE PROGRAM

### Advisement

The Director Family Nurse Practitioner Emphasis & Director of Nurse Anesthesia emphasis acts as advisor to all DNP students in their particular emphasis upon entering the DNP program. Once a student is assigned a DNP Scholarly Project Chairperson, advising responsibilities are split between the Chairperson and the Emphasis Director.

### Program of Study

In order to predict course enrollments and plan for faculty teaching assignments and clinical facilities, students follow either a part-time or full-time plan of study.

Upon acceptance of admission, all students sign and submit a **program of study** form to the CON Graduate Program Office. To alter the original program plan, students are required to obtain approval and signature from the Director of Post-Licensure Programs before changing courses or their sequence. Changes must be filed with the CON Graduate Program Assistant.

### GPA Requirements, Grading & Repeat Policy

Students must pass all nursing courses with a grade of B or higher. The grade of B- is below satisfactory achievement. When a grade of less than B is earned, the student will be withdrawn from the program. The student can submit a written appeal to the Graduate Program Committee asking for re-instatement to the Program.

Appeals are considered on an individual basis with regard to extenuating circumstances contributing to the failing grade. See the Director of Post-Licensure Program for information regarding the appeal process. No appeals will be allowed when grades are below B due to ethical, legal, moral, or competency standard deviations.

## Repeat for Course Billing

By Credit: (undergraduate and/or graduate level courses that are paid for on a per credit basis).

Students wishing to repeat a course, in which they did not achieve a satisfactory grade, may do so with departmental/committee approval. The billing for the repeated course is set at the same per credit tuition as the original course (adjusted for current academic year per credit tuition rate). Any specific courses fees would apply again.

By Program or Semester: (undergraduate and/or graduate level courses that are paid for by program or semester).

Students wishing to repeat a course, in which they did not achieve a satisfactory grade, may do so with departmental/committee approval. The billing for the repeated course is determined by the following formula.

Total program tuition charges divide by the total number of credits = cost per credit.

Multiply cost per credit X number of credits of course to be repeated.

Any specific courses fees would apply again.

## Grading Policy

The following conversion scale is used by the College of Nursing:

A	4.0	A	94 - 100
A-	3.67	A-	90 - 93
B+	3.33	B+	87 - 89
B	3.0	B	84 - 86
B-	2.67	B-	80 - 83
C+	2.33	C+	77 - 79
C	2.0	C	74 - 76
F	0	F	73 and below

A grade of B (84%) or higher is required to pass all graduate courses and to progress in the program. Final grades in graduate courses will be rounded to the nearest whole number (.5 and above).

Revised and approved by faculty 04-13-18

## Admission to Candidacy

Admission to candidacy occurs during the last fall semester of the student's plan of study. Admission to Candidacy forms are completed by the Graduate Program Assistant, sent to the student for review, and then authorized by the Director of Post-Licensure Programs.

The final copy is signed by the student and Director of Post-Licensure Programs and then approved and signed by the UWO Office of Graduate Studies.

## Time Limit

There is a time limit of five years for completing Graduate Nursing Program degree requirements. The 5-year period starts with the first course taken after admission to the program. This time limit may be extended only after having a petition approved by the Graduate Program Committee. The Request for an Extension of Degree Completion Time is available from the Graduate Program Assistant. **Extensions are not automatically granted.**

## REGISTRATION

Registration information is available at the University of Wisconsin Oshkosh web site ([www.uwosh.edu](http://www.uwosh.edu)) or in the printed University timetable. Students are to register for classes as listed in their predetermined course plan. Students should refer questions to their assigned faculty advisor or the Director of Post-Licensure Program. Clinical courses may be restricted when multiple sections require geographical planning.

## RESOURCES

### **Counseling Center**

Individual, group, couples, and family counseling services are available. Appointments can be made through the secretary (424-2061). Some “walk-in emergency” service is available in Dempsey Hall, room 201. The Counseling Center library may be used without appointment. See the Counseling Center’s website at [http://www.uwosh.edu/couns\\_center](http://www.uwosh.edu/couns_center)

### **Dean of Students Office**

The Dean of Students Office provides many services including disability services. Students can apply for accommodations for extended testing and other related services through this office. See the website at <http://www.uwosh.edu/deanofstudents>

### **Graduate Lab**

The Graduate Lab provides a clinical learning site for graduate and undergraduate students. Advanced Physical Assessment and Advanced Diagnostic and Reasoning classes for DNP students are held in the Graduate Lab.

### **Elmer Leach Learning Laboratory**

The College of Nursing Learning Laboratory was dedicated as the Elmer Leach Learning Laboratory for Nurses on October 21, 1987. The Learning Laboratory has technology and medical equipment, printed materials, anatomic models, and clinical simulation equipment to provide for psychomotor skills, practice, independent study and faculty-assisted learning opportunity for nursing students. Software and AV materials related to the lab student activities are located within the Learning Laboratory, Simulation Lab, or Computer Lab. All faculty have input regarding instructional material requests through the Level Coordinators and Coordinator of the Learning Laboratory. Media requests from faculty are reviewed by the respective program committees and recommendations are made to the Dean. College budget, project, and grant funds have made it possible to provide adequate resources to meet program goals. The Learning Laboratory has scheduled open practice session times.

### **Gruenhagen Conference Center**

Students may have a need for overnight lodging. For a modest fee, rooms are available in the Gruenhagen Conference Center to students with a University I.D. Showers are available, alarm clocks are provided, and no prior reservations are required although they are helpful. For further information or to make reservations, call Conference Center, Gruenhagen (424-1106/1107). See the website at <http://gcc.housing.uwosh.edu/>

### **Forrest R. Polk Library**

Polk library offers numerous services on campus as well as remotely. Information on books availability, course reserve materials (including e-reserves), videos, and articles can be found on the website at <http://www.uwosh.edu/library/>. Information on the Polk Library website will assist students conducting literature searches and accessing library materials. Online forms are available on the website. Interlibrary loan services are available in Polk Library. Requests for this service can be made on-line.

### **Reading Study Center**

The Reading Study Center provides assistance for improving student reading, study, and testing skills through an individualized program. For more information, contact the Reading Study Center at 424-1031 or see the website at <http://www.uwosh.edu/readingstudycenter/>.

## **Nursing Research Office (NRO)**

The NRO is open approximately 30 hours per week and Research Assistants are available to help both graduate students and faculty in their research efforts. The Research Office is located Clow 226 (424-7078 or email [conresoffice@uwosh.edu](mailto:conresoffice@uwosh.edu)).

## **Writing Center**

For individual assistance in improving writing skills, contact the Writing Center, located in at 750 Elmwood Avenue (424-1152). Individual students are urged to bring samples of their writing for critique and suggestions. Information can be found at <http://www.uwosh.edu/wcenter>.

## **Scholarships**

Scholarships are available in the CON and University. The number and amount of each varies from year to year. Each spring, students will receive an announcement via email regarding which scholarships are available, the application criteria, and application process. College of Nursing faculty review completed applications and select award recipients. All scholarship funds are posted to the student's account the fall semester after the application period. Students may apply for more than one scholarship at any given time.

## **Financial Assistance**

Financial assistance is available to graduate nursing students. A booklet describing financial assistance for nursing students at the University of Wisconsin Oshkosh is available through the Financial Aid Office located in Dempsey.

## **SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY ETA PI CHAPTER Eligibility Criteria for Membership**

The purpose of the Society is to:

1. Recognize superior achievement
2. Recognize the development of leadership qualities
3. Foster high professional standards
4. Encourage creative work
5. Strengthen commitment to the ideals and purposes of the profession

Membership in this society is a special opportunity to share in the recognition of excellence in the nursing profession. The faculty hope that you will consider applying for membership in the Eta Pi Chapter of Sigma Theta Tau.

## **GRADUATE STUDENTS (MASTER'S AND DOCTORATE) MUST\***

- have completed  $\frac{1}{4}$  of the nursing curriculum;
- achieve academic excellence (at schools where a 4.0 grade point average system is used, this equates to a 3.5 or higher);
- meet the expectation of academic integrity.

\*Students in graduate programs who are registered nurses, legally recognized to practice in their country and have a minimum of a baccalaureate degree or the equivalent in any field, shall be eligible to be considered as a nurse leader at any point in the program.

## **NURSE LEADER CANDIDATES MUST**

- A. be legally recognized to practice nursing in his/her country;
- B. have a minimum of a baccalaureate degree or the equivalent in any field; demonstrate achievement in nursing.

Applications by eligible students are requested early each year. Unofficial transcripts in pdf form are required with the online application submission.

Nurse Leaders may submit an application at any time. Graduate students may also apply as a Nurse Leader at any time if they meet eligibility criteria for Nurse Leader but have not been in their graduate.

More information can be found at [etapi.sigmanursing.org](http://etapi.sigmanursing.org)

## STUDENT STATUS

There are three categories of student status:

### A. Inactive

Students (other than those who have completed all course work except for the culminating project) who have not enrolled for three sequential enrollment periods (including summer sessions) **are considered inactive and must reapply to continue in the program.** Inactive students who reapply must meet admission standards in effect at the time of readmission and will be expected to meet degree requirements that are in effect at that time.

### B. Active

Students who are continuously enrolled (full or part-time) are considered to have active status.

### C. Leave of Absence

Students may request a leave of absence by writing directly to the Director of Post-Licensure Programs who will bring the matter before the Graduate Program Committee. A leave up to one year may be granted, depending on the student's circumstances and plan for return.

## TRANSFER OF CREDIT

On admission, previous graduate credit courses can be listed on the Graduate Studies Admission Evaluation form to be evaluated for transfer. The student will need to provide a course description, objectives, schedule, and a course syllabus/supplement for any course requested for transfer. Graduate Studies policy allows 9 credits for transfer.