

UNIVERSITY OF WISCONSIN OSHKOSH
COLLEGE OF NURSING

GRADUATE PROGRAM

Doctor of Nursing Practice



UNIVERSITY OF WISCONSIN
OSHKOSH

BSN to DNP FNP Emphasis
BSN to DNP PMHNP Emphasis
BSN to DNP NA Emphasis
MSN to DNP with FNP emphasis
Master's to DNP Program

Graduate Student Manual 2023-2024

The DNP 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 following Graduate Student Information Manual was written to provide GENERAL INFORMATION about the College of Nursing Graduate Program. It supplements the University Graduate School Bulletin and University Student Handbook. Graduate students in the NA emphasis are also referred to the Supplemental NA Emphasis Student Manual.

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.

12/10/10 Reviewed and updated by faculty

9/16/16 Reviewed and revised by faculty

5/31/17 Reviewed by faculty

5/20/22 Reviewed by faculty

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

12/10/10 Reviewed and updated by faculty

5/31/17 Reviewed by faculty

5/20/22 Reviewed and revised by faculty

COLLEGE OF NURSING

Doctor of Nursing Practice Program Description

The DNP Program is built upon a bachelor's or master's level nursing foundation and designed to prepare graduates for the highest level of professional nursing practice in accordance with the [AACN Essentials of Doctoral Education for Advanced Nursing Practice](#) (2006).

The program encompasses advanced nursing practice, leadership, and practice inquiry. **Leadership** encompasses organizations/systems, information technology, policy, professional identity, and skills in leadership and inter-professional collaboration within a social justice context. **Practice inquiry** focuses on clinical scholarship through critical appraisal, translation, integration, and evaluation of evidence into practice. Additionally, the BSN to DNP emphases (Family Nurse Practitioner [FNP] and Nurse Anesthesia) focus on advanced practice nursing.

Graduate education is a collaborative learning experience between students and faculty where faculty enhance critical thinking, challenge ideas, stimulate creativity, and serve as effective role models and mentors. The educative process in the graduate program is built upon the belief that each student is a self-directed adult learner with unique needs for advanced study. Students, preceptors, and faculty share the responsibility for seeking and utilizing opportunities to enhance the learning process. Students are responsible for evaluating their own professional performance and growth, for using appraisals of their performance from others, and for providing regular feedback on the quality of their graduate education to improve the educative process.

Major concepts of the DNP program curriculum are person, environment, health, and nursing (see conceptual framework). Other concepts include primary health care (FNP emphasis), advanced nursing practice, education, and leadership.

FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner emphasis focuses on primary health care. Primary health care is the promotion and maintenance of health, prevention of disease, and treatment and care of persons with acute and chronic health problems that may be managed in a variety of settings.

Primary health care usually provides the point of entry into, or first contact, with the health care system. The primary health care delivery system is an integral part of the environment and is often the framework within which a variety of health care services are delivered. Optimal health care is characterized by accessibility, acceptability to consumers, comprehensiveness, continuity, coordination of the services provided by multiple health-related disciplines, and active participation of consumers.

Primary health care advanced nurses are engaged in therapeutic relationships with persons in which the nurse's professional expertise and the person's self-care expertise are utilized collaboratively to: (a) develop mutually acceptable goals of health; (b) foster self-responsibility for health; (c) attain realistic levels of health; (d) cope with developmental changes/challenges; (e) recover from health disruptions; and (f) manage acute and chronic health problems to maximize the person's human potential, minimize complications, and plan for end-of-life care. Primary health care nursing is practiced in an effective and efficient manner while maintaining continuity and comprehensiveness of care for persons across the life span.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

The Psychiatric Mental Health Practitioner emphasis focuses on the study of neurobiology, psychopharmacology, diagnostic criteria, differential diagnoses, and collaborative care. Psychotherapeutic modalities such as cognitive behavioral therapy (CBT), dialectical behavioral therapy (DBT), and trauma focused therapy will also be addressed. Along with exploration of the scope and standards of practice of a PMHNP as well as legal, ethical, leadership and health promotions responsibilities of the advanced practice clinician. Major areas addressed will included but are not limited to: anxiety, depression, substance use disorders, sleep and attentional disorders, mood disorders, and serious mental illness. This program will include clinical experiences to equip the nurse practitioner student to successfully complete the certification examination and provide quality mental health care across the life span of patients. The most current addition of the Diagnostic and Statistical Manual of Mental Disorders will be used and

applied to clinical practice.

NURSE ANESTHESIA

Certified Registered Nurse Anesthetists (CRNAs) are anesthesia professionals who safely administer anesthetics to patients each year in the United States and are the primary providers of anesthesia care in rural America, enabling healthcare facilities in these medically underserved areas to offer obstetrical, surgical, pain management and trauma stabilization services.

As advanced practice registered nurses, CRNAs practice with a high degree of autonomy and professional respect. CRNAs provide anesthesia to patients across the life span and practice in every setting in which

anesthesia is delivered: traditional hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; and U.S. military, Public Health Services, and Department of Veterans Affairs healthcare facilities. Managed care plans recognize CRNAs for providing high-quality anesthesia care with reduced expense to patients and insurance companies. The cost-efficiency of CRNAs helps control escalating healthcare costs.

ADVANCED NURSING PRACTICE

Advanced nursing practice includes primary and/or secondary, and/or tertiary health care services as well as the provision of education. In addition, advanced nurses have skills in leadership. Advanced practice nurses have a knowledge base that is more extensive than that which underlies entry level professional nursing practice. The advanced knowledge base is reinforced by a broader range of theories and is characterized by an extensive evidence base, advanced caring skills, competence, and theory testing in practice and professional relationships. Advanced practice nurses have a higher level of responsibility and accountability. Advanced nursing care is needed to meet the needs of the public/community and to educate future nurses. Advanced nursing components include nursing practice, leadership, research, and education including having a role in health care policy and in the public's health. Advanced practice nurses must be 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. The advanced practice nurse: (a) is scholarly; (b) translates scholarship into expert practice, teaching, and leadership which is humanistic, complex, and multifaceted; (c) intervenes creatively, and (d) develops collaborative relationships. Advanced practice nurses provide opportunities that influence the health of persons, the educational development of learners, and the achievement of organizational integrity.

Advanced nursing practice is committed to the collaborative practice model. Collaboration is seen as the nurse and other health care professionals practicing together within the framework of their respective practice acts and guidelines. The modification and development of practice relationships and patterns contribute to effective health care. Equally important is the need for collaboration with persons, including learners, who retain responsibility for their own health care and/or educational behaviors. This interdisciplinary process allows advanced nurses to gain confidence and competence in the roles.

EDUCATION

Education refers to systematic inquiry and a process of building an advanced knowledge base. Education also refers to the process of teaching learners. Nursing and other theories provide a framework for the development and articulation of nursing knowledge. The research process provides a means for testing theory and generating new knowledge. The clinical doctorate focuses on translation of research into practice using evidence-based practice and quality improvement. Advanced nursing practice and education includes application of theoretical models and research findings. Advanced nursing practice includes generating new questions and utilizing findings from theory and practice to increase understanding of phenomena in order to develop improved modalities of care.

The nursing process in the graduate curriculum goes beyond the concepts in the baccalaureate curriculum. There is an increased level of sophistication and synthesis. 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, including the use of multiple modes of evaluation.

LEADERSHIP

Leadership involves the ability to influence the behavior of others toward achievement of positive health care outcomes. Professional leadership extends beyond the boundaries of primary health care and advanced nursing settings and includes exerting influence in society, including the educational, political, legal, economic, technological, and ethical aspects of health care delivery. The advanced nurse exercises leadership in practice, educational settings, the profession, and society. The scope of practice for the advanced nurse leader

moves from participation in less complex decision-making situations, to more elaborate leadership and management issues within and outside the organization.

Collaborative models for advanced nursing leadership require professional maturity in order to initiate and carry through with the necessary roles and skills. Collaboration is viewed as an essential interdisciplinary process because of the complexity of health care needs.

12/17/10 Reviewed by Faculty

05/15/12 Revised and approved by the Graduate Program Committee 05/20/12 Reviewed by Faculty 04/14/17

Revised and approved by the Graduate Program Committee

04/29/19 Revised and approved by the Graduate Program Committee

DNP PROGRAM OBJECTIVES

Objectives for the DNP program are derived from the AACN *The Essentials of Doctoral Education for Advanced Practice Nursing* (2006). At the completion of this program, students are expected to demonstrate the competencies required for the highest level of nursing practice. DNP graduates will be able to:

1. Expand advanced nursing practice by integrating the art and science of nursing with theory and knowledge from biophysical, psychosocial, political, ethical, technical, analytical, cultural, spiritual, environmental, and organizational realms.
2. Promote culturally sensitive, holistic advanced nursing practice care and services in a global community, with emphasis on disease/illness prevention and health/wellness promotion as well as restoration and maintenance.
3. Synthesize leadership skills, systems analysis, and advocacy expertise.
4. Integrate clinical expertise and competence with population-focused management, evidence-based practice, and health care policy.
5. Analyze health-related information systems and technology for the improvement of health care.
6. Develop, implement and evaluate evidence-based approaches to advanced nursing practice.
7. Evaluate the outcomes of advanced nursing practice.
8. Apply clinical scholarship and leadership skills to advanced nursing practice.
9. Evaluate personal scholarship, professional growth, and excellence in practice.

04/14/2017: Approved by Graduate Program Committee

04/29/2019: Reviewed and approved by Graduate Program Committee

NOTE: Graduates of the BSN to DNP with Family Nurse Practitioner emphasis and BSN to DNP with Nurse Anesthesia emphasis are eligible to sit for national certification exams.

Expected Competencies of the DNP Graduate

The competencies expected of a BSN to DNP graduate include information specific to the emphasis:

- a) The eight Essentials of Doctoral Education for Advanced Practice in Nursing as specified by the American Association of Colleges of Nursing <http://www.aacn.nche.edu/dnp/pdf/essentials.pdf>
- b) The National Organization of Nurse Practitioner Faculties Nurse Practitioner Core and Population-Focused Family/Across the Lifespan competencies
<http://www.nonpf.com/associations/10789/files/NPCoreCompetenciesFinal2012.pdf>
<http://www.nonpf.org/associations/10789/files/PopulationFocusNPComps2013.pdf>
- c) The Graduate and Curriculum Standards for Accreditation of Nurse Anesthesia Practice Doctorate Programs by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA)

The competencies expected of a Master's to DNP graduate follow the eight essentials of doctoral education for advanced practice in nursing as specified by the American Association of Colleges of Nursing (<http://www.aacn.nche.edu/dnp/pdf/essentials.pdf>).

OVERVIEW OF THE DOCTOR OF NURSING PRACTICE PROGRAM

BSN to DNP with Advanced Practice emphasis

The BSN to DNP program is built upon the BSN foundation and prepares graduates for doctoral level advanced nursing practice. The Family Nurse Practitioner (FNP) emphasis provides nurses with advanced practice knowledge and skills in health appraisal and management for clients throughout their lifespan with emphasis on health promotion, maintenance and restoration and care of common acute and stable chronic conditions. Clinical practicum in collaborative primary health care settings and other health care settings allow students to apply concepts of case management and role development. The Psych-Mental Health Nurse Practitioner (PMHNP) emphasis provides nurses with advanced practice knowledge and skills in the assessment, evaluation, diagnosis and management of mental health illness. It will focus on optimizing patient function while supporting and validating patient autonomy and self-actualization. The Nurse Anesthetist (NA) emphasis provides nurses with advanced practice knowledge and skills in patient-centered monitored anesthesia care, regional anesthesia, or general anesthesia in inpatient and outpatient locations. NAs support and collaborate with members of the multidisciplinary team to enhance patient safety. Teamwork and effective communication contribute to enhanced situational awareness that leads to improved decision-making (American Association of Nurse Anesthetists, 2017).

Program completion requirements differ by emphasis. A minimum of 74 credits for FNP, a minimum of 74 credits for PMHNP, and a minimum of 90 credits for NA is required. All emphases require completion of a DNP Scholarly Project to prepare clinically competent advanced practice nurse leaders. Graduates from the FNP emphasis are eligible to take the family nurse practitioner certification exam from AANP and ANCC. Graduates of the PMHNP emphasis are eligible to take the psychiatric mental health nurse practitioner certification exam from ANCC. Graduates from the NA emphasis are eligible to take the National Certification Examination administered by the National Board on Certification and Recertification of Nurse Anesthetists.

Masters to DNP

The Master's to DNP program is designed for those who already possess a Master of Science Degree with national certification as an advanced practice nurse or an advanced administrator. The DNP curriculum builds upon the foundation of Master's level education and prepares graduates for the highest level of practice in the current complex health care environment. The Master's to DNP program requires 30 credits including the completion of a DNP Scholarly Project.

MSN to DNP with FNP emphasis

The MSN to DNP program with Family Nurse Practitioner (FNP) emphasis is designed for those who already possess a MSN degree in an emphasis other than FNP and prepares graduates for doctoral level advanced nursing practice. The program curriculum meets both the Essentials for Doctoral Education in Advanced Nursing Practice (AACN, 2006) and FNP certification requirements. The FNP role provides nurses with advanced practice knowledge and skills in health appraisal and management for clients throughout their lifespan with emphasis on health promotion, maintenance and restoration and care of common acute and stable chronic conditions.

Program completion requires completion of credits specific to individual plans of study and a Scholarly DNP Project. Graduates are eligible to take the FNP certification exam from AANP and ANCC.

CURRICULUM

COLLEGE OF NURSING GRADUATE PROGRAM

BSN to DNP

The components of the BSN to DNP curriculum are modeled after the following guidelines: AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2006), *Report of the National Task Force (NTF) on Quality Nurse Practitioner Education* (2012), the American Nurses Association *Scope and Standards of Practice* (2004), *National Organization of Nurse Practitioner Faculty (NONPF) Core Competency Domains* (2012), *The Consensus Model for APRN Regulation, Licensure, Accreditation, Certification, and Education* (2008), graduate Quality and Safety Education in Nursing (QSEN) Competencies and the Graduate and Curriculum Standards for Accreditation of Nurse Anesthesia Practice Doctorate Programs by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). Materials and sources from The Joint Commission and the Wisconsin State Board of Nursing are also considered when reviewing and revising documents.

Core Courses:

Subject

Catalog No.	Units (crs.)	Title
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Nursing

701	3	Translational Scholarship
702	3	Health Care Systems Policy and Advocacy
704	3	Pathophysiology for Advanced Nursing Roles
709	3	Pharmacotherapeutics for Advanced Nursing Roles

800-Level DNP Courses

Subject

Catalog No.	Units (crs.)	Title
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Nursing

800	3	Foundations of the DNP Role and Interprofessional Collaboration
801	3	Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice
803	3	Advanced Epidemiology and Biostatistics for Population Health
804	1	DNP Scholarly Project I
805	3	Clinical Scholarship for Advanced Nursing Practice
806	1	DNP Scholarly Project II
808	1	DNP Scholarly Project III
809	3	Organizational Leadership and Health Policy for Advanced Nursing Practice
810	1	DNP Scholarly Project IV
883	3	Healthcare Informatics
892	0	DNP Scholarly Project Continuation Course (if DNP Scholarly Project not completed by semester of anticipated graduation)

FNP Specialty Courses:

Subject

Catalog No.	Units (crs.)	Title
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Nursing

700	3	Advanced Diagnostics and Reasoning
703	3	Clinical Prevention and Population Health
716	3	Clinical Management and Pharmacology I

717	3	Clinical Management and Pharmacology II
718	3	Clinical Management and Pharmacology III
720	1	Pediatric Seminar for APN
722	2	Diversity Practicum
726	2	FNP Practicum I
727	4	FNP Practicum II
728	4	FNP Practicum III
729*	3	Advanced Health Assessment
730	3	Clinical Practice Management
829	6	DNP Residency

PMHNP Specialty Courses:

Subject

Catalog No.	Units (crs.)	Title
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Nursing

703	3	Clinical Prevention and Population Health
716	3	Clinical Management and Pharmacology I
729*	3	Advanced Health Assessment
730	3	Clinical Practice Management
811	3	Scope of PMHNP Practice
812	3	Neurobiology for PMHNP Practice
813	2	PMHNP Practicum I
814	3	Psychotherapy for PMHNP Practice
815	4	PMHNP Practicum II
816	1	Current Issues in Nursing for PMHNP
817	2	PMHNP Practicum III
818	3	Foundations of PMHNP
819	4	PMHNP Practicum IV
829	6	DNP Residency

*Formerly 605

Other Requirements

Completion of a DNP Scholarly Project.

Certification Requirements

Graduates of the BSN to DNP-FNP program and MSN to DNP with FNP emphasis meet the FNP eligibility requirements of the certification centers, ANCC and AANP. Graduates of the BSN to DNP-PMHNP program meet the PMHNP eligibility requirements of ANCC certification board. Students may take their certification exam prior to graduation (in the final semester of their program) with FNP or PMHNP emphasis director approval.

NA Specialty Courses

Subject

Catalog No.	Units (crs.)	Title
-------------	--------------	-------

Biology

729	1	Anatomy
730	4	Advanced Human Physiology

Nursing

729	3	Advanced Health Assessment
830	3	Pharmacotherapeutics for Advanced Nursing Roles II
831	3	Basic Principles of Anesthesia and Lab
832	3	Advanced Principles of Anesthesia I
833	3	Advanced Principles of Anesthesia II

834	3	Advanced Principles of Anesthesia III
835	3	Physics, Equipment and Technology, and Advanced Chemistry Concepts for the Nurse Anesthetist
836	1	Professional Aspects of Nurse Anesthesia Practice
837	1	Professional Aspects of Nurse Anesthesia Practice II
838	1	Professional Aspects of Nurse Anesthesia Practice III
839	1	Clinical Practica I
840	3.5	Clinical Practica II
841	3.5	Clinical Practicum III
842	4.5	Clinical Practicum IV
843	4.5	Clinical Practicum V
844	4.5	Clinical Practicum VI
845	4.5	Clinical Practicum VII
850	2	Anesthesia in Austere Conditions
851	1	Anesthesia in Austere Conditions Practica

Other Requirements

Completion of a DNP Scholarly Project.

Certification Requirements

Graduates of the BSN to DNP-NA emphasis meet the eligibility requirements of the National Board on Certification and Recertification of Nurse Anesthetists.

Master's to DNP

The components of the Master's to DNP curriculum are modeled after the AACN *The Essentials for Doctoral Education for Advanced Nursing Practice (2006)*;

Master's to DNP CORE COURSES

Subject

Catalog No.	Units (crs.)	Title
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Nursing

800	3	Foundations of the DNP Role and Interprofessional Collaboration
801	3	Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice
803	3	Advanced Epidemiology and Biostatistics for Population Health
804	1	DNP Scholarly Project I
805	3	Clinical Scholarship for Advanced Nursing Practice
806	1	DNP Scholarly Project II
808	1	DNP Scholarly Project III
809	3	Organizational Leadership and Health Policy for Advanced Nursing Practice
810	1	DNP Scholarly Project IV
821	4	DNP Seminar & Practicum I
822	4	DNP Seminar & Practicum II
883	3	Healthcare Informatics
892	0	DNP Scholarly Project Continuation Course (if DNP Scholarly Project not completed by semester of anticipated graduation)

Other Requirements

Completion of a DNP Scholarly Project.

MSN to DNP with FNP Emphasis

Subject

Catalog No.	Units (crs.)	Title
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Nursing

800	3	Foundations of the DNP Role and Interprofessional Collaboration
801	3	Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice
803	3	Advanced Epidemiology and Biostatistics for Population Health
804	1	DNP Scholarly Project I
805	3	Clinical Scholarship for Advanced Nursing Practice
806	1	DNP Scholarly Project II
808	1	DNP Scholarly Project III
809	3	Organizational Leadership and Health Policy for Advanced Nursing Practice
810	1	DNP Scholarly Project IV
883	3	Healthcare Informatics
892	0	DNP Scholarly Project Continuation Course (if DNP Scholarly Project not completed by semester of anticipated graduation)

FNP Specialty Courses*:

Subject

Catalog No. Units (crs.) Title

Nursing

729**	3	Advanced Health Assessment
700	3	Advanced Diagnostics and Reasoning
716	3	Clinical Management and Pharmacology I
717	3	Clinical Management and Pharmacology II
718	3	Clinical Management and Pharmacology III
726	2	FNP Practicum I
727	4	FNP Practicum II
728	4	FNP Practicum III
720	1	Pediatric Seminar for APN
730	3	Clinical Practice Management
829	6	DNP Residency

*FNP Specialty courses dependent on student's individual plan of study.

** Formerly 605

Other Requirements

Completion of a DNP Scholarly Project.

Certification Requirements

Graduates of the BSN to DNP-FNP program and MSN to DNP with FNP emphasis meet the FNP eligibility requirements of the certification centers, ANCC and AANP. Students may take their certification exam prior to graduation (in the final semester of their program) with FNP emphasis director approval.

**UNIVERSITY OF WISCONSIN OSHKOSH
COLLEGE OF NURSING**

Course Descriptions

Nursing 729 (formerly 605) Advanced Health Assessment (3):

Identification of health status of the individual at all ages through history, interview, and physical examination; recognition of differences in physiological function and psychosocial behavior; assessment of developmental stages of the individual and relationship to family unit; exploration of collaborative role development by nurse and physician in primary health care delivery.

Nursing 700 Advanced Diagnostics and Reasoning (3):

This course builds on the health assessment skills acquired in N605 with emphasis on the decision-making processes to differentiate normal from abnormal health status. Data collection methods include comprehensive and problem-focused history and physical examination assessments; health risk appraisal, developmental assessment; family and social assessment; advanced physical assessment skills and common diagnostic procedures. Clinical experience includes laboratory practice and health assessment and promotion application in health care settings. **Prerequisites: N605 and N704**

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 704 (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 the 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 clients in primary health care. **Prerequisites: N704**

Nursing 716 Clinical Management and Pharmacology I (3):

This is the first of three sequential courses on clinical management that builds on a health promotion/disease prevention framework for a holistic approach to primary health care. Students expand their knowledge base of physiology, pathophysiology, and pharmacology. The course emphasizes critical thinking processes to

establish clinical judgment. Students discuss appropriate natural/alternative and pharmacological therapies, diagnostic and educative management strategies, and outcome criteria for commonly encountered acute and chronic conditions involving the respiratory, genitourinary, and endocrine system as well as women's health, gynecological, ophthalmology, and otology conditions seen by Family Nurse Practitioners in primary health care. **Prerequisite: N700, N704, and N709; Corequisite: N726**

Nursing 717 Clinical Management and Pharmacology II 718 (3):

This is the second of three sequential courses on clinical management for the family nurse practitioner that continues a holistic approach to advanced primary health care acknowledging age, gender, sexuality, cultural heritage, family and community needs. Students continue to expand their knowledge of physiology, pathophysiology, and pharmacology. The course emphasizes critical thinking processes to establish a clinical judgment from possible differential diagnoses. Students discuss natural/alternative health care and pharmacotherapeutics, as well as diagnostic and educative management strategies, and outcome criteria appropriate for the commonly encountered acute and chronic conditions of the cardiovascular, renal, integumentary, gastrointestinal, and hematological systems seen by Family Nurse Practitioner in primary health care. **Prerequisite: N716 and N726; Corequisite: N727**

Nursing 718 Clinical Management and Pharmacology III (3):

This is the third of three sequential courses on clinical management for the family nurse practitioner that continues a holistic approach to advanced primary health care acknowledging age, gender, sexuality, cultural heritage, family and community needs. Students continue to expand their knowledge of physiology, pathophysiology, pharmacology, and their critical thinking processes. Students discuss natural/alternative health care and pharmacotherapeutics, as well as diagnostic and educative management strategies and outcome criteria appropriate for clients with commonly encountered acute and chronic conditions of the psychological, neurological, and musculoskeletal systems as well as pain management, addiction and other selected topics. **Prerequisites: N717 and N727; Corequisite: N728**

Nursing 720 Pediatric Seminar for Advanced Practice Nurses (1):

This elective pediatric seminar focuses on the advanced practice nurse role with child-rearing families and pediatric conditions and issues. The course provides a review of growth and development and anticipatory guidance, an update on immunization requirements, and management of common acute and stable chronic pediatric health problems. Management includes routine advanced practice care including natural, alternative, and complementary therapies and pharmacologic treatments. **Prerequisite: N716**

Nursing 722 Diversity Practicum (2):

A diversity clinical practicum with adjunct faculty in a primary care setting to gain skill in working with individuals, families or communities from a diverse cultural/ethnic background.

(Minimum 112 clinical hours) **Prerequisite: N726, N709**

Nursing 726 Family Nurse Practitioner Practicum I (2):

This course provides the initial clinical preceptorship in a primary care setting. Focus is on practicing health assessment skills and establishing therapeutic relationships with clients and collegial relationship with other providers. (Minimum 112 clinical hours) **Prerequisite: N700, N704, and N709.**

Nursing 727 Family Nurse Practitioner Practicum II (4):

A clinical practicum following Nursing 726 in a family practice primary care setting. Students focus on developing skills in health assessment, health promotion, and collaborative health care management.

(Minimum 224 clinical hours) **Prerequisite: N726**

Nursing 728 Family Nurse Practitioner Practicum III (4):

This is the final clinical preceptorship in a family practice primary health care setting. The course focuses on greater responsibility and accountability in managing care of clients of all ages as well as family groups. Collaborative management of acute and chronic problems for the complex client/family with multi-system

problems is presented. Community/ Epidemiology health issues are addressed collaboratively with longer-term planning, research application, practice evaluation and consultation in a variety of settings. (Minimum 224 clinical hours) **Prerequisite: N727**

Nursing 730 Clinical Practice Management (3):

This course synthesizes the practitioner, administrator, educator, researcher, and consultant role components inherent in managing clinical practice in various health care settings to promote quality improvement and safety. Management functions of planning, organizing, directing/influencing, and evaluating the delivery of health care services will be discussed. **Prerequisite: N702 (for BSN to DNP – FNP emphasis students)**

Nursing 800 Foundations of the DNP Role and Interprofessional Collaboration (3):

In this course students examine the roles and responsibilities of the DNP emphasizing effective practice and interprofessional collaboration. Theoretical concepts from nursing and other disciplines guide the exploration of health and health care delivery and are applied to the DNP role integrating practice inquiry and advanced practice.

Nursing 801 Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice (3):

Course will focus on inquiry into the philosophical and theoretical perspectives and foundations of the discipline. Paradigms in nursing will be examined in relation to advanced nursing practice. Strategies for theory development will be addressed. Advanced nursing practice will be studied in the context of complex clinical, business, legal, ethical, and system issues that confront individual recipients of care, families, health care professionals, organizations, and society. **Prerequisites: A graduate level nursing theory course; graduate equivalent ethics content; or consent of instructor.**

Nursing 803 Advanced Epidemiology and Biostatistics for Population Health (3):

Epidemiologic research and concepts are synthesized and applied to clinical and population based health to best identify and analyze the determinants of health, health promotion and risk reduction strategies, and to evaluate the distribution of health conditions. Epidemiological, biostatistical, and other scientific approaches are used to analyze population data to better understand determinants of health and illness.

Prerequisites: N703 (FNP emphasis students)

Nursing 804 DNP Scholarly Project I (1):

This is the first in a series of four courses that will guide the student in the completion of the DNP Scholarly Project. During this course, the student will identify and work with their Project chair to form a Scholarly Project committee, refine the PICO(T) question, and problem statement that will be addressed in the Scholarly project. Emphasis will be on development of a sound rationale for the project, justified by a thorough review of the context in which the project will take place and a synthesis of relevant literature on the topic. (Minimum 56 practice hours). **Prerequisite: 701**

Nursing 805 Clinical Scholarship for Advanced Nursing Practice (3):

This course will further enhance the learner's understanding of scholarship through the dissemination process. The focus will be on the process of dissemination of scholarly information into clinical practice. Various dissemination methods including poster presentations, manuscript publication, and podium presentations will be examined. **Prerequisite: Dependent on Program: Nursing 701 and Nursing 804 for BSN to DNP FNP and Nurse Anesthesia Students**

Nursing 806 DNP Scholarly Project II (1):

This is the second in a series of four courses focused on developing and implementing the DNP Scholarly Project. During DNP Scholarly Project II, students develop the proposal for the DNP Scholarly Project, including problem recognition, needs assessment, goals and objectives, theoretical underpinnings and plans for evaluation. Sources of funding will be explored and IRB applications completed. At the conclusion of DNP Scholarly Project II, students submit their proposals to their Scholarly Project committee for approval. (Minimum 56 practice hours) **Prerequisites: N804 DNP Scholarly Project I**

Nursing 808 DNP Scholarly Project III (1):

This is the third in a series of four courses focused on the development and implementation of the DNP Scholarly Project. During this course, students will work with their DNP Scholarly Project committee to conduct their project. DNP Scholarly Project III will focus on implementation of the scholarly project within a practice setting. (Minimum 56 practice hours) **Prerequisites: N806 DNP Scholarly Project II**

Nursing 809 Organizational Leadership and Health Policy for Advanced Nursing Practice (4): Course will focus on the systematic collection of information about the activities, characteristics, and outcomes of programs to improve health care and inform future programmatic decisions. Emphasis is placed on the strategies used in needs assessment and implementation of effective health care interventions, programs and policies. This course prepares the advanced nursing professional to respond to current realities and provide enhanced leadership for future policy development and professional practice. **Prerequisites: N702, N730 and N801 (FNP emphasis students)**

Nursing 810 DNP Scholarly Project IV (1):

This is the final course in a series of four courses in which students develop and implement their DNP Scholarly Project. During this course, students will work with their DNP Scholarly Project committee to complete the project, evaluate project outcomes and disseminate results. (Minimum 56 practice hours)

Prerequisites: N808 DNP Scholarly Project III

Nursing 811 Scope of PMHNP Practice Across the Lifespan (3)

In this survey course students will be introduced to the concepts of mental health, how mental health and physical health are integrated, and how variability in mental health can impact patients and their communities. Mental health issues will be described within the context of function in different biopsychosocial settings, and students will be guided to an understanding of how changes in mental health can have a profound impact on patient function. This course will include explorations of objective and subjective mental health, and the role of Psychiatric-Mental Health Nurse Practitioners (PMHNP) in optimizing patient function while supporting and validating patient autonomy and self-actualization. The concepts of competencies and capabilities will be introduced as paths for personal growth and fulfillment as well as being instrumental for professional development and community impact for the PMHNP.

Nursing 812 Foundations of Neurobiology for PMHNP Across the Lifespan

Neurobiological foundations and fundamentals are covered in this course, with a focus on the biological and physiological contributors to psychiatric-mental health (PMH) conditions.

Anxiety and depressive disorders will be introduced with an emphasis on clinical presentation, screening and diagnostic tools, and differential diagnoses across the lifespan. Substance use disorders (SUD), their causative factors and treatment will also be explored. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), its use and application to clinical practice will be introduced in this course.

Nursing 813 PMHNP Practicum I

This course is the first in a series of four PMHNP practicum courses. These PMHNP practicums focus on providing education, training, and experience in the application of advanced practice nursing competencies in varied healthcare settings. Over the four practicums, students will enhance their APRN capabilities as they are guided through the process of translating current knowledge into evidence-based practice. Students will learn how to integrate advanced nursing practice with collaborative, leadership, and informatics skills in the improvement of health outcomes. This supervised clinical practicum focuses on the development and application of advanced mental health promotion, assessment, and management skills across both the healthcare and lifespan continuums. Minimum 112 hours.

Nursing 814 Psychotherapy for PMHNP Practice Across the Lifespan

Psychotherapeutic modalities are covered in this course, and students will be provided a grounding in cognitive behavioral therapy (CBT), dialectical behavioral therapy (DBT), and trauma-focused therapy.

Sleep and attentional disorders will be introduced with an emphasis on clinical presentation, screening and diagnostic tools, and differential diagnoses across the lifespan. The integration of both psychopharmacological and nonpharmacological modalities and their use in psychiatric-mental health (PMH) treatment plans of care is a central

component of this course. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), its use and application to clinical practice will be expanded upon in this course. **Prerequisites: N812**

Nursing 815 Practicum II

This course is the second in a series of four PMHNP practicum courses. These PMHNP practicums focus on providing education, training, and experience in the application of advanced practice nursing competencies in varied healthcare settings. Over the four practicums, students will enhance their APRN capabilities as they are guided through the process of translating current knowledge into evidence-based practice. Students will learn how to integrate advanced nursing practice with collaborative, leadership, and informatics skills in the improvement of health outcomes. This supervised clinical practicum focuses on the development and application of advanced mental health promotion, assessment, and management skills across both the healthcare and lifespan continuums. Minimum 224 hours. **Prerequisites: N813**

Nursing 816 Current Issues for the PMHNP

This course focuses on knowledge essential for the diagnosis and treatment of pediatric and geriatric psychiatric-mental health populations, as well as on current trends, issues and developments in the shifting psychiatric-mental health landscape. The emphasis will be placed on the important work of the PMHNP in the diagnosis and treatment of episodic, acute and chronic conditions in children and adolescents, as well as in elders and those residing in long-term care.

Nursing 817 Practicum III

This course is the third in a series of four PMHNP practicum courses. These PMHNP practicums focus on providing education, training, and experience in the application of advanced practice nursing competencies in varied healthcare settings. Over the four practicums, students will enhance their APRN capabilities as they are guided through the process of translating current knowledge into evidence-based practice. Students will learn how to integrate advanced nursing practice with collaborative, leadership, and informatics skills in the improvement of health outcomes. This supervised clinical practicum focuses on the development and application of advanced mental health promotion, assessment, and management skills across both the healthcare and lifespan continuums. Minimum 112 hours. **Prerequisites: N815**

Nursing 818 Foundations of PMHNP Practice

The theoretical foundations of psychiatric-mental health (PMH) nursing are covered in this course, as well as evidence-based practice for the advanced-practice clinician. Students will be guided in an exploration of the scope and standards of practice of a PMHNP, as well as the ethical, leadership, legal, and health promotion responsibilities of the advanced-practice clinician. The Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), its use and application to clinical practice will be an integral part of this course. Serious mental illness (SMI) diagnoses will be introduced with an emphasis on clinical presentation, screening and diagnostic tools, and differential diagnoses across the lifespan. **Prerequisites: N814**

Nursing 819 Practicum IV

This course is the fourth in a series of four PMHNP practicum courses. These PMHNP practicums focus on providing education, training, and experience in the application of advanced practice nursing competencies in varied healthcare settings. Over the four practicums, students will enhance their APRN capabilities as they are guided through the process of translating current knowledge into evidence-based practice. Students will learn how to integrate advanced nursing practice with collaborative, leadership, and informatics skills in the improvement of health outcomes. This supervised clinical practicum focuses on the development and application of advanced mental health promotion, assessment, and management skills across both the healthcare and lifespan continuums. Minimum 224 hours. **Prerequisites: N817**

Nursing 821 DNP Seminar & Practicum I (4):

This is the first of two seminar/practica combining advanced nursing practice clinical/system focus and seminar discussion. Seminar and practicum will focus on collaboration of inter-professional teams and the roles of advanced nursing within the collaboration. Accountability for advancing leadership in advanced nursing clinical practice and contributing to the developing body of nursing practice knowledge will be emphasized. Addresses advocacy at all levels of health care policy implementation. This experience provides additional opportunities for practice expertise development and work with a target population and/or a complex health care

environment. (Minimum 112 clinical hours) **Prerequisites: N809 and N803, N883 or consent of instructor.**

Nursing 822 DNP Seminar & Practicum II (4):

This is the second of two advanced nursing practice seminars and practica. The purpose of this course is to build upon knowledge and skills acquired and refined in DNP Seminar and Practicum I. Students will refine leadership skills related to outcomes, measurements, and quality initiatives within the student's work environment. Seminar and practicum will focus on the development, implementation and evaluation of culturally-sensitive approaches to improve health status/access patterns and address gaps in care of populations within local, national, or global communities. (Minimum 168 clinical hours) **Prerequisites: N821**

Nursing 829 DNP Residency (6):

In this course, students will synthesize previous learning in the practice environment in an immersion experience. Students will use practice opportunities to expand their leadership influence, translate research into practice, further develop clinical skills, and develop Family Nurse Practitioner competencies. Students will participate with clinical preceptors in a primary care setting under the supervision of clinical faculty to promote the transition from student role to a doctorally-prepared advanced practice nurse. (Minimum 336 clinical hours)

Prerequisites: N718

Nursing 830 Pharmacotherapeutics for Advanced Nursing Roles II: In this course students will evaluate pharmacology and corresponding physiology pertinent to the delivery of anesthetic care. Selected categories of drugs commonly used for the induction and maintenance of anesthesia, as well as additional adjunct drugs used for cardiopulmonary support and pain control, are analyzed.

Nursing 831 Basic Principles of Anesthesia and Lab: In this course students will examine a variety of basic concepts needed to begin to assess patients pre-operatively for an anesthetic, and manage their care intra-operatively and post-operatively. The lab will complement the lectures.

Nursing 832 Advanced Principles of Anesthesia I: In this course students will demonstrate the administration and management of anesthesia to patients requiring special considerations. Anatomy and physiology principles that relate to the practice of anesthesia, as well as other important areas requiring knowledge in the administration of anesthesia, will be analyzed and applied. Principles of anesthetic management outside of the operating room (endoscopy, MRI, EP lab, ECT, ICU, cancer treatment, interventional radiology), burns, eye surgery, anaphylaxis / immunosuppressed patients, the elderly, patients with rare co-existing diseases, neuromuscular disorders, malignant hyperthermia, robotics, and trauma will be explored. Labs will complement the lecture material.

Nursing 833 Advanced Principles of Anesthesia II: In this course students will examine fundamental concepts essential to clinical anesthesia practice in the obstetric and pediatric populations and the theoretical and practical aspects of acute and chronic pain management.

Nursing 834 Advanced Principles of Anesthesia III: In this course students will examine the administration and management of anesthesia to the neurosurgical patient. The renal, hepatic and endocrine systems as they relate to the practice of anesthesia will be reviewed, as well as other important areas requiring knowledge in the administration of anesthesia. Principles of anesthetic management outside of the operating room and trauma will be examined.

Nursing 835 Physics, Equipment and Technology, and Advanced Chemistry Concepts for the Nurse Anesthetist: In this course students will examine the basic chemistry and physics essentials to the safe delivery of anesthetic care. Additional emphasis is placed on the understanding of the functioning and relevant physical laws governing the use of the equipment required in the delivery of anesthesia.

Nursing 836 Professional Aspects of Nurse Anesthesia Practice I: In this course students will examine the importance of personal wellness and stress management for the nurse anesthesia student and the practicing CRNA. The student will become familiar with complementary and alternative modalities used to create wellness and balance. Students will demonstrate an understanding of the multiple factors related to chemical dependency and substance abuse in the profession. Students will also explore the importance of

cultural sensitivity and diversity in healthcare.

Nursing 837 Professional Aspects of Nurse Anesthesia Practice II: In this course students will analyze the business practice of anesthesia, legal aspects, the professional association and councils, and policies as they relate to the practice of anesthesia.

Nursing 838 Professional Aspects of Nurse Anesthesia Practice III: In this course students will examine wellness and chemical dependency as it relates to the issues faced by anesthesia providers.

Nursing 839 Clinical Practica I: This course is the first of seven practicum courses in the CRNA emphasis. Students will focus on administration of anesthesia for selected patients. Emphasis is on the application of basic principles of general anesthesia; patient assessment; preparation of anesthesia equipment and drugs; development of patient-specific anesthesia care plans; and basic airway management in supervised settings.

Nursing 840 Clinical Practica II: This course is the second of seven practicum courses in the CRNA emphasis. Students will focus on achieving increased responsibility in planning, managing, and implementing patient specific anesthesia care plans for difficult procedures.

Nursing 841 Clinical Practica III: This course is the third of seven practicum courses in the CRNA emphasis. Students will focus on specialty rotations in obstetrics, pediatrics, and neurology. Students begin taking call and assume increased responsibility for anesthetic management for patients with higher acuity.

Nursing 842 Clinical Practica IV: This course is the fourth of seven practicum courses in the CRNA emphasis. Students will focus on specialty rotations in cardiac, obstetric, and pediatric anesthesia. Students demonstrate progress towards achieving the terminal objectives for entry-level competency in anesthesia practice.

Nursing 843 Clinical Practica V: This course is the fifth of seven practicum courses in the CRNA emphasis. Students will focus on specialty rotations in cardiac, obstetric and pediatric anesthesia. Focus is on internalization of theoretical concepts in applying and managing all types of patients and procedures, and achieving the terminal objectives for entry-level competency in anesthesia practice.

Nursing 844 Clinical Practica VI: This course is the sixth of seven practicum courses in the CRNA emphasis. Students will focus on internalization of theoretical concepts in applying and managing all types of patients and procedures, and achieving the terminal objectives for entry-level competency in anesthesia practice.

Nursing 845 Clinical Practica VII: This course is the final of seven practicum courses in the CRNA emphasis. Students will continue to focus on internalization of theoretical concepts in applying and managing all types of patients and procedures, and achieving the terminal objectives for entry-level competency in anesthesia practice.

Nursing 850 Anesthesia in Austere Conditions: In this course students will examine information needed to deliver anesthesia in austere and harsh conditions. Students will assess: a) nurse anesthesia equipment available in austere and harsh conditions, b) physical gas laws relevant to austere conditions, c) tropical and contagious diseases, d) national and international travel requirements, and e) and mechanisms essential for provider safety and physical and mental well-being. Cultural competency and cultural immersion concepts will be explored.

Nursing 851 Anesthesia in Austere Conditions Practica: In this course students will deliver anesthesia in austere or harsh conditions. Students will arrange their own: a) national and international travel requirements, b) administer anesthesia services across the lifespan to surgical patients in austere or harsh environments, and c) apply principles of cultural competency and inclusion in clinical practice.

Nursing 883 Health Care Informatics (3):

This course will focus on developing the skills to effectively use and evaluate information technology to

promote optimal outcomes for patients. Content is directed toward assisting students to understand the relationship between patient outcomes and information systems. The course focuses on navigating and interpreting the vast amount of electronic resources and examples of standardized nomenclature. Students will 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 892 DNP Scholarly Project Continuation (0):

The course is linked to N810 Scholarly Project IV taken by 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 Scholarly Project. This is a 0-credit course with an associated fee comparable to one graduate credit. Prerequisite: Completion of coursework and continued enrollment ("In Progress") in Nursing 810

Corequisite: N810

BSN to DNP FNP and MSN to DNP FNP Emphasis Practicum and DNP Scholarly Project Focus

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
Fall	726	FNP I	2 credits	8 hr/wk over 14-wk semester (Minimum of 112 clinical hours)	<ul style="list-style-type: none"> History/physical exam with all age groups. SOAP charting, coding; introduction to dictation. Scheduled health maintenance activities with all age groups. Differential diagnosis and management for common conditions. Classroom focus on: HEENT, well visits, respiratory, gastrointestinal, endocrine, health promotion.
Spring	727	FNP II	4 credits	16 hr/wk over 14-wk semester (Minimum of 224 clinical hours)	All of the above plus: <ul style="list-style-type: none"> Assumes increased independence in NP role. Differential diagnosis and management for most common acute conditions seen in primary care. Classroom focus on: cardiovascular, reproductive health, gyn/gu, musculoskeletal, integumentary, hematologic.
Summer	722	Diversity Practicum	2 credits	(Minimum of 112 clinical hours) 14 hrs/wk over 8-wk semester	All of the above plus: <ul style="list-style-type: none"> Cultural diversity in varied health care settings (i.e., migrant health, corrections, "at risk" children's programs, etc.)
Fall	728	FNP III	4 credits	16 hr/wk over 14-wk semester (Minimum of 224 clinical hours)	All of the above plus: <ul style="list-style-type: none"> Assumes increased independence in NP role; by the end of semester managing complex patients with multiple system concern/drug interaction, implications of aging, etc.). Classroom focus on: psych & neuro; geriatric special topics, pain management and basic urgent care.
Spring	829	DNP Residency	6 credits	24 hr/wk over 14-wk semester Minimum of 336 clinical hours)	All of the above plus: <ul style="list-style-type: none"> Synthesize previous knowledge and skills in the practice setting Expand leadership within the healthcare setting Increase independence in clinical-decision making and patient care Demonstrate FNP competencies
Fall	804	DNP Scholarly Project I	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Work to formulate a practice problem. Begin review of the relevant literature.

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
					<ul style="list-style-type: none"> Organize reviewed literature in an evidence table and incorporate into your project proposal. Develop PICOT question. Communicate with DNP Scholarly Project Chair. Post-Licensure Programs Director to assign DNP Scholarly Project Chair to student; Graduate Program Office to introduce student to DNP Scholarly Project Chair via email. Complete DNP Scholarly Project Chair Agreement with DNP Scholarly Project Chair and submit to N804 instructor. Work with DNP Scholarly Project Chair to finalize your topic selection and identify DNP Scholarly Project Committee Members. Refine/focus literature search/review and further develop project proposal (using DNP Scholarly Project Proposal Template. Prepare abstract for review. Complete CITI training.
Spring	806	DNP Scholarly Project II	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Submit DNP Scholarly Project Proposal to N806 instructor and DNP Scholarly Project Chair. Complete DNP Scholarly Project Proposal Oral Presentation during N806. Submit IRB Determination of Human Subjects Research Form for Quality Improvement/ Quality Assessment Activities (all students) and IRB for the Protection of Human Subjects (if applicable) Develop a plan for dissemination of DNP Scholarly Project with DNP Scholarly Project Chair.
Fall	808	DNP Scholarly Project III	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Submit a finalized plan for dissemination of your DNP Scholarly Project, signed by your DNP Scholarly Project Chair, to the N808 Canvas Site. Submit minutes of meeting between DNP Scholarly Project Chair, DNP Scholarly Project Committee/agency, and DNP student to the N808 Canvas site.
Spring	810	DNP Scholarly Project IV	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Apply for graduation. Disseminate results of DNP Scholarly Project. Close out UWO and agency IRB application(s) if applicable. Submit these forms to the N810 Canvas site.

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
					<ul style="list-style-type: none"> • Present DNP Scholarly Project results on campus during the DNP Scholarly Project Presentation Day • Submit PowerPoint presentation (with detailed notes page) used on DNP Scholarly Project Presentation day to the N810 Canvas Site. • Submit final DNP Scholarly Project report to the N810 Canvas site. • Submit final DNP Scholarly Project, UWO title page, final project report, and evidence of dissemination to CON Graduate Office.

Total Clinical Hours: 1008

Total DNP Scholarly Project

Hours: 224

The DNP-FNP emphasis student will complete 1,008 hours of clinical hours. These clinical hours must meet the credentialing minimum of 500 hours in primary care. Primary care for this situation is defined as outpatient care in a family practice, internal medicine, or pediatric clinic. Once a student has met this minimum, he/she may discuss with the DNP-FNP emphasis director whether more hours in primary care would be best, or if some hours in other settings (urgent care, dermatology, orthopedics, etc.) may best benefit the student's learning objectives.

**Master's to DNP
800 Level Practicum and DNP Scholarly Project Focus**

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
Fall	821	DNP Seminar and Practicum I	4 credits Seminar 2 credits Practicum 2 credits	8 hr/wk over 14-wk semester (Minimum 112 hrs. total)	Emphasis is on collaboration of inter-professional teams, advancing nursing leadership, and contribution to nursing practice knowledge.
Spring	822	DNP Seminar and Practicum II	4 credits Seminar 1 credits Practicum 3 credits	12 hr/wk over 14-wk semester (Minimum 168 hrs. total)	This clinical practicum builds upon the skills acquired and refined in DNP Seminar and Practicum I and emphasizes leadership skills related outcomes measurements and quality initiatives. Focus is on the development, implementation, and evaluation of culturally sensitive approaches to improve health.
Fall	804	DNP Scholarly Project I	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> • Work to formulate a practice problem. • Begin review of the relevant literature. • Organize reviewed literature in an evidence table and incorporate into your project proposal. • Develop PICOT question. • Communicate with DNP Scholarly Project Chair. Post-Licensure Programs Director to assign DNP Scholarly Project Chair to student; Graduate Program Office to introduce student to DNP Scholarly Project Chair via email. Complete DNP Scholarly Project Chair Agreement with DNP Scholarly Project Chair and submit to N804 instructor. • Work with DNP Scholarly Project Chair to finalize your topic selection and identify DNP Scholarly Project Committee Members.

					<ul style="list-style-type: none"> • Refine/focus literature search/review and further develop project proposal (using DNP Scholarly Project Proposal Template). • Prepare abstract for review. • Complete CITI training.
Spring	806	DNP Scholarly Project II	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> • Submit DNP Scholarly Project Proposal to N806 instructor and DNP Scholarly Project Chair. • Complete DNP Scholarly Project Proposal Oral Presentation during N806. • Submit IRB Determination of Human Subjects Research Form for Quality Improvement/ Quality Assessment Activities (all students) and IRB for the Protection of Human Subjects (if applicable) • Develop a plan for dissemination of DNP Scholarly Project with DNP Scholarly Project Chair.
Fall	808	DNP Scholarly Project III	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> • Submit a finalized plan for dissemination of your DNP Scholarly Project, signed by your DNP Scholarly Project Chair, to the N808 Canvas Site. • Submit minutes of meeting between DNP Scholarly Project Chair, DNP Scholarly Project Committee/agency, and DNP student to the N808 Canvas site.
Spring	810	DNP Scholarly Project IV	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> • Apply for graduation. • Disseminate results of DNP Scholarly Project. • Close out UWO and agency IRB application(s) if applicable. Submit these forms to the N810 Canvas site. • Present DNP Scholarly Project results on campus during the DNP Scholarly Project Presentation Day • Submit PowerPoint presentation (with detailed notes page) used on DNP Scholarly Project Presentation day to the N810 Canvas Site. • Submit final DNP Scholarly Project report to the N810 Canvas site.

					<ul style="list-style-type: none">• Submit final DNP Scholarly Project, UWO title page, final project report, and evidence of dissemination to CON Graduate Office.
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800 Level Total Hours: 504

Practicum hours for Master's to DNP students will be individualized to meet the DNP students learning goals. Typically, these hours are not the traditional face to face patient care hours that they completed in their master's program. Rather, they are hours working on their DNP scholarly project (meetings with upper administration at project site, implementation, and monitoring of DNP Scholarly project, etc.).

BSN to DNP PMHNP Emphasis Practicum and DNP Scholarly Project Focus

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
Fall	813	PMHNP I	2 credits	8 hr/wk over 14-wk semester (Minimum of 112 clinical hours)	<ul style="list-style-type: none"> History/physical exam with all age groups. SOAP charting, coding; introduction to dictation. Scheduled health maintenance activities with all age groups. Differential diagnosis and management for common conditions. Classroom focus on: anxiety and depressive disorders; clinical presentation, screening and diagnostic tools; differential diagnoses across the lifespan; substance use disorders and causative factors and treatments; DSM use and application.
Spring	815	PMHNP II	4 credits	16 hr/wk over 14-wk semester (Minimum of 224 clinical hours)	<p>All of the above plus:</p> <ul style="list-style-type: none"> Assumes increased independence in NP role. Differential diagnosis and management for most common acute conditions seen in psychiatric care. Classroom focus on: cognitive and dialectical behavioral therapy; trauma-focused therapy; sleep and attentional disorders; integration of both psychopharmacological and nonpharmacological modalities; introduction to pediatric and geriatric psychiatric- mental health populations.
Summer	817	PMHNP III	2 credits	(Minimum of 112 clinical hours) 14 hrs/wk over 8-wk semester	<p>All of the above plus:</p> <ul style="list-style-type: none"> Using EBP and clinical reasoning to formulate diagnoses and plans of care; refining theory, research, and models of psychiatric and mental health care for individuals; collaborative planning with other professionals and agencies.
Fall	819	PMHNP IV	4 credits	16 hr/wk over 14-wk semester (Minimum of 224 clinical hours)	<p>All of the above plus:</p> <ul style="list-style-type: none"> Assumes increased independence in NP role; by the end of semester Classroom focus on: theoretical foundations of psychiatric-mental health; evidence-based practice for the advanced-practice clinician; ethical, leadership, legal, and health promotion responsibilities of the advanced-practice clinician; serious mental illness (SMI) diagnoses with an emphasis on clinical presentation, screening and diagnostic

					tools.
Spring	829	DNP Residency	6 credits	24 hr/wk over 14-wk semester Minimum of 336 clinical hours)	All of the above plus: <ul style="list-style-type: none"> • Synthesize previous knowledge and skills in the practice setting • Expand leadership within the healthcare setting • Increase independence in clinical-decision making and patient care • Demonstrate FNP competencies
Fall	804	DNP Scholarly Project I	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> • Work to formulate a practice problem. • Begin review of the relevant literature.

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
					<ul style="list-style-type: none"> Organize reviewed literature in an evidence table and incorporate into your project proposal. Develop PICOT question. Communicate with DNP Scholarly Project Chair. Post-Licensure Programs Director to assign DNP Scholarly Project Chair to student; Graduate Program Office to introduce student to DNP Scholarly Project Chair via email. Complete DNP Scholarly Project Chair Agreement with DNP Scholarly Project Chair and submit to N804 instructor. Work with DNP Scholarly Project Chair to finalize your topic selection and identify DNP Scholarly Project Committee Members. Refine/focus literature search/review and further develop project proposal (using DNP Scholarly Project Proposal Template. Prepare abstract for review. Complete CITI training.
Spring	806	DNP Scholarly Project II	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Submit DNP Scholarly Project Proposal to N806 instructor and DNP Scholarly Project Chair. Complete DNP Scholarly Project Proposal Oral Presentation during N806. Submit IRB Determination of Human Subjects Research Form for Quality Improvement/ Quality Assessment Activities (all students) and IRB for the Protection of Human Subjects (if applicable) Develop a plan for dissemination of DNP Scholarly Project with DNP Scholarly Project Chair.
Fall	808	DNP Scholarly Project III	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Submit a finalized plan for dissemination of your DNP Scholarly Project, signed by your DNP Scholarly Project Chair, to the N808 Canvas Site. Submit minutes of meeting between DNP Scholarly Project Chair, DNP Scholarly Project Committee/agency, and DNP student to the N808 Canvas site.
Spring	810	DNP Scholarly Project IV	1 credit	Minimum of 56 hours	<ul style="list-style-type: none"> Apply for graduation. Disseminate results of DNP Scholarly Project. Close out UWO and agency IRB application(s) if applicable. Submit these forms to the N810 Canvas site.

Semester	Course #	Course Name	Credits	Hours Per Week	Focus of Study
					<ul style="list-style-type: none"> • Present DNP Scholarly Project results on campus during the DNP Scholarly Project Presentation Day • Submit PowerPoint presentation (with detailed notes page) used on DNP Scholarly Project Presentation day to the N810 Canvas Site. • Submit final DNP Scholarly Project report to the N810 Canvas site. • Submit final DNP Scholarly Project, UWO title page, final project report, and evidence of dissemination to CON Graduate Office.

Total Clinical Hours: 1008

Total DNP Scholarly Project

Hours: 224

The DNP-PMHNP student will complete 1,008 hours of clinical hours. The DNP PMHNP student may request PMHNP director approval to sit for the ANCC PMHNP certification exam during final semester of DNP program.

DNP SCHOLARLY PROJECT

The DNP Scholarly Project is the culminating experience that is designed as a specialized advanced nursing practice field project. The Scholarly Project integrates the DNP role in a comprehensive health care environment that includes utilization of leadership, consultation, advocacy, and collaboration. The DNP Scholarly Project is completed according to the student's plan of study. The project should be in the student's area of practice scholarship, meet the course objectives, and must align with the mission of the organization in which the project will be developed and implemented. ***Please see the DNP Toolkit for all policies and guidelines related to the DNP Scholarly Project.***

CLINICAL PRACTICUM SITE AND PRECEPTOR POLICIES – BSN to DNP FNP Emphasis, MSN to DNP FNP Emphasis

All preceptors must be approved by the College of Nursing Graduate office. Preceptor request forms (found on the CON intranet) must be completed for each preceptor and submitted to the office for approval prior to the student entering a clinical setting.

A. PRECEPTOR AND CLINICAL PRACTICUM SITE

Preceptors include certified advanced practice nurse practitioners, physicians, and physician assistants (with master's degree or above). The majority of the students' preceptors must practice in a primary care setting and see a full range of patient ages in order to meet practica and end-of-program objectives. Exception to primary care setting requirement may be made upon review and approval by FNP Emphasis Director and FNP Clinical Coordinator. Students should reach out to the FNP Emphasis Director and FNP Clinical Coordinator for additional information regarding specialty hours.

Clinical practica site placement must focus on the primary care setting; however, it is appropriate to attend precepted inpatient care rounds with primary care providers.

Students may request a precepted clinical within a specialty area that supplements primary care knowledge and skills (i.e. urgent care, dermatology, cardiology, pulmonology) in their later practica. All practica placements are approved by the DNP FNP clinical placement coordinator and Director of the DNP-FNP emphasis. **All requests for placements outside of the primary care setting must be sent directly to the DNP FNP clinical placement coordinator and Director of the DNP- FNP emphasis for approval.**

B. CLINICAL SITE PLACEMENT PROCESS

In the term prior to each practicum course, students will confirm their plan to enroll in a practicum and seek out a primary care preceptor. Rural and underserved placements are preferable sites, and **at least one semester must be done with an advanced practice nurse** (as defined by Wisconsin statute).

Once students identify and secure a preceptor, they must submit the **Preceptor Placement Request Form** for each preceptor to the Graduate Program assistant via Typhon. The Preceptor Placement Request Form is found on the College of Nursing intranet under "Forms for Faculty and Students" and then "Graduate Students". Students are encouraged to complete this process early in the semester prior to their clinical practicum.

Prior to starting a clinical practica, all students must complete and upload the following information to Castle Branch:

1. Health information submitted and approved per program requirements.
2. Documentation of current Wisconsin RN license.
3. CPR certification, TB testing results, and influenza documentation that will remain active throughout the entire semester.
4. All required forms for clinical placement which includes signed Forms A and B for the Fox Valley Health Care Alliance. These can be found at: <http://www.fvhca.org/Students>
5. FVHCA Form C on or before end of week 3 of clinical start. One form can be used for multiple sites if being done in the same semester.

Most clinical sites have a contract with the University of Wisconsin Oshkosh. If a **new** site will need to be developed, it may be appropriate for the student to make an initial contact in collaboration with the Director the DNP-FNP emphasis. New site development must be done early enough to complete the contract phase (4-6 months preferred).

All clinical hours are to be completed within the academic calendar semester dates for liability coverage to be effective. Prior approval is required in all other situations.

C. CLINICAL SITES FOR DIVERSITY PRACTICUM

Migrant, correctional, tribal health care, community, and other diverse health care programs are the emphases for Diversity Practicum. If students choose another diversity focus, a preceptor must be on site. The student's diversity choice must be approved by DNP FNP clinical coordinator and the Director of the DNP-FNP emphasis.

D. PRECEPTOR INFORMATION

The DNP FNP clinical coordinator and Director of the DNP-FNP emphasis approves the use of any clinical preceptor. The following criteria are utilized in selecting clinical preceptors:

1. Practices with a primary care or specialty setting as outlined above.
2. Current unencumbered licensure to practice in Wisconsin or state of practice location.
3. Clinical preparation as a nurse practitioner, physician or physician assistant (with master's degree or above). Certification in the appropriate area is strongly preferred.
4. At least one year of experience in the clinician role in germane settings; two years of experience preferred.
5. Interest in assuming the responsibilities of the preceptor role.

CLINICAL PRECEPTOR OBJECTIVES

Both nurse practitioner, physician and physician assistant preceptors assist in attaining the educational objectives of the course and program by:

1. Providing students with opportunities to apply and enhance their abilities in health assessment, maintenance, and education, and assisting with the management of selected patients allowing students to use decision-making skills.
2. Demonstrating physician-nurse and other interprofessional practice models.
3. Providing immediate validation of physical findings during practica.
4. Serving as resource at the clinical site.
5. Providing rationale for clinical decision making.
6. Providing input regarding evaluation of the student and the program.
7. Serving as role models.

PRECEPTOR, STUDENT, AND CLINICAL FACULTY RESPONSIBILITIES

A. Preceptor Responsibilities

1. Orient student to the clinical site and agency policies. Review the preferred method for communication with preceptor and/or clinic site.
2. Review advanced practice procedural and management protocols specific to the setting.
3. Communicate general guidelines to be used for preceptor/student interactions and for review and feedback of student performance.
4. Facilitate a collaborative and mutually respectful environment in which learning occurs.

5. Discuss expectations for documenting patient encounters.
6. Review the objectives of the course, and student's clinical objectives to determine the type of learning opportunities that will enhance the student's learning.
7. Discuss overall plan for progression of student assignments in regards to number and complexity of patients.
8. Perform initial assessment of student's current level of proficiency through observation of history taking, physical assessment skills, and management planning, as well as through guided questioning.
9. Facilitate student's progressive independence in clinical management through application of knowledge and skills.
10. Listen and provide constructive feedback on student's case presentation of each patient seen.
11. Provide daily feedback to improve the student's assessment and management skills.
12. Provide a variety of learning experiences with appropriate client populations.
13. Complete student's mid-term and final clinical evaluation and review with clinical faculty during site visit.
14. Provide input to the clinical faculty regarding the student's final clinical grade, which is awarded by the assigned clinical faculty.
15. Assist in providing a substitute preceptor in the event of an absence.
16. Promptly communicate issues of concern or unsafe practice (student behavior, clinical skills, and/or student progression) regarding the student to the clinical faculty and DNP FNP Director.
17. Complete student evaluation forms and return to CON via Typhon at the end of the practicum.

B. Student Responsibilities

1. Complete all preceptor agreements 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 clinical experience, including days of week and hours per day. Submit clinical calendar via Typhon as soon as schedule has been set (must be entered prior to being on site).
4. Wear professional attire in accordance with clinical site requirements and UW Oshkosh 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 paperwork and submit on time.
7. Collect and enter patient encounter data in clinical log as required in each clinical course.
8. Demonstrate increasing competencies and progressive independence in clinical knowledge and skills.
9. Function in the role of the nurse practitioner under the supervision of the preceptor incorporating evidence-based practice guidelines and clinical site policies.
10. Complete preceptor and clinical site evaluations at end of practicum.
11. Attend all scheduled practicum experiences on time and prepared, completing all required clinical hours for each clinical course.
12. Notify preceptor and clinical faculty as soon as possible if unable to attend clinical as scheduled and arrange make-up clinical day (making sure to Typhon schedule up to date).

C. Clinical Faculty Responsibilities

1. Assist student and preceptor to optimize clinical learning environment.
2. Regularly review Typhon clinical log entries.
3. Evaluate written assignments and provide feedback in an ongoing and timely manner.
4. Conduct at least one site visit with the preceptor to observe the student and to discuss the student's clinical evaluation.
5. Be available to the preceptor to answer questions or concerns regarding the student's clinical experience.
6. Provide preceptor with preferred method of communication and be available throughout the semester.
7. Award student's final grade upon achievement of clinical competencies.

Below is information regarding clinical placement at several larger health care agencies in Wisconsin. Make sure to look at the requirements for each organization early in the placement process and pay attention to agency deadlines. Each agency may have different deadlines for each semester.

- **Advocate Aurora Health** – Depends on the region. AMG North has a separate application process. Once a student has a preceptor, DNP FNP Clinical Placement Coordinator needs to submit paperwork to headquarters. All students must follow steps found here <https://www.aurorahealthcare.org/education/clinician-student-services/nurse-practitioner-students>
- **Ascension** – Students need to submit an application online. Agency place current Ascension employees first. Anyone may reach out to individual providers, if one is obtained, DNP FNP Clinical Placement Coordinator will enter the request into the database at that time. An application must be submitted at <https://is.gd/NPStudentPlacementInquiry>
- **Aspirus** – Students need to submit application online. Agency place current Aspirus employees first. <https://www.aspirus.org/clinical-students-student-app-part1>
- **Bellin** – Students need to connect with placement coordinator. Agency place current Bellin employees first. Students may reach out to individual providers only if they are a current Bellin employee.
- **Children's of Wisconsin** – Students must reach out to individual clinics/providers. CHW will not place students. Once preceptor identified, DNP FNP Clinical Placement Coordinator must submit an application. Agency prefers Children's employees.
- **Froedtert** – Need to be a Froedtert employee. Placed by agency in tiers. Students CANNOT reach out to individual providers or clinics. Students must submit an application at <https://www.froedtert.com/health-care-professionals/graduate-nurse-physician-assistant>
- **HSHS** – Students need to connect with placement coordinator
- **Marshfield** – Students need to connect with placement coordinator
- **Prevea** – Students or DNP FNP Clinical Placement Coordinator need to enter a request through MyClinicalExchange. This is an online placement program and has a nominal fee students are responsible for if placed within Prevea. Agency place current Prevea employees first. Students can reach out to individual providers only if you are a current Prevea employee or have completed clinical with Prevea in the past.
- **SSM, Agnesian** – A request needs to be submitted by DNP FNP Clinical Placement Coordinator. Students may reach out to individual providers or clinics. Once identified, let DNP FNP Clinical Placement Coordinator know; they will reach out to SSM Health Agnesian Coordinator.
- **SSM, Dean** – Student must reach out to individual providers and connect with placement coordinator.
- **ThedaCare** – Student must be a ThedaCare employee. A request must be submitted by DNP FNP Clinical Placement Coordinator. Students CANNOT reach out to individual providers/clinics. Again, DO NOT REACH OUT TO INDIVIDUAL PROVIDERS, if so, you risk not being placed by Theda at all.
- **UW** – Student must be a UW Health employee. DNP FNP Clinical Placement Coordinator needs to enter a request through MyClinicalExchange. This is an online placement program and has a nominal fee students are responsible for if placed within UW. Students CANNOT reach out to individual providers/clinics.
- **VA** – Students connect with placement coordinator at respective clinic.

If a student has secured a preceptor, they should contact the DNP FNP Clinical Placement Coordinator immediately. Students then to upload a preceptor request form to Typhon under "Modify my account", then under the correct clinical course.

If a student would like to compete clinicals in an agency that the DNP FNP Clinical Coordinator must contact first, the student should email the DNP FNP Clinical Coordinator as soon as possible. Most agencies have their own clinical placement coordinator, often within the HR department that students need to contact.

Liability Insurance

The University of Wisconsin Oshkosh CON provides a blanket professional liability policy for all CON students within the BSN to DNP-FNP emphasis, Masters to DNP program, the MSN to DNP with FNP emphasis, BSN to DNP-PMHNP emphasis, at a fee, who are enrolled and actively engaged in the curriculum at UW Oshkosh College of Nursing. BSN to DNP NA emphasis students are referred to the Supplemental NA Emphasis Student Manual for information regarding the purchase of their own personal liability insurance.

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.

REQUIREMENTS FOR ADVANCED HEALTH ASSESSMENT AND PRACTICUM COURSES

The CON and our associated clinical agencies' health, CPR, and background check requirements and policies apply to all students in the graduate program. All requirements need to be met by the designated deadlines. No health requirements can be permitted to expire during the clinical semester. It is the student's responsibility to submit accurate and timely health information along with the necessary documentation, and to stay current throughout the curriculum. Failure to comply with student health policies will result in exclusion from clinical learning sites for the semester and, potentially, withdrawal from the College of Nursing. If deficient, health and CPR requirements must be brought into compliance with the policy prior to the student resuming clinical study in the following semester. **SEE HEALTH REQUIREMENTS PROVIDED AT TIME OF ORIENTATION AND WITH CONTRACTED VENDOR HANDLING BACKGROUND CHECKS AND HEALTH DOCUMENTS FOR UWO COLLEGE OF NURSING GRADUATE STUDENTS.**

Currently enrolled students must maintain up-to-date information in the contracted vendor's database (CastleBranch) which includes background checks (valid for 4 years) and health requirements listed below. Any fees associated with services are the responsibility of the student along with any annual fees required while in the program.

If you have questions or problems regarding the health/CPR requirements, please contact the College of Nursing Graduate Program office at 424-2106.

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 to be completed every 4 years, and a disclosure statement to be completed every year. 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 email. 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 regarding clinical placement, 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 726). 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_contactservicesdesk, 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 Impairment and Substance Abuse Policy prohibits the illegal manufacture, distribution, dispensing, possession, or use of an impairing or 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.

Nursing students must report to class and clinical being fit for duty and free of any adverse effects of illegal drugs or alcohol. This policy does not prohibit nursing students from the lawful use and possession of prescribed medications. Nursing students must, however, consult with their healthcare providers about the medications' effect on their fitness for duty and ability to participate safely in class and clinical activities. Any medically recommended restrictions must be promptly disclosed to the program director.

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 complete, and test negatively to, urine drug screens, at their expense, during the following timeframes:

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

Process for Drug Screening Prior to Clinical Course, Annual Screening, or Requested by Clinical Agency

1. An initial drug screen must be completed prior to participation in the first clinical course.
2. If there is a break in a student's enrollment, a drug screen must be repeated.
3. Students are required to cover all expenses related to the drug screening process
4. Students must register for the drug screen immediately upon notification and complete the test within the mandated timeframe included with the notice.
5. Depending on the biological sample quality and/or screening results, students may be required to complete repeat or additional substance use testing at their own expense.
 - Urine, hair, serum, saliva, and breath analysis or a combination of these testing methods may be used.
6. Two separate negative dilute, adulterated, or other inconclusive outcomes will be treated as a positive drug test.
7. The drug panel for screening includes street drugs, controlled substances, and those drugs which healthcare providers have access to and may abuse.
8. Students should not take prescription medications with them into the lab at the time of testing.
9. Students will be removed from clinical/patient care activities, pending results of the drug

screen.

10. If the drug screen is positive, further investigation will be conducted by the Medical Review Officer at Castle Branch.
11. 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.
12. If the drug screen is negative, the student's return to clinical will be coordinated through the respective program/emphasis director.
13. 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.

Process for Drug Screening for Cause or Reasonable Suspicion

1. Students will be required to undergo drug screening for cause if there is evidence or reasonable suspicion to suspect a student is under the influence of alcohol or any impairing or controlled substance. Evidence or reasonable suspicion is based upon direct observation, either by a clinical preceptor, clinical faculty or instructor, Program Director, or another student. Examples for cause drug testing include, but are not limited to, physical evidence of illicit substances, a pattern of erratic or abnormal behavior, disorientation or confusion, or the inability to complete a requested task.
 - a. When reasonable suspicion testing is warranted, the clinical instructor and program director will notify the student about the observations and requirement to undergo a drug and/or alcohol test within two hours. Refusal by a student will be treated as a positive drug test result.
2. ***Under no circumstances will the student be allowed to drive themselves to a testing facility. A preceptor, clinical instructor, program director, or designee must transport the student.***
3. If a student is at a clinical site, the drug screening for cause will be conducted at the agency's occupational health unit (if possible).
4. If a student is in a class or simulation on the UWO campus, the student will be escorted to the nearest Emergency Department (ED) by an appropriate CON representative for the drug screening.
5. Results of the for-cause testing, whether completed at a clinical agency's occupational health unit or ED, will be submitted directly to the appropriate CON program/emphasis director (i.e. BSN to DNP FNP Emphasis Director, BSN to DNP NA Emphasis Director).
6. If the drug screen is negative, the student's return to class, simulation, or clinical will be coordinated through the respective program/emphasis director.
7. If the drug screen is positive which renders the student unable to participate in class, simulation, and clinical and patient care learning experiences (and meet program and course outcomes), they will be:
 - d. removed from all nursing courses.
 - e. referred to the University's Dean of Students Office.
 - f. 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).

Reporting

University faculty or staff who suspect possible substance abuse by students, must report in good faith, 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 Rev. 11/1/2022

Approved by GPC: 11/4/2022

Approved by Faculty: 11/18/2022

Drug Screen Form

Graduate Program, UW Oshkosh College of Nursing

1. Student Name: _____
2. Program/Emphasis: _____
3. Reason for Drug Screen:
 - _____ Annual test
 - _____ Clinical agency request
 - _____ For cause

For Cause and Clinical Agency Request drug screens

- a. Date (and time, if known) of incident: _____
- b. Description (and location) of incident: _____
- c. Observations (Check all that apply and circle descriptors):
 - ☐ **Speech** (incoherent, confused, changed, slurred, rambling, shouting, slow, using profanity)
 - ☐ **Coordination** (swaying, staggering, uncoordinated, grasping for support, stumbling, falling, unsteady, twitching).
 - ☐ **Performance** (unsafe practices, unexplained absences/tardiness, unsatisfactory work, accident, injury)
 - ☐ **Alertness** (sleepy, depressed, obtunded, confused, hyperactive, repetitive yawning)
 - ☐ **Behavior** (personality change, aggressive, fighting, agitated, combative, violent, argumentative, apathetic, threatening, antagonistic)
 - ☐ **Eyes** (Blood shot, pupils pinpoint or dilated, sclera showing all around or 'bug eyed', involuntary eye movements/nystagmus)
 - ☐ **Face** (flushed, sweating, confused or blank look).
 - ☐ **Inactions** (sleeping, unconscious, no reaction to questions).
 - ☐ **Clothing and Appearance** (dirty, disheveled, personal hygiene issues)

Report from peers, preceptors, patients:

The above observations were noted by: _____
 (i.e. peer, preceptor, instructor – individual's name is not required)

Drug screen approved by: _____

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).
4. 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:

<http://www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct>

Policy on Essential Abilities

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

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 in order 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 in order 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 aforementioned 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 (1998). *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



**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 or concrna@uwosh.edu

Approved by Graduate Program Committee: May 5, 2023



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* (7th ed.) in Chapters 1 and 8.
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 5, 2023



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 (UWOSH CON) and future employers hold you to a high standard of behavior. By identifying yourself as UWOSH 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 5, 2023



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

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

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

GRADUATE PROGRAM

POLICIES 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. Web site:

<http://writing.wisc.edu/Handbook/DocAPA.html>

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

<http://www.uwosh.edu/gradstudies/certificate-and-degree-program/bulletins/2012-2014/graduate-studies-academic-policies>

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 class room 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 back 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.

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.

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 Graduate Program Director 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 that need 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 graduate program director; the director of the FNP and CRNA emphases; four elected graduate faculty as defined in 1.01(1) (b), and two appointed graduate students representing the Master of Science (Master's) and 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 Post-Licensure Programs 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 CON and the University is done via email. Students must check emails for important communication even during summer and other breaks. Every student is given a UWOSH 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. Experience with a word processing program and the Worldwide Web will be expected. Please become familiar with computer-assisted library research and applications of databases. The UW Oshkosh library website is: <http://www.uwosh.edu/library/>. There are general access computers labs for students in Swart 229, Halsey Science 101, Radford, and Polk 118. Computer lab availability can be checked at the following website: <http://www.acs.uwosh.edu/campus-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: <http://www.acs.uwosh.edu/student-employee-personal-hardware-software/Hardware-software%20req-2011.docx>

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.

Example: Summer 2019 3-credit course

Nurse Anesthesia \$85,000 total tuition divided by 74 credits

(Example $\$85,000/74 \text{ credits} = \$1,148.65 \text{ per credit}$, $\$1,148.65 \times 3 \text{ credits} = \$3,445.95$)

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 approximately midway through the program and/or after the student has completed approximately 30 credits for BSN to DNP students and 16 credits for MASTER'S to DNP students. Admission to Candidacy forms are completed by the Graduate Program Assistant and 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 Graduate School.

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) 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

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).

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 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 ¼ 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

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 in order 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. A leave up to one year may be granted, depending on the student's circumstances and plan for return.

If individuals desire to return to the Nurse Anesthesia Emphasis program, they must apply during the normal application cycle for the next available class. Individuals/applicants must submit required admission paperwork and fees. At the time of readmission, Nurse Anesthesia Program faculty will design an individualized plan of study for the readmitted student, which may include repeating course work successfully completed previously and directed study classes.

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.