College of Nursing and Health Sciences | **University *of* Wisconsin Eau Claire**

BSN COMPLETION PROGRAM

HANDBOOK FOR STUDENTS

July 2023

Handbook for
BSN Completion Program Students

PREFACE

All students will find it helpful to study this handbook. It is updated every six months to reflect new or changed policies. It is important for you to be aware of the information contained herein to facilitate your program and to protect you and your clients. We wish to create an inclusive and supportive environment that motivates everyone to do their best work and learn and grow as individuals.

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I. Introduction

This handbook is designed to answer questions frequently asked by BSN Completion Program students. It is designed to serve the students enrolled at the main campus in Eau Claire, the Marshfield site, and online.

Catalogue of the University of Wisconsin- Eau Claire: Description of University and College of Nursing and Health Sciences requirements, academic policies, and courses. Published annually and it is available online at: http://www.uwec.edu/Registrar/catalogs/Catalogs.htm

Campus Directory Information - Students are encouraged to utilize the UWEC website and the UWEC Outlook email system to access locations and telephone numbers for services and departments/offices; room and office telephone numbers and email addresses of faculty and staff, as well as e-mail addresses of students.

Dean of Students Office – The Dean of Students Office website references university regulations, procedures, student services, and where to get help for specific problems. This includes complete information regarding grievance procedures.

*Spectator***:** Campus newspaper that contains calendar of events and official notices concerning actions required of students; available on Mondays and Thursdays at various locations on campus. It is also available online at the University's website—use the Search box.

Note: The UW-Eau Claire Catalogue, campus directory, class schedule, and registration guide, as well as other information are all available on the Internet at: www.uwec.edu. BSN Completion Program BSN@Home information is available at: http://academic.son.wisc.edu/bsnathome.

E-mail: All students enrolled at UW-Eau Claire are assigned an E-mail address on campus. This link with the university will provide information from Nursing and campus administration, faculty, your adviser, and other students. Information about accessing your E-mail address is available at the Help Desk in the Vicki Lord Larson Hall (Room 1106). Official correspondence from the University is through your UWEC E-mail address.

Address/Information Changes: Students are expected to keep the University informed of accurate address and phone information. Please update this information as often as necessary at the Blugold Central website at: https://www.uwec.edu/blugold-central/personal-information/ and on "My Blugold". Please note that the University's official means of communication is through UWEC E-mail.

Adult Opportunity/Non-Traditional Student Office: This University office assists students in registering for courses and planning a program around work or family responsibilities. The personnel in this office are especially sensitive to the needs of older and returning students and facilitate the procuring of financial aid specifically designated for the older student. It is located in Schofield (Room 226) or at 715-836-3259.

Parking: Parking permits are available in limited quantities at the Parking Office (Schneider Social Science Room 106). Refer to the Dean of Students Office website (http://www.uwec.edu/dos/index.htm) for additional parking information.

Campus Bookstore: Located in the Davies Center. The Bookstore has a large variety of nursing publications available. Others are available by special order. Required books for BSN Completion Program (Collaborative Nursing Program/BSN@Home) classes are available through the University of Wisconsin Extension Bookstore by mail. They can be ordered online at: http://bookstore.mbsdirect.net/UWLEARNING.HTM

Service for Students with Disabilities: Academic accommodations are available for students with disabilities including learning disabilities. Admitted students seeking services must provide disability documentation and should make their special needs known in advance to insure that appropriate accommodations can be arranged. Information about

necessary documentation and obtaining services is available from the Coordinator of Services for Students with Disabilities.

Study Skills: Students are urged to seek assistance early if they encounter difficulties in areas such as writing skills, mathematics, reading speed and comprehension, note taking, and preparing for or taking examinations. The course instructor or your academic adviser can often help you to correct the difficulty; some students will wish to make use of special study helps such as tutoring or short courses. Ask your adviser to refer you, or go to the Academic Skills Center in the Centennial Building and ask for evaluation of your problem and assistance.

II. History of the BSN Completion Program

The BSN Completion Program provides Associate Degree Nurses and Diploma-prepared nurses the opportunity to complete their Bachelor of Science degree in Nursing. This unique collaborative program between six Nursing programs within the University of Wisconsin System provides the opportunity for non-traditional students to obtain credits toward graduation with courses offered through campus-based classes, distance education courses, online classes, and independent learning.

Historical Perspective

The BSN Completion Program offered its first Nursing classes to registered nurses in spring semester 1996. However, baccalaureate education for RN's at UW-Eau Claire and the relationships among the collaborating University of Wisconsin institutions began many years before that.

Issues related to educational mobility of registered nurses were the focus of a group of Wisconsin nurse educators who met over approximately one year in the mid-1980s. These nurse educators represented degree completion programs at both public and private colleges and universities in Wisconsin, including UW-Eau Claire. Many ideas about validating prior learning in Nursing were shared. Degree requirements were compared and differences recognized. One major outcome of that group was the development of a brochure that listed all the Nursing programs and the degree requirements for each. The goal was to distribute this brochure widely, apprising registered nurses of the opportunities in Wisconsin for educational mobility. The other outcome was an agreement among most of the participating Nursing programs to accept any other program's mechanism for validating prior learning in Nursing, in the case of a nurse transferring to another educational institution.

In the early 1990's, nurse educators from the five University of Wisconsin Nursing programs met under the auspices of UW Extension's Continuing Education/Outreach program to discuss continuing education needs of registered nurses in Wisconsin. Recognizing that nurses frequently request continuing education courses that carry credit towards a baccalaureate degree in Nursing, the group began considering whether this could be a shared enterprise.

With representatives from the five Nursing programs at the time (UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh), an analysis of non-Nursing degree requirements was done, building on the previous work done by the 1980's task force. Distance education technologies, which were becoming more common, were reviewed for their availability across Wisconsin. UW-Extension's Survey Research Lab conducted a survey of a stratified random sample of RNs in Wisconsin to determine their interest in a bachelor's completion program, as well as interest in taking courses using distance education technologies. The survey showed a high degree of interest in both a completion program and courses via distance education.

As a pilot project, arrangements were made to offer a Nursing elective using WisView, the UW Center's Audiographics system. The course, Cross Cultural Health, had previously been taught by Anna Alexander-Doelle, a UW-Eau Claire faculty using the Optel Audiographics system between Eau Claire and the satellite program in Marshfield. Faculty of the other four Nursing programs approved the 3-credit course as a Nursing elective that would also meet their institution's cultural diversity requirement. The course was offered in spring semester 1993 to RN students located in Ashland, Rice Lake, Eau Claire, and Madison.

Definitive work on a collaborative Nursing program began in 1994 with the financial and operational support of UW-Extension. Then Associate Dean Marjorie Bottoms and Sandra Dirks, Coordinator of the RN/BSN Education Track represented UW-Eau Claire. They and the representatives of the other four Nursing programs met regularly to develop a Nursing curriculum, policies, and procedures to implement it. The curriculum, while having consistency for all five programs, also needed to have some built in flexibility to accommodate individual program requirements. The proposed curriculum included credit by confirming course for prior learning in Nursing, although the number of credits awarded varied slightly by institution. With the statewide program on the horizon, UW-Eau Claire School of Nursing decided to

phase out the on-campus BSN completion program (the first RN students were admitted to the original degree completion program in 1974).

The core curriculum that was developed consisted of five theory courses: Health Assessment, Theoretical Foundations, Management and Leadership, Research, and Community Health Nursing. Five teams of faculty, each with representatives of the five Nursing programs, were constituted to develop course descriptions, objectives, and content outlines for each of the five core courses. These were then taken to the curriculum committees at each institution for approval.

Each of the five participating campuses selected one core course and one Nursing elective to develop and offer statewide. This stage of the program was funded in part by a 3-year $150,000 UW System Undergraduate Teaching Improvement Grant and by a grant of $25,000 in support and technical services from UW Extension. The UTI Grant provided $5,000 to the Nursing program each semester they offered a Collaborative Nursing Program (CNP, BSN@HOME) course to cover instructional expenses. The UW Extension money supported travel to meetings, conference phone calls, development, and printing of the CNP (BSN@HOME) brochure, and limited marketing.

The first two courses were offered in the spring semester of 1996. Health Assessment was taught by Ms. Pamela Scheibel of UW-Madison to 46 students at 10 receive sites. Ms. Sandra Dirks of UW-Eau Claire taught Theoretical Foundations to 58 students at 10 receive sites. Workbooks and texts were purchased through the UW Extension Bookstore. Ms. Scheibel mailed assessment tapes and bags to the receive sites, and Ms. Dirks purchased resource books to be placed at those receive sites for which Nursing library materials were minimal or nonexistent. During the first few semesters, lines "dropped" on a regular basis, causing students at one or more sites to miss portions of the class.

In the fall semester of 1996, the other three core courses were added. UW-Green Bay offered Nursing Leadership and Management and UW-Milwaukee offered Nursing Research, both on Audiographics. Community Health Nursing was offered on Wisconsin Public Television, using videos developed by faculty at UW-Oshkosh with the support of a Northern Wisconsin Area Health Education Center (AHEC) grant. WisLine audio conferences provided for weekly discussions.

By the end of two semesters, it became apparent that the program was operating "in the red." Tuition, even with the added distance-learning fee, was not covering the technology costs for delivering the five courses to multiple sites. As a cost-savings strategy, a course and site rotation schedule was developed. This ensured that all CNP (BSN@HOME) courses would be offered, one or two per semester, at each site, but all courses would not be offered at all sites every semester. The five-year rotation schedule became the indispensable advising tool for all CNP (BSN@HOME) advisers. Two semesters after initiating this schedule, the CNP (BSN@HOME) was no longer incurring debt and had paid off its prior deficiencies.

In 1997, the CNP (BSN@HOME) received a grant of $150,000 from the Sloan Foundation for the development of five CNP (BSN@HOME) courses for asynchronous online delivery using Lotus Learning Space. Although early surveys of CNP (BSN@HOME) students had indicated that less than 50% had computer access to the Internet, this was changing rapidly. The CNP (BSN@HOME) contracted with Learning Innovations, a UW Extension subsidiary established to help develop, deliver, and market distance education programs using Lotus Learning Space. Pamela Scheibel of UW-Madison was, again, the first to go online, in spring semester 1998, with Health Assessment. In fall semester 1998, two more courses went online, followed by two more in spring semester 1999. The CNP (BSN@HOME) Planning Committee began talking about the potential of a completely asynchronous major in Nursing for RN's. All of the CNP (BSN@HOME) core courses are now offered online. In the fall semester of 1997, the first five RN's completed their BSN degrees through the CNP (BSN@HOME), followed by five more RN's in spring 1998.

In 2000, enrollments increased in Internet courses and declined in audio graphics courses. In 2002, the online shared, Statewide database and management system was implemented. In 2004, partnership institutions expanded curricular options by introducing several more nursing electives. In 2006, partners celebrated the 10th anniversary of CNP. The new marketing materials were unveiled and the program name was changed to BSN@Home and the new website

www.bsnathome.com. In 2012, UW-Stevens Point became the sixth member of this collaboration, and began admitting students to their program in 2014.

At UW-Eau Claire, the comprehensive major in Nursing consists of 60 credits. Registered nurses are awarded 30 credits for prior learning and take 30 credits of upper division course work. These latter 30 credits consist of the 18 credits in core courses, 6 credits of nursing electives, a 2 credit Intro course, and a 4-credit Capstone course. The Capstone course is the final course in the program. The CND310 introductory and CND480 capstone courses are offered in a hybrid format and are taken at the UW-Eau Claire campus, with selected sections offered at the distance education site in Marshfield, depending on enrollments. The Capstone course includes a clinical practicum in community based Nursing and is arranged near the student's home community. In the fall semester of 1997, the first five RN's completed their BSN degrees through the CNP (BSN@HOME), followed by five more RN's in spring 1998.

To meet an ever-growing need for BSN educated nurses, an Alliance program with two local technical colleges was established in 2004-2005 to facilitate greater transition from associate to baccalaureate education. Alliances with two other technical colleges were developed in 2018. Additionally, starting in 2008 and based on student interest, two of the core nursing courses were taught each year in a face-to-face format and also via interactive video to the Marshfield site (when enrollment was sufficient enrollment). These face-to-face options were placed on hold due to resource issues related to severe 2015-2017 budget cuts to the UW System.

University of Wisconsin – Eau Claire, College of Nursing and Health Sciences

The first baccalaureate degree-nursing program in West Central Wisconsin was established at what was then known as Wisconsin State University-Eau Claire, when 22 students were accepted as majors in the new School of Nursing in September 1965. The University and community leaders had seriously discussed the possibility for such a program for a number of years, and consultation had been sought from the National League for Nursing on several occasions. In 1964, the President of the University, Dr. Leonard Haas, approved the appointment of Marguerite Coffman to lay the groundwork for a degree-nursing program to be initiated in the fall of 1965.

Dean Coffman, having served as educational consultant for the Kansas State Board of Nursing for eight years, and later as director of degree and continuing education programs for registered nurses at the University of Kansas, brought with her a wealth of experience for establishing an educationally sound program. Many of the baccalaureate degree programs at that time resided within the organizational structure of university medical schools or as an academic unit in arts and sciences colleges. Such an arrangement placed the person responsible for the nursing education program under non-nursing deans or department heads, too far removed from the points at which decisions were made in regard to budget and other administrative matters that had an impact on nursing education. One of the conditions Dean Coffman had attached to her acceptance of her contract was that the program was to reside within the context of the University as an autonomous school, which gave her and the faculty access to, and representation in, the top-level decision-making processes of the institution.

Final approval by the Board of Regents and approval by the State Board of Nursing in July 1965 was followed by what was then known as "reasonable assurance of accreditation" by the National League for Nursing. Accreditation made it possible for a new School to secure federal funds available through the National Nurse Training Act of 1964.

In October of 1965, Luther Hospital announced the closure of its three-year diploma school with the last class of 25 students graduating on August 13, 1967. The announced closure was earlier than anticipated and necessitated quick re-planning to accommodate the resulting increase in enrollment and revision of the curriculum to utilize Luther Hospital clinical facilities in addition to the Sacred Heart Hospital facilities.

Dean Marguerite Coffman retired in 1977. She was succeeded by Dr. Suzanne Van Ort who continued as dean until 1982. Dr. Patricia Ostmoe was appointed Dean in 1982. In 1989 she was appointed acting Vice Chancellor of the University to fill a one-year vacancy of that office. During that period Associate Dean Dr. Linda Finke served as acting Dean of Nursing. Following the 1989-90 school year, Dean Ostmoe returned to the School of Nursing as Dean and continued in that position until July 1995.

The organization of the School has undergone several transformations. Between 1965 and 1970, the School operated as a unit, with coordinators of the various clinical areas responsible for implementing the curriculum. In 1970, the School took on the pattern of the rest of the University with the establishment of five departments: Medical-Surgical Nursing, Maternal-Child Health Nursing, Community Health Nursing, Psychiatric Nursing and Nursing Leadership. That pattern continued until July 1984, when these departments were dissolved and replaced with the departments of General Nursing, chaired by Dr. M. Regina Venn, and Adult Health Nursing, chaired by Dr. Norma J. Briggs. This arrangement organized the faculty along graduate and undergraduate lines. The transformation continued with a planned reorganization of the School into three departments, completed in September 1990. Dr. Marjorie Bottoms served as the first chair of the Department of Nursing Systems. Dr. Winifred Morse was appointed to chair the Department of Adult Health Nursing and Dr. Mary Wright chaired the Department of Family Health Nursing.

Administrative adaptations were made to facilitate the efficiency of the School and its various programs. Sister Joel Jacobi, Elaine Menges and Shirley Carlson all served as coordinators of continuing education prior to the appointment of Dr. Rita Kisting Sparks as Coordinator of Continuing Education in 1985. Dr. Sparks' title was changed to Assistant Dean for Continuing Education in 1988.

The position of Associate Dean for Student Affairs was created in 1979. Berniece Wagner served in that capacity until her retirement in 1988. Dr. Linda M. Finke was appointed Associate Dean that same year. Dr. Finke resigned in 1991 and Dr. Marjorie Bottoms was appointed Acting Associate Dean.

In January 1995 Chancellor Larry Schnack announced a proposed merger of the School of Education, the School of Human Sciences and Services, and the School of Nursing into a new college, the College of Professional Studies. The nursing faculty voted unanimously in February 1995 to oppose the restructuring. The Academic Policies Committee of the University also opposed the merger but the University Senate voted to endorse the restructuring. Dr. Ostmoe left the deanship to return to teaching on June 30, 1995. Dr. Ronald N. Satz was appointed Dean of the College of Professional Studies. With this reorganization, Dr. Marjorie Bottoms was appointed Associate Dean and Educational Administrator. Upon Dr. Bottoms' resignation as Associate Dean, Dr. Susan J. Johnson Warner was appointed Associate Dean and Educational Administrator in July 1998. In 1999, Dr. Ronald N. Satz accepted a position as vice-chancellor. Dr. Carol Klun was appointed Interim Dean for the College of Professional Studies. Dr. Rita Kisting Sparks was appointed Interim Associate Dean and Educational Administrator upon Dr. Warner's resignation in June 2000. In May of 2001, Dr. Mark Clark was appointed as Dean of the College of Professional Studies. In July of 2002, Dr. Sparks retired and Dr. L. Elaine Wendt was appointed Interim Associate Dean and Educational Administrator and in 2003 she was appointed the Associate Dean and Educational Administrator.

In May of 2004, Chancellor Donald Mash notified the campus that the College of Professional Studies would be dissolved in September of 2004, and we were officially named the College of Nursing and Health Sciences. This new college was comprised of four departments: Adult Health Nursing (Dr. Sheila Smith, chair), Family Health Nursing (Karen Maddox, interim chair), Nursing Systems (Dr. Mary Zwygart-Stauffacher, chair), and Public Health Professions (Dr. Doug Olson, chair). Dr. L. Elaine Wendt was named Dean of the College and Dr. Mary Zwygart-Stauffacher was appointed Interim Associate Dean, and was named Associate Dean in May of 2005, and Dr. Lois Taft was named chair of the Department of Nursing Systems.

In 2007 the nursing faculty voted to restructure from three academic nursing departments to a department of the whole. Thus, the College was comprised of two departments: the Department of Nursing and the Department of Public Health Professions. Dr. Mary Zwygart-Stauffacher was Interim Chair of the new Department of Nursing and then Dr. Lois Taft subsequently filled the Nursing Department Chair position while a national search was completed. Following the search, in 2009, Dr. Rosemary Jadack was named the Chair of the Department of Nursing. Ms. Karen Maddox served as Interim Chair of the Department of Public Health Professions. When Dr. Wendt retired in June of 2008, Dr. Mary Zwygart-Stauffacher was named Interim Dean for the College. In 2007, an Assistant Dean: Eau Claire for Pre-Licensure programs position was created and filled by Dr. Sheila Smith; in addition the Coordinator for the Marshfield Site position was changed to Assistant Dean for the Marshfield Site, a position held by Dr. Robin Beeman. Dr. Debra Jansen was named Acting Associate Dean in 2009. In 2010, Provost Patricia Kleine approved the increase of appointment for the

Associate Dean position, allowing for restructuring of the position and also that of the Eau Claire Assistant Dean position. With the restructuring, Dr. Sheila Smith served as the Assistant Dean for Evaluation and Strategic Initiatives from 2010 until her retirement in 2012. Dr. Debra Jansen served as Interim Associate Dean from 2010 to 2012, after having served as Acting Associate Dean.

Following a national search in 2010-2011, Dr. Linda Young was appointed as Dean of the College of Nursing and Health Sciences beginning August 2011. Dr. Mary Zwygart-Stauffacher became the Graduate Nursing Programs Director and the BSN Completion Program Coordinator, and subsequently named the Assistant Dean for Post Licensure Programs in July 2012. Dr. Debra Jansen was appointed as Associate Dean beginning in July 2012, after a national search. With Dr. Sheila Smith's retirement, beginning with the 2012-2013 academic year, Dr. Shelley Rae Pehler began serving as the Director of Assessment and Evaluation and Dr. Rita Sperstad as the Department of Nursing: Coordinator of Equity, Diversity and Inclusion (EDI). In July 2013, the Environmental Public Health Program, the only program within the Department of Public Health Professions, moved to the College of Arts and Sciences. The Assistant Dean for Post Licensure Programs position was converted to a Nursing Graduate Programs Director position and a BSN Completion Program Director position around 2014-2015. Dr. Mary Zwygart-Stauffacher served in the Nursing Graduate Programs Director role through June 2019; the responsibilities for the BSN Completion Program were dispersed until Dr. Mary Canales returned in May 2020 to assume the BSN Completion Program Director position. Beginning in July 2015, Dr. Robin Beeman began serving as Interim Department Chair with Dr. Rita Sperstad functioning as interim Traditional BSN Program Director. The interim titles were removed for Dr. Beeman and Dr. Sperstad in the summer of 2016. Dr. Rachel Merkel assumed the role of Marshfield Site Coordinator when Dr. Beeman became the Nursing Department Chair and reduced her Assistant Dean duties; the title was changed to Marshfield Site Director in February 2020. Following the retirement of Dr. Rita Sperstad in May 2018, Dr. Arin VanWormer was appointed as the Traditional BSN Program Director. Dr. Lisa Schiller began serving as the Nursing Graduate Programs Director in July 2019 after Dr. Zwygart-Stauffacher stepped back into full-time teaching in the graduate program. Dr. Robin Beeman retired as the Assistant Dean for the Marshfield Site and Nursing Department Chair in January 2020; Dr. Charlotte Sortedahl was appointed as Interim Department Chair, starting in January 2020 and as Department Chair beginning in August 2020, following a national search. Upon the retirement of Dr. Shelley-Rae Pehler in August 2020, Dr. Jeanette Olsen became the Director of Assessment and Evaluation.

The 2015-2016 academic year marked the 50th anniversary of the nursing program. A 50th Anniversary Gala Celebration was held at the Florian Gardens in Eau Claire on October 9, 2015. Dr. Rita Kisting Sparks, Dr. Elaine Wendt, Dr. Marjorie Bottoms, and Dr. Linda Young shared reflections of events that transpired during their time as nursing leaders. Greetings also were shared by Dr. Young from Dr. Patricia Ostmoe, Dr. Suzanne Van Ort, Dr. Susan Johnson Warner, Dr. Mary Zwygart-Stauffacher, and Sister Joel Jacobi. The Gala included a silent auction, proceeds of which were used to fund improvements to the simulation laboratories. The annual Nursing Alumni Homecoming Walk was held the subsequent morning, at which time a Nursing Alumni Homecoming Quilt created by Ms. Vicki Vogler, a BSN and MSN alum, using t-shirts from prior walks, was dedicated.

The spring of 2020 marked the beginning of a major change in operations as we dealt with the COVID-19 pandemic. On March 12, 2020, the Chancellor announced students would be going on an extended 3-week spring break and not returning to campus. Classes were to be virtual starting on April 6, 2020. The Year of the Nurse, 2020, became one in which we saw how resilient, caring, brave, flexible, and creative nurses in all areas, nursing students, and faculty and staff were in facing challenges. Faculty and staff rapidly worked to convert undergraduate and graduate classes, including clinicals, to online and virtual platforms. For the 2020-2021 academic year, students were allowed at most, but not all clinical sites, and therefore some clinicals occurred in the Clinical Learning Center (CLC) simulation laboratories. Classes were held via a combination of synchronous and asynchronous remote online connections. The plan for 2021-2022 is to continue with on-site clinicals but synchronous and asynchronous remote online didactic classes for the fall term and face-to-face classes for spring. On a positive note, the pandemic provided students and faculty and staff the opportunity to promote the health of our communities, as they participated in mass vaccination clinics both on campus and at various health departments and health care facilities in the surrounding Eau Claire and Marshfield areas throughout the spring, summer, and fall of 2021 and spring of 2022.

In January 2022, Dr. Linda Young resigned her position (effective 1/28/22) as dean to devote her time and energy to state advocacy and to her research on nurse retention and persistence. While on an administrative sabbatical leave for the Spring 2022 semester, she chaired the implementation committee for the $5 million state-funded Nurse Educator Loan Program. Dean Emerita Young retired at the end of June 2022. Dr. Sonja Meiers, who was hired to be the inaugural Jane W. and James E. Moore Nursing Research Professor, beginning in January 2022, accepted the role of acting dean of the College, effective January 28, 2022 and transitioned to the interim dean role in July 2022. Following a national search, Dr. Kristen Abbott-Anderson assumed the role of Dean of the College of Nursing and Health Sciences on January 3, 2023. Dr. Charlotte Sortedahl, Chair of the Department of Nursing since 2020, stepped down as chair in June 2023 and returned to full time teaching. For the time being, the chair duties have been temporarily divided up among three directors: TBSN Program Director Arin VanWormer; Nursing Graduate Programs Director Lisa Schiller; and Marshfield Site Director Rachel Merkel.

Facilities

During 1965-66 the School operated out of offices and classrooms in Schofield Hall while the first floor of the new Crest Commons building on the upper campus was completed for use by the School of Nursing. When Crest Commons could no longer accommodate the growing number of faculty, three mobile office facilities (trailers) were placed next to the building for the overflow. The Crest Commons facilities had always been regarded as temporary for the School and planning had begun early on for a separate building to house the program. Federal funds under the Nurse Training Act of 1964 were sought and received, and groundbreaking for a new building took place in July 1968. The building was completed and occupied in Fall 1969. The dedication took place in April 1970 with Ms. Jesse M. Scott, Director of the Division of Nursing, Health Resources Administration Public Health Service, of the U.S. Department of Health, Education, and Welfare, giving the dedicatory address. The speaker at the dedication banquet was Ms. Margaret Dolan, a past president of the American Nurses Association (1962-1964). An addition attached to the west of the building was begun in the Spring of 1984 and was occupied in the Fall of 1985. It was designed to relieve the congestion in the main building which was intended originally for a student body and faculty about two-thirds the size of that of today.

With the addition of the nursing program at the Marshfield site in the late 1980s, two lecture classrooms (rooms 104 and 114) were remodeled to incorporate distance education technology. Since the inception of this program site, these classrooms have evolved from basic audio teleconferencing to state-of-the-art two-way full motion interactive video classrooms. A third interactive video classroom (room 119A) was completed in fall of 2009.

Since 2004 the existing skills lab space has been renovated to accommodate high fidelity simulation equipment. High tech mannequins, a birthing room, acute care simulation rooms and electronic charting have all contributed to changes in the design and usage of the skills lab. Video technology in the lab allows for demonstrations in the Eau Claire site skills lab to be broadcast not only to classrooms at the Eau Claire site, but to the Marshfield Site classrooms as well, allowing students at both sites to see lab demonstrations simultaneously.

Curriculum

Traditional BSN

Although curriculum revision has been an ongoing process since the beginning of the School, a major revision of the basic nursing curriculum was implemented with students who entered the University as pre-nursing students in the fall of 1983. Credits required for graduation were reduced from 136 to 128, which facilitated elimination of the summer session that had been mandatory between the sophomore and junior years. The faculty adopted a developmental organization framework and a curriculum based on the model of Loomis and Wood. Curriculum revision was again undertaken in the 1994-95 academic year. The impetus for this work arose from current trends in health care reform and the Redefinition of the Baccalaureate degree completed by the University faculty in 1993-94. Revisions were implemented in fall 1996. Credits required for graduation are 120 in keeping with the redefined university degree. Another curriculum revision was implemented beginning in January 2014, following approval by the Wisconsin Board of Nursing, to be consistent with the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education* and current practices.

Registered nurses were admitted to the nursing program for BSN degree completion beginning in 1974. Starting in 1980 the nursing courses were taught on the campus of the UW Center-Marshfield/Wood County for several years to accommodate registered nurses in that part of the state. In the fall of 1985 the School initiated a special educational option for registered nurse students who aspired to the BSN degree. This track was phased out in 1996 to enter into a Collaborative Nursing Program (CNP) for registered nurses to pursue baccalaureate degrees in nursing. Facilitated by UW-Extension, this program was a collaborative distance learning effort by UW-Eau Claire, UW-Oshkosh, UW-Green Bay, UW-Madison, and UW-Milwaukee, with each campus offering one of the required core courses. The first courses in the program were piloted in spring 1996 with UW-Eau Claire and UW-Madison offering the first two courses. Initially courses were offered through audiographic technologies but later transitioned to online learning management systems. For several years, some of the core courses were also offered on campus at UWEC on a rotating basis, as an alternative to the online format for interested students. In 2012, UW-Stevens Point became the sixth member of this collaboration and began admitting students to their program in 2014. These campuses share at present six core courses which are offered online. Students can take courses from any one of the six universities but retain a "home school" student status. That is, one is admitted to a selected university, and is required to fulfill all degree requirements specific to that university. The majority of nursing courses are taken online and are taught by faculty of the participating institutions. Each campus has designated credits that are campus specific nursing courses and are taught only to their students. A state-wide curriculum revision was implemented, beginning Fall 2014, to be consistent with the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education* and current practices. The new curriculum includes six core courses offered by the six UW-System campuses. Additionally, the beginning and capstone BSN Completion courses offered by UW-Eau Claire are offered in a hybrid format. For several years, selected sections were offered at the Marshfield Site, depending on enrollments.

Master of Science in Nursing Program
In 1976, the UW-Eau Claire School of Nursing was granted an entitlement to plan a graduate degree program in nursing. The strength of the baccalaureate nursing program at UW-Eau Claire provided a strong base upon which to build the graduate nursing program. Support for the planned graduate program was derived from the 1970 Commission on Statewide Planning for Nursing Education and the 1979 Statewide Study of Nursing and Nursing Education.

In July 1979, a feasibility study for the Master of Science in Nursing (MSN) program was completed by Dr. Norma Briggs and Dr. Rita Kisting Sparks. The study was carried out with the support of an ad hoc graduate committee, an advisory committee, and student consultants. This study supported the need for a graduate nursing program at UW-Eau Claire. A graduate program with a focus in adult health nursing was implemented.

Dr. Briggs was appointed Interim Director of the Graduate Program in 1979 and served in this capacity until the appointment of Dr. Barbara Haag, who filled the position of Director of the Graduate Program from 1981 until 1982. Dr. Patricia Ostmoe, Dean of the School of Nursing, served as Acting Director of the Graduate Program from 1982 until 1983. Dr. Briggs was appointed Director of the Graduate Program in 1983, and in 1984 was selected as Chairperson, Department of Adult Health Nursing, which housed the graduate program. The National League for Nursing granted initial accreditation to the master's program in 1985.

The first graduate students were accepted to the program in 1981 and began graduate courses in the fall of 1981. Three full-time and nine part-time students were enrolled. The first three graduates of the masters program were awarded their degrees in May 1983. The enrollment of the graduate program varied between 60 and 80 students through the 1980's and early nineties, with the majority of students enrolled part-time. The program increased to an enrollment of over 100 students during the 1990's largely due to student interest in expanded clinical practice role options.

In the fall of 1989, the graduate nursing faculty approved a second area of specialization within the graduate nursing curriculum. A focus on family health nursing, as an option along with adult health nursing, was initiated in 1990. Role preparation options of clinical nurse specialist, educator, and administrator were offered during the 1980's.

In the spring of 1990, the faculty approved a reorganization of the School of Nursing. Graduate courses were assigned

across the three departments of Adult Health Nursing, Family Health Nursing, and Nursing Systems. Department chairs were responsible for the courses assigned to their individual departments; a Graduate Curriculum and Admissions Committee was and still is responsible for the graduate curriculum.

The graduate faculty undertook extensive curricular work during the early 1990's. The major impetus for the changes was to update the total curriculum and to expand the clinical nurse specialist role preparation area to an advanced clinical practice role which allowed students the option to sit for the certification exam as adult or family nurse practitioners.

The 1995-96 academic year was a year of transition for the School of Nursing. On July 1, 1995, the School became one of three schools in the College of Professional Studies. The University was structured with three Colleges; the two others were the College of Arts and Sciences and the College of Business.

In July 1995, the School of Nursing was awarded an Advanced Nurse Education grant from the Health Resources and Services Administration (HRSA), Bureau of Health Professions, Division of Nursing, to establish the Family Health Advanced Clinical Practice program in cooperation with Saint Joseph's Hospital in Marshfield, Wisconsin. The first part-time students were matriculated in fall 1995 and the first full-time students began the course work in summer 1996.

The curriculum was revised again in 2002. Subsequently, the role preparations expanded to include Advanced Clinical Practice for Adult Nurse Practitioner (ANP), Family Nurse Practitioner (FNP), and Clinical Nurse Specialist (CNS, Adult); Nurse Educator; and Nursing Administration. In 2004 the newly appointed Associate Dean, Dr. Mary Zwygart-Stauffacher, was named director of the graduate programs in the College. Dr. Debra Jansen served as the graduate programs director, beginning in 2009, while serving as the acting and interim associate dean. In 2010, in response to a Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education endorsed by the major national nursing organizations and all major APRN organizations, the adult specialization was changed to an adult-gerontologic population focus. Thus, the Adult Nurse Practitioner and Adult Clinical Nurse Specialist role preparations were transitioned to the Adult-Gerontologic NP and Adult-Gerontologic CNS preparations, with the first classes graduating with these changes in May 2012. During the 2012-2013 academic year, the Adult-Gerontologic NP role preparation was changed to Adult-Gerontologic Primary Care Nurse Practitioner (A/G PC, NP). Dr. Susan Peck was named MSN program coordinator in 2010 and Dr. Mary Zwygart-Stauffacher became the Graduate Nursing Programs Director in 2011, the Assistant Dean for Post Licensure Programs beginning in 2012, and then back to the Nursing Graduate Programs Director in 2014, in the wake of severe state budget cuts. Dr. Lisa Schiller began serving as the Nursing Graduate Programs Director in July 2019 after Dr. Zwygart-Stauffacher stepped back into full-time teaching in the graduate program.

In 2004, the American Association of Colleges of Nursing (AACN) recommended that the level of preparation necessary for advanced nursing practice roles be moved from the master's degree to the doctorate level by 2015. In keeping with the AACN *Position Statement on the Practice Doctorate in Nursing*, the last class of MSN students seeking nurse practitioner or clinical nurse specialist role preparations was admitted for the summer of 2011. The first class of post-baccalaureate Doctor of Nursing Practice (DNP) students was admitted for the Fall of 2012. The College of Nursing and Health Sciences continues to admit students interested in the nursing education and administration/leadership and management role preparations to the MSN program.

Doctor of Nursing Practice Program
The Doctor of Nursing Practice (DNP) degree is a clinical doctorate designed to prepare nurses to assume leadership roles in the areas of advanced clinical practice (nurse practitioner or clinical nurse specialist) or nursing administration. In 2008, the University of Wisconsin System Board of Regents approved an Entitlement to Plan a collaborative DNP program between UW-Eau Claire and UW-Oshkosh. Planning and development of the proposed DNP program occurred collaboratively between both institutions. In March of 2009, UW-Eau Claire and UW-Oshkosh were given permission to develop independent authorizations to offer a DNP program on each campus. On May 8, 2009, the University of Wisconsin System Board of Regents approved establishing a DNP program at UW-Eau Claire. This is the first doctoral program at UW-Eau Claire. Both post-master's (MSN-to-DNP) and post-baccalaureate (BSN-to-DNP) options were approved. A DNP program also was approved for UW Oshkosh, making these the first doctoral programs at any of the

UW System's 11 comprehensive universities. Both UW-Eau Claire and UW-Oshkosh will continue to collaborate on aspects of the curriculum that will help us to effectively and efficiently offer our independent programs.

During the first two years of the program, the 2010-2011 and 2011-2012 academic years, the DNP degree was offered as a post-masters option only (for part-time students during the initial year). Sixteen students were admitted to the first class of post-master's DNP students, with coursework beginning in the summer of 2010. Twelve post-master's DNP students were admitted for the summer of 2011. The first class of post-master's DNP students graduated in 2012, with 14 of them graduating in May and one individual graduating later in August. The first class of post-baccalaureate DNP students was admitted for the Fall of 2012, with 13 of them graduating in May 2015.

Marshfield Site

After a survey of the health care needs for Central Wisconsin was completed, a distance education nursing site was established in Marshfield in cooperation with Saint Joseph's Hospital in the fall of 1986. The hospital had decided to phase out the three-year diploma program it had operated for many years, but wished to continue an active participation in nursing education. This school had a long and honorable history of educating registered nurses but chose to discontinue its program in response to the increasing social and technological complexities of health care that made the baccalaureate degree for professional nursing essential. Students utilize course offerings for the non-nursing requirements mainly at the University of Wisconsin-Stevens Point, UW Marshfield/Wood County, and UW Marathon County. In July 1986, the Board of Regents endorsed this program and the first class was admitted in 1987-1988. The first class of graduates (N=18) completed the program in May 1990. Nursing courses are taught by a combination of on-site faculty, main campus faculty, and telecommunications technology.

Since the inception of the program, approximately 24 students had been admitted once a year to the Marshfield site. In 2008, a Decision Item Narrative (DIN) proposal from UW-System was funded, in part, to allow for the expansion of the Marshfield site, so that 16 students can be admitted each semester. In January 2013, in a pilot partnership with Aspirus Wausau Hospital, eight additional students (for a total of 24 students) started nursing courses. Aspirus Wausau Hospital provided the clinical instructors for additional clinical settings in the Wausau area to accommodate the extra 8 students for the pilot.

Nancy Ray was the first satellite site program coordinator. Judith Vanderwalker replaced Ms. Ray in 1988. In July 1993, Dr. Norma Briggs was appointed the coordinator. She held this position until her retirement in 1997. Ms. Rebecca Wiegand replaced Dr. Briggs as coordinator in the fall of 1997. Dr. Robin Beeman accepted the coordinator role in 1999. In 2007, the title "Site Coordinator" was changed to Assistant Dean, Marshfield Site. Dr. Rachel Merkel assumed the role of Marshfield Site Coordinator in 2015 when Dr. Beeman became the Nursing Department Chair and reduced her Assistant Dean duties and became the Director of the Marshfield Site in 2020. Following the retirement of Dr. Beeman in January 2020, University administration did not support the filling of the Assistant Dean position and it was eliminated.

A 25th anniversary celebration of our nursing education partnership with Ministry Saint Joseph's Hospital was held at the Hospital on April 29, 2013. Alumni in the area were invited to attend. Featured speakers included UW-Eau Claire Provost and Vice Chancellor Patricia Kleine and Dr. Linda Young, Dean of the College of Nursing and Health Sciences; Mr. Brian Kief, the President and CEO of Ministry Saint Joseph's Hospital; Mr. Mike Schmidt, former President and CEO of Ministry Saint Joseph's Hospital; Dr. Marjorie Bottoms, Associate Dean and Educational Administrator Emeritus; Ms. Marcia Bollinger, our first distance education specialist; Ms. Karen Maddox, the first faculty member to teach using the original distance education audiographics system; Ms. Judy Vanderwalker, an early Marshfield Site Coordinator; Ms. Patricia Burbach, the first office assistant at the Marshfield Site; Ms. Anna Alexander-Doelle and Ms. Nancy Danou, two of the first nursing faculty members at the Marshfield Site; Ms. Linda Duffy, a long-standing faculty member at the Marshfield Site; Ms. Michelle Johnson, Mr. Mark Knauf, and Ms. Paula Thompson, three graduates of the very first class; and Ms. DeAnn Dickinson, Ms. Kate Filla, Mr. Brian Tessmer, and Ms. Rachel Zaleski, current students (and graduates) at our Marshfield Site. A plaque to commemorate and celebrate the partnership was presented by Dean Linda Young to Mr. Brian Kief.

In July 2017, Marshfield Clinic Health System finalized the purchase of Ministry Saint Joseph's Hospital and renamed the hospital the Marshfield Medical Center. Marshfield Clinic signed an agreement with UW-Eau Claire to continue to support the undergraduate nursing program in Marshfield. They are providing building space in the hospital, resources, and some funding for FTE. We are quite grateful for the many years of support we received through Ministry Saint Joseph's Hospital; however, we also appreciate the opportunities Marshfield Clinic will provide for our students in central Wisconsin. Recent state budget cuts caused us to reduce enrollments to 8 students per semester for two terms in 2016; yet with the support of Marshfield Clinic, we are continuing to enroll 16 students per semester. A celebration of the 30th anniversary of our nursing education site in Marshfield and our new partnership with Marshfield Clinic Health System was held on November 20, 2017. Up to then, 670 nurses had earned the BSN degree from UW-Eau Claire through the Marshfield Site.

In May 2021, following the completion of the spring semester, the nursing program at the Marshfield Site moved out of the South Building of the Marshfield Medical Center where it had been housed since 1987, and was set up in the Helen Connor Laird Fine Arts Building of the University of Wisconsin-Stevens Point at Marshfield campus. The move was part of a multiyear Marshfield Medical Center campus renovation project that had been in discussion and planning for several years. These discussions included the leadership at both the UW-Eau Claire College of Nursing and Health Sciences and Marshfield Clinic Health System. The project involved tearing down the South Building in fall 2021 as it had reached the end of its practical use and could not be feasibly renovated. Marshfield Clinic Health System is continuing to provide funding for faculty and staff to teach at the Marshfield Site, on top of other resources and support, including leasing of the space at the UW-Stevens Point at Marshfield campus. The program remains the UW-Eau Claire nursing program and the students are UW-Eau Claire nursing students. Students continue to have clinicals at the Marshfield Medical Center and access to Marshfield Clinic Health System resources, including the Magnin Medical Library. The move is a positive one for students as they have the best of both worlds—access to a campus environment and a world class health system complex.

Accelerated Baccalaureate Program
An accelerated program for second degree students was piloted with 8 students in 2006-2007. With the assistance from the DIN as noted above, 16 students were admitted for summer 2009 (16 graduated May 2010) and 18 students for summer 2010 (18 graduated May 2011) and summer 2011 (18 graduated May 2012). Dr. Cheryl Brandt served as the coordinator, under the direction of the Chair of the Department of Nursing. Due to human resource issues and the impact of budget reductions on programing, the Accelerated Program was placed on hold effective starting summer 2012. The program had operated under a cost recovery model in which the students paid a higher rate of tuition than other undergraduate students on campus. As part of a program array review process, the Accelerated BSN option was identified as low enrollment (no admissions had occurred while nursing had placed it on hold) and was therefore recommended for suspension by University Academic Affairs. The University Senate formally voted to suspend the program on November 27, 2018; the suspension becomes permanent after 5 years.

Chippewa Valley Alliance/Coulee Region Nursing Alliance and Other Technical School Alliances
In 2004 and 2005, in an effort to graduate more baccalaureate prepared nurses, Alliances were formed with Chippewa Valley Technical College (CVTC) and Western Technical College (WTC), Black River Falls campus. An announcement of the CVTC Chippewa Valley Nursing Alliance occurred in November 2004. Students who were denied admission to the traditional BSN program, due to limited space and resources, are afforded an opportunity to attend CVTC and WTC to earn their Associate Degree in Nursing (ADN), while being concurrently enrolled through UWEC. Students apply to the technical college and are admitted to these programs based on technical college guidelines, though eligibility to apply is based on their lack of admission to the BSN program. Following completion of their ADN, these students apply for admission to the BSN Completion Program to finish their BSN. Seats have been available for sixteen to twenty-four students annually for the Chippewa Valley Nursing Alliance with CVTC and for seven to nine students annually for the Coulee Region Nursing Alliance with WTC.

In February 2018, an updated Memorandum of Understanding (MOU) alliance agreement was signed with CVTC to enable 16 students to start each fall at the CVTC-Eau Claire campus and 8 students each fall at the CVTC-River Falls campus. A similar MOU was signed in February 2018 with Wisconsin Indianhead Technical College (WITC) to create the

Northwest Nursing Alliance (NWNA), thereby enabling 4 students to start each fall at the WITC-Rice Lake campus and 4 students at the WITC-New Richmond campus; as well as 8 students to start each spring at the Rice Lake campus and 8 at the New Richmond campus. Following suit, a similar MOU was signed in March 2018 with the Nicolet Area Technical College (NATC) to admit up to 8 students each fall to NATC in Rhinelander as part of the Nicolet Nursing Alliance.

Research, Practice, and Scholarly Activity

As the School and the nursing profession matured and the graduate program began to evolve, research and scholarly activity received greater emphasis. In support of these efforts, the Coffman Lecture Series fund was established to promote scholarliness in faculty, students, and alumni. The series was established in honor of Dean Marguerite Coffman upon her retirement in 1977. Dr. Suzanne Van Ort established the Van Ort Award for Faculty Creativity and Scholarliness in 1985.

The creation of the first donor-supported faculty chair in the College of Nursing and Health Sciences, the Jane W. and James E. Moore Chair in Nursing Research, was announced on May 18, 2018. Jane (BSN class of 1973) and James Moore committed to providing funds to augment a nursing faculty position base salary (position and base salary to be provided by the University). The chair position was to be endowed at a later time by the Moores through their estate gift. However, attempts to fill the Chair position were unsuccessful. To better coincide with the needs of the College, the position was converted to and readvertised as the Jane W. and James E. Moore Nursing Research Professorship in 2021, with a limited term appointment of three years. The Moore Professorship recognizes and promotes the ongoing research development of a nurse scientist. Dr. Sonja Meiers was hired as the inaugural Professor, beginning with the Spring 2022 term.

Dr. Patricia Ostmoe established an award for excellence in clinical instruction in October 1991. The establishment of this award coincided with the celebration of the twenty-fifth anniversary of the School of Nursing.

In the mid-1990's the School made several refinements and generated new initiatives with vision that extends into history's third millennium. Although a University-wide Honors Program has been available for several years in which qualified nursing majors have participated, the College now has a Departmental Honors in Nursing program; however, the nursing honors program was placed on hold in October 2016 due to a shortage of faculty resources compounded by severe state budget cuts in the 2015-2017 biennium.

The quality of the faculty and students, as well as the reputation for outstanding performance of the College's graduates, has been sources of pride in both the School and the University. Approximately one-half of each year's graduating class has earned graduation honors. In 1980 the National Honor Society of Sigma Theta Tau awarded the School a charter as the Delta Phi chapter, enabling the School to not only recognize excellence of performance of individuals through invitational membership, but to promote nursing as a scholarly pursuit through its affiliation with the Society.

The new addition to the building in 1985 made possible the establishment of the Nursing Center for Health. Professional nursing education, practice, and service to the community come together in the Center; here faculty and students in various educational programs may learn, test, and refine as they direct their attention to health maintenance and restoration for clients across the life span, particularly those who are under-served by existing health care services. The Nursing Center for Health was put on hold in 2007, due to lack of faculty resources.

A Pre-College Program for 10th and 11th graders was developed in the early 1990s and was offered most summers between 1992 and 2004. The program, designed to recruit and retain minorities in nursing, consisted of a one-week summer camp held on campus. Scholarships for 20 minority students were made available by a grant from the Wisconsin Department of Public Instruction.

Diversity

Diversity is a high priority for the Department of Nursing. For ten years, from 1993-2003, UW-Eau Claire was the recipient of a federal Indian Health Service (IHS) nursing education grant. During this time curriculum articulation was established with Lac Courte Oreilles Ojibwa Community College. Through this grant Native American students were able to attend pre-nursing courses in their home community and come to campus for their professional nursing education. Although the grant is no longer available, efforts to partner with regional tribal communities have continued.

The Department of Nursing recognizes the importance of clinical immersion experiences as one strategy for fostering cultural awareness in our students. Undergraduate clinical experiences have been offered at the Rosebud Lakota Sioux tribal community in South Dakota since 2004. Additionally, beginning in 2011, undergraduate cultural clinical immersion experiences have been offered at Wisconsin dairy farms with Hispanic migrant workers. Clinical groups also have been working with the Somali population in Barron County and in Minneapolis since about 2017. For several years in the early 2000's, undergraduate students also had the opportunity to work with the Alaskan Native populations in Anchorage, Alaska as funding and staffing allowed, as well as at a free-standing, nurse-managed Hispanic birth center in Weslaco, Texas (1998-2015). Furthermore, many graduate students have participated in clinical immersion experiences at the Lac Du Flambeau Reservation.

A Coordinator of Equity, Diversity and Inclusion (EDI) position was created in 2012. This position was incorporated into the Traditional Undergraduate Program Director position in August 2015.

International Education

Nursing education took on an international flavor with the design of a course entitled "Comparative Study of Nursing and Health Care," which was taught the summers of 1972 and 1973 at the Intituto Technologica de Monterey in Mexico. During the summers of 1981 through 1988 the course was taught in Harlaxton, England. The course was offered at King Alfred's College in Winchester, England, in the summer of 1990. One clinical group of senior students took their final spring semester of nursing courses at King Alfred's in 1991. Beginning in the fall of 2009, additional students have participated in a study abroad opportunity for nursing students at Harlaxton, England, through nursing courses offered by the University of Evansville in Indiana. Additionally, other students participated for many years in a summer health care study abroad in Costa Rica up through 2017; since 2018, students now take part in a summer health care study abroad in Pueblo, Mexico and Valladolid, Spain. In Spring 2014, Dean Linda Young and Dr. Jill Hecker-Fernandes led a clinical group of eight first semester senior nursing students for a week-long clinical immersion experience in El Salvador. The students and faculty stayed at Casa Concordia, an orphanage and guest house in San Salvador which served as the home base from which the group ventured out to various facilities and more rural areas of San Salvador. However, this opportunity was placed on hold after a few semesters due to the risk of exposure of students to the Zika virus and violence concerns.

Enrollment

In the year 2000 there were 44 faculty and teaching academic staff positions. As of May, 2000, 2,785 Bachelor of Science in Nursing degrees have been awarded and 268 people have received Master of Science in Nursing degrees, the first of these having been awarded in May 1983. The College of Nursing and Health Sciences, nursing programs in 2009 had an approximate annual enrollment of over 800 students, including first-year-students selecting nursing as a major, students at our Marshfield site, second degree students in our accelerated program, registered nurse students seeking the baccalaureate degree, and graduate students. As of fall 2011, there were 796 undergraduate (pre-nursing and admitted) students and 110 graduate (MSN and DNP) students. In Fall 2020 there were 852 undergraduate (462 pre-nursing, 339 traditional, and 51 BSN Completion) and 87 graduate (2 MSN and 85 DNP) students.

Since the 1990s, 40 students were admitted per semester to the traditional undergraduate program at the Eau Claire site. To increase university tuition funds in response to severe 2015-2017 biennium budget cuts to the UW System, an additional 25 students per year were admitted for two years (16 with the June 2015 and 2016 cohorts and 9 with the January 2016 and 2017 cohorts). This increase was in response to a request by University administration.

In December 2021, UW-Eau Claire was awarded a $9.4 million grant from the Wisconsin Economic Development Corporation (WEDC) through the agency's Workforce Innovation Grant program. The 3-year award was meant to

address the needs of rural communities in the areas of health care, education, and small business development. As part of the grant, Nursing was charged with increasing enrollment in the traditional undergraduate program in Eau Claire by 24 students (3 clinical groups) each semester (48 students per year); we were admitting about 40-43 students per semester, prior to the grant. In January 2022, 52 students (one extra clinical group) were admitted and in June 2022, 68 students (3 extra clinical groups) were admitted for the Eau Claire campus. The plan is to continue to admit about 64-68 students each semester going forward, with the goal of graduating 48 more students per year, consistent with the grant expectations.

Accreditation

Faculty continue to seek an increasing level of quality for our nursing programs. In 1993 the maximum eight-year accreditation (until 2001) was received with no recommendations for the undergraduate or graduate programs from the National League for Nursing (the last time we sought reaccreditation from NLN). In 2001, the School was visited for accreditation by the Commission on Collegiate Nursing Education (CCNE) and received full accreditation for the graduate and undergraduate programs through December 2011. Following a reaccreditation visit in April 2011, the baccalaureate and master's programs were accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791, through December 31, 2021. As a new program, the Doctor of Nursing Practice (DNP) program was accredited by CCNE through December 31, 2016. Following a CCNE site visit for the DNP program that occurred March 7-9, 2016, the doctoral program was re-accredited through December 31, 2026. In March 2021, the College hosted a virtual (due to the COVID-19 pandemic) CCNE site visit as part of our request for reaccreditation. Besides reaccreditation, the goal of this visit was to align our undergraduate and graduate programs on the same evaluation cycle. No compliance issues were found at the time of the site visit. Consequently, the baccalaureate degree program in nursing, master's degree program in nursing, and the Doctor of Nursing Practice program at the University of Wisconsin-Eau Claire are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791, through December 31, 2031.

In the years since the School of Nursing first took recognizable shape, much has happened to change the character of nursing and nursing education. Responding to these changes as scholars, teachers, and practitioners within a University setting has been a position of privilege, as well as responsibility. We look forward to the future and continue our commitment to excellence.

History of Nursing Attire

Distinguishing attire has been characteristic of the nursing profession even in its pre-professional era. Attire has utilitarian, symbolic, and communicative value.

Nurse's Cap - The nurse's cap is a familiar symbol. Its origin was thoroughly utilitarian as well as of religious significance. Women in the religious nursing orders of the Middle Ages were garbed in the habit of their orders to provide for concealment of the hair. Long hair, which women have worn throughout most of history, was washed only occasionally, and in nursing settings was covered to keep it clean and under control. Feminine adornments began to appear on the head coverings--pleating, bands, straps, bars, shirring, and ruffles. Eventually each school of nursing had its own unique cap, serving little or no utilitarian purpose, the presentation of which more or less ushered the student into the profession after a probationary period during which the student's fitness for the intellectual and physical rigors of nursing was determined.

As men and women began to cross the lines of previously sex-differentiated occupations, some schools of nursing dispensed with the cap. However, it has remained an enduring symbol.

The UW-Eau Claire cap was designed by Nancy Fugate Woods, a member of the first graduating class in 1968 (she later became Dean at the University of Washington).   The following is an excerpt from a School of Nursing Student Handbook from the 1980s:

The caps must be stiffened with a very heavy starch mixture. They may be soaked in the starch and, while wet, smoothed onto a very smooth, flat surface (such as a refrigerator door) to dry; or they may be ironed. The half-inch

royal blue velvet ribbon is attached about one inch from the outer edge, using K-Y lubricant jelly as paste, which is readily available from drug stores. Small size tubes are available. Certain commercial laundries launder caps at reasonable cost. (Be certain to remove studs from the caps.)

Bars, stripes, and chevrons - Bars, stripes, and chevrons are also symbols coupled with the nursing profession. They speak to the military part of nursing history that harks back to the Crusades when there were military orders of men who traveled with and established hospitals for the crusaders who swept down from northern Europe toward the Middle East. Although they are masculine symbols, women nurses subsequently wore them with distinction in various branches of military settings. To that point, modern professional nursing began with Florence Nightingale in military installations during the Crimean War.

Nursing Pin - Another long-standing symbol is the Nursing pin. These were uniquely designed for each school and generally displayed a blend of medical, religious, and heraldic symbols such as the Maltese Cross, Caduceus, Star of David, etc. They too, probably served a useful purpose at one time for securing certain parts of the uniform, but eventually became an acceptable decorative item to be worn on the uniform of a graduate nurse upon completion of their program.

The design for the UW-Eau Claire pin was selected from designs submitted by students and faculty. Most of the designs submitted bore a striking resemblance to the traditional diploma school pins, but Associate Professor (at the time) Bernice Wagner's proposal for an adaptation of the University's official emblem was selected. The design clearly links nursing and higher education with the tree symbolizing knowledge and life, the lamp symbolizing not only enlightenment or learning, but the lantern that had come to be associated with Florence Nightingale, and the word, *excellence,* characterizing what every UW-Eau Claire nursing graduate aspires to.

Information on ordering nursing pins is given to all seniors during the final semester of their senior year. The Nursing pin is to be worn only after the requirements for the degree have been met. Orders are placed through the UW-Eau Claire University Bookstore and the pins are awarded at a special Convocation Ceremony on commencement day. In case of loss or damage to a nursing pin, graduates contact the University Bookstore for replacement.

III. Nursing Building Educational Facilities

Eau Claire Site - College of Nursing and Health Sciences Building

Hours:
Building is open Monday-Thursday, 7 a.m. - 9 p.m., and 7:00 a.m. - 5:00 p.m. Friday during fall and spring semesters, unless otherwise published. During summer sessions the building is open Monday – Friday from 7:00 a.m. – 5 p.m. unless otherwise published.

Lockers
Individual lockers are available on a first come, first serve basis for nursing students each semester. Students provide their own locks (combination only). If interested, students should select a locker and place their lock on it. Lockers can be utilized as needed, day-to-day, or for the whole semester. Lockers must be cleaned out and locks removed at the end of each semester. Any locks remaining on lockers at the end of the semester will be cut off and personal items found in the lockers will be recycled or donated. The College reserves the right to remove the locks at any time if it is deemed necessary to ensure the safety of its staff, students, physical structure, and/or other aspects of campus. The Women's Locker Room is adjacent to the 1st floor women's restroom (room 121) and has 106 lockers. The Men's Locker Room is adjacent to the 2nd floor men's restroom (room 220) and contains 12 storage lockers.

Letters/Returned Papers
Letters, graded papers, paper forms, or other items not returned directly to a student by an instructor or adviser may be picked up in Room 127 of the Nursing Building at the Eau Claire campus or in the main program office (Room 325) at the Marshfield Site.

Faculty Mailboxes
Faculty and staff mailboxes are located in room 252 on the second floor of the Nursing building. Because the door to the room is kept locked for security reasons, students may leave items with the support staff in Room 127, who will deliver the materials to the appropriate mailboxes.

Courier Service (Marshfield to Eau Claire; Eau Claire to Marshfield)
A green courier pouch leaves the Marshfield Site main office (Room 325) three times per week and is delivered to the Nursing building (Room 127, Eau Claire campus) that afternoon. A second green courier pouch leaves the Eau Claire Nursing building (Room 127) in the afternoon and is delivered to the Marshfield Site. Students wishing to send paperwork and other correspondence items between the campuses are encouraged to use the courier pouch. Under no circumstance are text rental books to be returned via the courier service. For more information, please speak with the Eau Claire campus Academic Department Associate.

Air Conditioning, Windows, Energy
1. University chillers are programmed to run anytime the outside air temperature reaches 67 degrees Fahrenheit. When the air conditioning is operating, indoor temperatures are set to cool to 76 degrees (state policy).
2. During the heating season the Nursing Building will be warmed to 68 degrees.
3. Please keep the windows closed at all times. If a window is open, air flows do not work as designed and other rooms get less heated or conditioned air. The heating and ventilating systems are substantially less effective if windows are opened.
4. Energy conservation is everyone's responsibility. Please turn off lights when leaving a room, turn off your computer monitor when not using it, and in the classrooms turn off the video data projector. These measures also extend the life of bulbs and monitors.

Posting of Items:
1. Notices, posters, or communications of any kind are to be posted only in areas designated for that use; namely, bulletin boards and display cabinets. Walls, doors, and window surfaces are not to be used for posting.

2. Classroom whiteboards and bulletin boards are for instructional purposes; they are not to be used for announcements unrelated to instruction. Exceptions must have the approval of the Dean or Building Coordinator.
3. Unless otherwise designated, bulletin board items in the corridors are posted by the Dean, the Associate Dean, the Department Chair, the Marshfield Site Director, the Building Coordinator, and/or the Academic Department Associates. The only exceptions are:
    a. The Eau Claire Student Nurses Association (ECSNA) bulletin board is to be used for items relevant to that organization. Non-relevant items will be removed.
    b. Course materials are posted by faculty.
    c. Two of the bulletin boards in the first floor west corridor are reserved for items of campus-wide interest and monitored by Davies Center staff.
    d. Areas are demarcated on certain bulletin boards for specific purposes, such as Sigma Theta Tau.
4. Students having items for sale, negotiating housing, or wishing to communicate about matters that might be categorized as "Classified Ads" should make use of the facilities in the Davies Center.
5. Occasionally, part-time work, scholarship, volunteer, or other opportunities are made known to the College; the posting does not mean the College has done any specific screening or that any kind of endorsement is implied.
5. Special requests for displays other than the above should be submitted to the Dean or Building Coordinator.

Reservations for the Nursing building lobby: Special event reservations (bake sales, senior photo collages, etc.) are to be made with the Building Coordinator.

Reporting Damage/Malfunctions: Any damage to or malfunctioning of the building or its contents should be reported directly to the Building Coordinator giving location and nature of the problem.

Room Use:
1. The Nursing Department Academic Department Associate (Room 127) handles reservations for most rooms.
2. Furniture is to remain in designated rooms, if rearranged; the room is to be returned to the original arrangement at the end of the session.
3. Rooms are to be left clean and orderly after use.
4. No penetrating objects, such as nails or thumbtacks, are to be used on walls. Modifying rooms for things like special educational or community service projects must be approved by the department chairperson.
5. Candles/incense cannot be burned anywhere in the Nursing building (WI Administrative Code CH 18, Section 18.06 (11), (a).

Special Features:
• An elevator near the rear entrance and ramps leading to the front, rear, and west entrances are available for disabled students, clients, or visitors.
• Two gender neutral restrooms are located near the west entrance to the Nursing Building. Additional restrooms are located on the first and second floors.

Bicycles: Must be parked in provided racks, NOT attached to trees.

Smoking: Smoking is prohibited on campus except in designated areas.

Food and Beverage:
1. No alcoholic beverages are permitted at anytime, anywhere in the building.
2. Coffee pots or other electrical appliances for food or beverage preparation are to be used in authorized areas of the building only (Room 105, 251, and 259).
3. Faculty offices and classrooms are not to be used for beverage or food preparation or serving.
4. Soft drink and snack machines are located outside Room 114 in the west corridor on the first floor.
5. Please place all discarded trash in the appropriate recycling and waste receptacles.
6. No food is allowed in the three distance education classrooms. Drinking water in closed containers is allowed (no Styrofoam or open cans).

Educational Facilities

Distance Learning Classrooms
Rooms 104, 114, and 119 are interactive video classrooms set up to interact live with our satellite campus and other locations. Equipment includes student and faculty cameras, document cameras, audio systems, send and receive monitors, projection equipment, and teaching stations with control systems, and standard university computers.

Standard Classrooms
Rooms 221 and 227 are standard classrooms with projection equipment, teaching stations, document cameras, and standard university computers. However, Room 227 is reserved for Clinical Learning Center use.

Seminar Rooms
Rooms 261 and 263 are seminar rooms which comfortably seat up to 24 students each. A dividing wall that separates the two rooms can be opened to create a larger space.

Computer Group Workstations and Printer
- Room 154 houses a computer group workstation for student use, along with a multi-function device (MFD) for printing, copying, and scanning. Blugold ID cards can be used to log into the MFD and release print jobs.
- Room 246 houses a computer group workstation and serves as a simulation debriefing room.
- Room 158 houses a group workstation which seats five individuals. It is available for faculty use only.

Printing
A multi-function device (MFD) for printing, copying, and scanning is available in Room 154 for student use. Blugold ID cards can be used to log into the MFD and release print jobs.

Videoconferencing and Audio-conferencing Rooms
- Rooms 156 and 157 are equipped with Polycom Video Conferencing Systems and Polycom SoundStation conference phones.
- Room 105, the Dean's Conference Room, also has a Polycom Video Conferencing System and a Polycom Soundstation for audio-conferencing.
- Room 158 has a Polycom Sound station for audio-conferencing.

Clinical Learning Center (CLC)/Nursing Skills Lab
The College of Nursing Skills Lab encompasses multiple rooms in the center of the second floor of the building: 202A, 202B, 212, 212A, 222, 224, 234, 238, 246A, and 246B (note that some CLC rooms have been merged). This area is used for teaching and practicing nursing skills incorporating high and medium fidelity simulation in many forms. There are 20 bed spaces with equipment and supplies each closely resembling an acute care patient room. Videotaping capabilities allow recording of students and faculty in simulation and demonstration activities. In addition to assigned laboratory periods, open sessions are available for student practice.

Nursing Clinic Area
The Nursing Clinic Area on the west end of the first floor consists of eight clinic rooms, an observation aisle, and a wet lab. The clinic rooms are utilized for clinical course practice and public clinic use. The observation aisle provides student/faculty observation of procedures via a one-way mirror and an audio connection between the aisle and the rooms. Videotaping capability is available in two of the rooms. The clinic area provides students with an area where they can learn and practice skills in an environment which closely resembles a clinic setting.

Student Lounge
Room 154 is a Graduate/Undergraduate student lounge area with a refrigerator and microwave.

Lactation Room
A lactation room is available for students, faculty, and staff and is located on the west side of the building (Room 166). Lactation rooms also are available in Davies Center.

Nursing Department Educational Facilities – Marshfield Site at UW-Stevens Point at Marshfield

Hours
Main office hours are Monday-Friday, 7:30 a.m. – 4:00 p.m. The campus hours are Monday-Friday, 7:00 a.m. – 9:00 p.m.

Parking
Parking is available without a permit in the West Parking Lot on the UWSP-Marshfield campus. Please contact the Marshfield Site Director or Academic Department Associate for questions regarding where to park.

Lockers
There are two locker rooms available on campus, located by the Fitness Center and gymnasium. Students can rent a half or full size locker for $10 per semester by visiting the UWSP-Marshfield Solution Center.

Room Use
1. The Marshfield site Academic Department Associate handles meeting/event room reservations.
2. Room reservations are posted outside the rooms each week. Students are encouraged to make reservations in order to utilize the rooms for group work, meetings, etc.
3. Furniture is to remain in designated rooms unless arrangements have been made for special sessions.
4. Rooms are to be left clean and orderly after use.
5. No penetrating objects, such as nails or thumbtacks, or tape are to be used on walls.

Special Use Rooms
Room 320 (Distance Education [DE] Classroom)

Room 327 (Student Success Center): This room is often used for group projects and peer tutoring. It holds a large-screen monitor, computer workstation, and a computer/device charging station. There are also 3 computers and a multi-function device (MFD) for printing, copying, and scanning. Paper is currently provided through UW-Eau Claire. This room also has a student lounge corner.

*Room 325*a (Faculty Lounge, Conference Room): This room is dual purpose but will primarily function as a conference room.

Rooms 319 & 321 (Clinical Learning Center): The skills lab is located in Room 321. Open lab hours offered throughout the week so that students are able to practice skills. The simulation lab is located in Room 319. Students are not allowed to utilize the Clinical Learning Center spaces unless a faculty member is present.

Smoking
Smoking is NOT permitted anywhere on site.

Letters/Returned Papers
Letters, graded papers, paper forms, or other items not returned directly to a student by an instructor or adviser may be picked up in Room 127 of the Nursing Building at the Eau Claire campus or in the main program office (Room 325) at the Marshfield Site.

Faculty Mailboxes
Faculty mailboxes are located in the main office (Room 325a).

Courier Service (Marshfield to Eau Claire; Eau Claire to Marshfield)
A green courier pouch leaves the Marshfield Site main office (Room 325) three times per week and is delivered to the Nursing building (Room 127, Eau Claire campus) that afternoon. A second green courier pouch leaves the Eau Claire Nursing building (Room 127) in the afternoon and is delivered to the Marshfield Site. Students wishing to send paperwork and other correspondence items to the Eau Claire campus are encouraged to use the courier pouch. Under no circumstance are text rental books to be returned via the courier service. For more information, please speak with the Marshfield Site's Academic Department Associate.

Printing
A multi-function device (MFD) for printing, copying, and scanning is available in Room 327 for student use. Paper is currently provided through UW-Eau Claire. Instructions for how to use the MFD or to print using one's own device are posted. Blugold ID cards can be used to log into the MFD and release print jobs. Please contact the Marshfield Site Academic Department Associate for questions, troubleshooting, or to obtain a Blugold ID card.

Textbooks
Students are encouraged to utilize the University Bookstore to rent/purchase the required textbooks and course materials. After placing a textbook/course material order through the UWEC Bookstore, Marshfield site students have the option of picking up their textbooks/course materials directly from the UWEC campus bookstore or paying for the items to be shipped to a home address. Rented textbooks must be returned to the University Bookstore's posted deadline at the end of each semester. If textbook rental returns are not received by the deadline, fees will be charged to the student's account. For more information, please see the UWEC Bookstore website: http://www.uwec.edu/bookstore/

Food and Beverages
1. At no time are alcoholic beverages permitted anywhere on the grounds.
2. Coffee pots and other electrical appliances used to prepare food or beverages are only to be used in student lounge. Any electrical appliances must be checked by facilities before use in the lounge. Please check with Academic Department Associate.
3. Food and beverages are not to be prepared nor served in DE classrooms. The only exception being drinking water, which must be kept in a covered, non-Styrofoam container.
4. Please place all discarded trash in the appropriate recycling and waste receptacles.

Food Services
Students have access to the UWSP-Marshfield cafeteria and food vendor.

Reporting Damage and Malfunction
During office hours, any damage to or malfunctioning of the building or its contents should be reported directly to the Marshfield site Academic Department Associate in Room 325. If there is a problem after office hours, students are able to report issues to UWSP-Marshfield Facilities by calling their emergency line at 715-305-0369.

Posting of Items
1. Notices, posters, or communications of any kind are to be posted only in areas designated for that use. To have an announcement posted on the digital display, contact the ADA in Room 325 at the Marshfield site. Walls, doors, and window surfaces are not to be used for student postings.
2. Classroom chalkboards, whiteboards, and bulletin boards are for instructional purposes only. They are NOT to be used for announcements unrelated to instruction. Exceptions must have the approval of the Marshfield Site Director.
3. Student organizations may post to their assigned bulletin boards in Room 327.
4. The employment bulletin board is in Room 327. The posting of an item does not mean that the college has done any special screening or that any University endorsement is implied.

Nursing Equipment and Supplies at Marshfield Site
Nursing Equipment and Skills Lab supplies may be checked out from the site per the approval of the course instructor. Students are required to complete and sign an item check-out contract stating the item will be returned in the same physical condition as it was in on the date of check-out.

Use of UW-Stevens Point at Marshfield Campus Facilities
The Marshfield site students are encouraged to fully utilize UW-Stevens Point at Marshfield facilities and services. The UW-Eau Claire and UW-Stevens Point at Marshfield administrators have agreed to allow student access to all UW-Stevens Point at Marshfield campus activities (i.e., clubs) and resources. In order to access these resources, students must utilize their UWEC Blugold card and nursing name pin. For further information, contact the UW-Stevens Point at Marshfield Student Services office at (715)387-6501.

Marshfield Site – Learning Resource Center (LRC) and Other Resources

UWSP-Marshfield Library
The library is designed to support the education needs of all students, including UWEC nursing students, and the general public. Students can borrow library resources using their Blugold ID card. There are also several private study rooms that are reservable and plenty of reading areas, tables, chairs, study kiosks, etc. The library is a quiet zone. The hours for Fall 2021 are 8-5:30 Monday-Thursday and 8-1 Friday.

George E. Magnin Medical Library
The Marshfield Clinic offers the use of the George E. Magnin Medical Library to the Marshfield Site UW-Eau Claire nursing students. The library is located at the Marshfield Clinic, Laird Center for Medical Research. Students are allowed 24/7 library access with an issued Marshfield Medical Center ID badge card.

Tours are scheduled for all students at the beginning of the semester so that students can take advantage of this resource. Library staff provide student orientation to use of the clinic's electronic resource databases and are able to assist students with literature searches. The library also has multiple study areas for student use. Additionally, the library has nursing textbooks available for student use while in the library.

Fitness Center
Students can use the Fitness center located in the Physical Education building of the UWSP-Marshfield campus. The cost is $25 for semester pass, $40 for academic year pass, or $60 for calendar year pass. To pay for and get an access pass, visit the UWSP-Marshfield Solution Center.

Security/student badges
These badges are issued by the Marshfield Clinic to allow students access to the Magnin Library and the Marshfield Medical Center complex for clinicals. Changes in building access due to COVID-19 will be communicated to students. Each student will be provided a badge at the beginning of the semester. Lost badges have a $10 replacement fee.

Library Resources and Utilization

McIntyre Library on the Eau Claire campus, UWSP-Marshfield Library, and the George E. Magnin Medical Library are the primary library resources for nursing students. Mayo Clinic Health System's and HSHS Sacred Heart Hospital's libraries are also available.

Nursing Learning Environment Visitation Policy

This visitation policy applies to all College of Nursing and Health Sciences nursing programs. It has been developed due to the potential sensitive nature of content shared in the nursing programs, as well as learning distractions posed by visitors. A visitor is defined as an individual not enrolled in the respective course. A visitor, either in person or via

distance education technology (e.g., Zoom or Skype) is not allowed in College of Nursing and Health Sciences learning environments. This includes classrooms, clinical laboratory spaces, and clinical sites. Rare exceptions may be made under extenuating circumstances only. Permission to bring a visitor must be received from the course instructor(s) for that day prior to the start of each class. *Approved by Dept. 12/1/16.*

Guidelines for Video Recording of ITV Classes

1. The instructor(s) will determine for what purpose, for whom, and at what location their class may be video recorded.
2. Instructors are responsible for decisions regarding video recording in student absence situations. Taping of an ITV class for a student should be an exception and permission for the taping must be granted by the instructor (not the facilitator, student, or technician). All students are expected to attend all sessions of nursing courses in which they are enrolled.
3. In the case of emergencies or technical difficulties involving the transmission of a class, the class will be video recorded only with the instructor's permission.
4. Instructors are asked to address the video recording policy in the course syllabus.
5. Students will be informed if video recording occurs.
6. Recordings will be managed by the Media Specialist/DE Coordinator in Eau Claire and by the ADA in Marshfield. The recordings can only be checked out by the student(s) who made the recording request. The recordings will be erased upon their return.

Updated 8/12

III. College of Nursing and Health Sciences Mission/Vision

College of Nursing and Health Sciences Mission Statement

Building on a foundation of excellence, liberal education, and inclusivity, the College of Nursing and Health Sciences fosters the transformation of individuals at the undergraduate and graduate levels into leaders in professional nursing practice, education, and scholarship. High-impact educational experiences, scholarship, and service to our communities enhance the personal and professional growth of students and faculty while promoting life-long learning. 4/19/2019

College of Nursing and Health Sciences Values

- Excellence in*:
  - Education
  - Practice
  - Scholarship
  - Leadership
  - Experiential Learning
  - Life-Long Learning
- Diversity
  - Eliminating Barriers to Participation*
- Health
- Integrity
- Civility
- Innovation*
- Quality of Life
- Social Responsibility*:
  - Respect
  - Positive Influence on Health
  - Social Justice,
  - Accountability
  - Sustainability

Note: Those values with an asterisk are held in common with the overall University of Wisconsin-Eau Claire values.
(approved 4/19/19)

College of Nursing and Health Sciences Vision

The College of Nursing and Health Sciences strives to be a leader for exemplary education in nursing. In doing so, we endeavor to transform the lives of our students, the practice of our profession, and the health of populations.

(approved 4/19/19).

IV. Department of Nursing Organization

While the Nursing Program is under the direction of the Dean of the College of Nursing and Health Sciences, the Nursing faculty, through its organization, establishes policies related to curriculum, faculty, and students. With few exceptions, standing and ad hoc committees are working committees of faculty/instructional academic staff and as such, report to the total nursing faculty. The faculty as a whole then takes action on recommendations presented.

Faculty and standing committee meetings are posted in conformity with the Wisconsin Open-Meeting Law. Graduate and undergraduate nursing students are eligible to serve on nursing and college committees.

The Dean of the College of Nursing and Health Sciences, Associate Dean, Department Chair, and other administrative personnel hold scheduled meetings to discuss administrative matters and to coordinate those activities that will expedite the affairs of the College. Nursing faculty regularly participate in University governance as well, through the University Senate and a number of University committees.

Department of Nursing Vision Statement

Members of the University of Wisconsin-Eau Claire Department of Nursing, as a learning community, honor our successes while we pursue new avenues of excellence.

Vision: Educating nurse leaders to challenge boundaries and build bridges for a healthier world.

Revised & approved 11.7.19.

Department of Nursing Mission Statement

The purpose of the University of Wisconsin-Eau Claire Department of Nursing is to provide a scholarly environment in which faculty and students gain and extend knowledge of health, health care, and the practice of professional nursing. The Department of Nursing is dedicated to accomplishing this mission using traditional, as well as technology-based instructional strategies and a variety of innovative and diverse teaching methods.

The Nursing Department shares the mission of the University and the College by building upon the foundational values of transformative liberal education, inclusivity, and educational excellence.

The select mission of the Nursing Department is to:
- Educate nurses to lead within diverse, complex environments
- Promote health and the public good through ethical leadership, collaboration, and practice
- Contribute to knowledge development for health and nursing,
- Serve the broader missions of the College and University

Revised & approved 11.7.19.

Department of Nursing
Framework for Communication and Collaboration
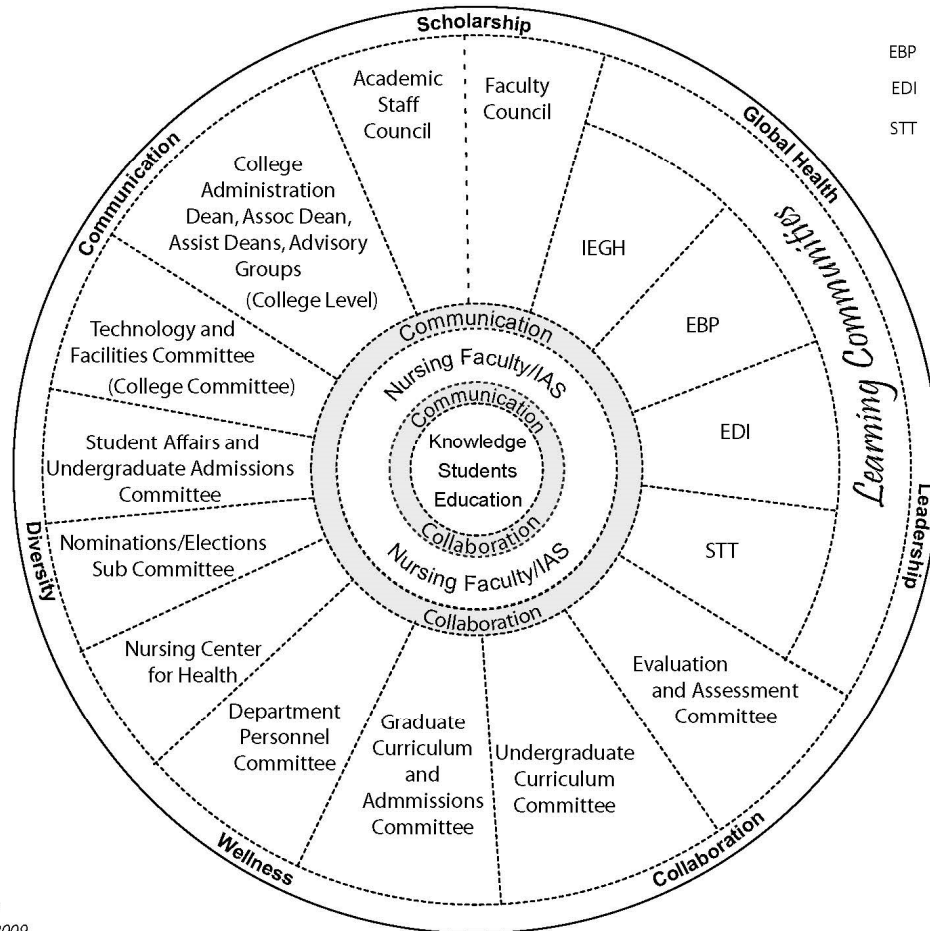
IEGH International Education and Global Health

EBP Evidence Based Practice

EDI Equity, Diversity, Inclusivity

STT Sigma Theta Tau Delta Phi Chapter

Scholarship

Communication

Global Health

Learning Communities

Academic Staff Council

Faculty Council

College Administration Dean, Assoc Dean, Assist Deans, Advisory Groups (College Level)

IEGH

EBP

Communication

Nursing Faculty/IAS

Communication

Knowledge Students Education

Technology and Facilities Committee (College Committee)

Student Affairs and Undergraduate Admissions Committee

EDI

Collaboration

Nursing Faculty/IAS

STT

Diversity

Nominations/Elections Sub Committee

Nursing Center for Health

Collaboration

Leadership

Department Personnel Committee

Graduate Curriculum and Admmissions Committee

Undergraduate Curriculum Committee

Evaluation and Assessment Committee

Wellness

Collaboration

Sept 2007
Revised Sept 2009
Revised July 2012

Nursing Department Philosophy

Nursing is a discipline that <u>practices</u>. In our practice, we protect, promote, and optimize health and abilities; prevent illness and injury; alleviate suffering through the diagnosis and treatment of human response; and advocate in the care of individuals, families, communities, and populations (American Nurses Association, 2003). In our practice, evidence underscores what we do and client education assumes a primary role. In all settings, holism shapes our approach and expands our effectiveness. Although deliberate and purposeful, to improve world health we also remain imaginative and continually search for the unforeseen in our practice.

Nursing is a discipline that <u>leads</u>. Leadership demands us to confront what is and imagine what could be. We hold and articulate our own values and visions with conviction. But in challenging what exists, we also recognize that accomplishing commonly-shared goals about health requires collaboration that emerges from inclusive leadership. Inclusion is expanded because professionally-educated nurse leaders strive to understand people who are unlike them. Furthermore, leadership insists that we persuade rather than coerce, appreciate the power of mutual information, and live peacefully with irony and paradox. As architects, then, nurse leaders design strategy, influence policy, and advocate for clients in political places. As designers, nurse leaders inspire others to seek environmentally-beneficial solutions. Both strategy and inspiration call for knowledge, energy, and courage.

Nursing is a discipline that <u>generates, translates, and applies knowledge</u>. Research, as the process of knowledge generation, uses data that are systematically collected and judiciously interpreted to help us answer questions and construct interventions. We engage in this process with students and colleagues, as well as with other campus and community partners. In this collaboration, where we respect traditional and emerging approaches to knowledge generation, we study issues that influence nursing practice, education, and administration. Our goal is that our research launches wide-ranging conversations, contributes to a culture of scholarship in all settings, and advances and promotes world health and well-being.

Nursing is a discipline that <u>educates</u>. Because nursing education is a liberal education, faculty and students reflect thoughtfully, commit to innovation, and exhibit a spirit of scholarship. As educators, we value multiple evidence-based methods of teaching and honor numerous ways of learning. Nursing education serves society where we strive to practice wisely and try to understand unpredictability and complexity. At the same time, nursing education is a reflective haven where we can disagree, examine, and dialogue in ways that incite and enrich us. Unmistakably, then, preparing students for the workforce is not our only goal as we both serve society and retreat from society in our nursing education. More broadly, improved healthcare outcomes for all people direct our teaching and learning. Freedom and lifetime growth for both students and faculty draw us onward. With our rekindled effort, this nursing education will become more accessible to all.

As we ***practice***, ***lead***, ***generate knowledge, and educate,*** several convictions structure our actions. First, the American Nurses Association Code of Ethics for Nurses (Fowler, 2008) guides our decisions. Further, a commitment to a person-centered collaborative relationship secures what we do. This commitment compels us to embrace diverse peoples and understand distinctive lifestyles from all global places and positions. By foregrounding ethics and relationship, a seamless link merges our roles in practice, leadership, knowledge generation, and education.

In our blended roles, it is our curiosity and wonder—our search for opportunity and sense of inquiry—our ability to create associations and see patterns—that lead us forward. In this way, we focus on social justice, environmental protection, and the promotion of world health through our engagement with and contributions to the human health experience.

Accepted September 17, 2009

American Nurses Association. (2003). *Nursing's social policy statement* (2nd ed.). Silver Spring, MD: Author.

Fowler, M. D. M. (Ed.). (2008). *Guide to the Code of Ethics for Nurses: Interpretation and application.* Silver Spring, MD: American Nurses Association.

Purpose

The purpose of the baccalaureate program is to prepare graduates for the practice of professional nursing in a variety of health care settings. The program leads to a Bachelor of Science in Nursing, which serves as an entry-level professional degree and as the basis for graduate study.

Accepted 10/83
Revised 12/84; 01/85; 10/92
Reviewed 7/02
Reaffirmed 2/5/15

Baccalaureate Program/Student Learning Outcomes

Students graduating from UW-Eau Claire with the Bachelor of Science in Nursing demonstrate accomplishment of the AACN Baccalaureate Essentials[*] through:

I.   Integration of liberal and nursing education, with particular distinction in:
  - leading change in complex health care environments.

II. Organizational and systems leadership for patient safety and quality care, with particular distinction in:
  - developing effective working relationships for quality improvement and optimizing patient care outcomes.

III. Scholarship for evidence-based practice, with particular distinction in:
  - providing leadership in the synthesis and application of evidence with integration into changing standards of care.

IV. Information management and application of patient care technology

V.   Understanding of health care policy, finance and regulatory environments, with particular distinction in:

  - advocacy for individuals, families, and communities.

VI. Inter-professional communication and collaboration for improving patient health outcomes, with particular distinction in:
  - delivery of evidence-based, patient-centered care;
  - coordination of care across settings and through the health-illness trajectory.

VII. Clinical prevention and population health for optimizing health, with particular distinction in:
  - analysis of population health needs, determinants, and resources, and development of action strategies.

VIII. Professionalism and professional values, with particular distinction in:
  - ethical practice, social responsibility, a commitment to social justice, and global citizenship;
  - delivery of culturally competent care within diverse settings and/or populations.

IX. Beginning competence in baccalaureate generalist nursing practice, with particular distinction in:
  - holistic, relationship-based care incorporating therapeutic use of self;
  - integration of nursing concepts, human responses, and safe and competent nursing care;
  - use of nursing process to effect highest quality health outcomes.

([*]*The Essentials of Baccalaureate Education for Professional Nursing Practice*, AACN 2008)
Approved: Nov 24, 2008; revised 10/18/12; reaffirmed 4/17/14, 5/7/20.

Nursing Curricular Organizing Framework

Core Concepts
- Nurse as *leader*
- Nurse as *scholar*
- Nurse as *professional*
- Nurse as *global citizen*

Nurse as *leader*
- Empowering others and stimulating change to reach a shared vision.

Nurse as *scholar*
- Drawing on a liberal education to reason critically, investigate carefully, and think creatively to build an advancing discipline and affect patient outcomes

Nurse as *professional*
- Advocating vigorously for the profession and providing nursing care that is based on the Code of Ethics.

Nurse as *global citize*n
- Enlarging an understanding of the world that expands inclusivity, embraces diversity, and strengthens cultural sensitivity to reduce health disparity

Revised per faculty suggestions offered at the April 15, 2010 Nursing Department meeting

Conceptual Definition: Nursing as a Healing Art

Nursing as a healing art is the skilled application of nursing knowledge, multiple ways of knowing and diverse practice modalities. It involves expert and compassionate use of caring, relational processes, knowledge of health and illness and insight into nuances of the human condition, to bring about healing outcomes. Such outcomes may include the full spectrum and continuum of healing processes, including growth and change, pursuit of wellness or relief from suffering and distress.

Relationship dimensions are paramount in nursing as a healing art; connecting compassionately with others, sometimes within their most vulnerable life spaces; providing a supportive awareness, an integrative presence, a reflective understanding and a conduit for change. The connection and response occur at the level of specific need, as well as at the level of the whole person.

Concepts and processes of nursing as a healing art are applicable to nursing relationships with individual clients, families, groups, communities and complex systems.

Some Components of Nursing as a Healing Art
- Attends to body-mind-spirit integrity
- Is concerned with the meaning of health experiences
- Is a relational process of healing, change, growth
- May involve restoration of self, relationship
- May involve relief from suffering
- Can be understood through health patterning: unique, evolving pattern of the whole
- Involves use of self, multiple ways of knowing
- Processes of change, restoration, integration, transformation
- Concerned with wholeness, harmony, patterning and connection
- Making meaning, making sense, putting into meaningful relationship
- Seeks movement toward reconciliation of losses, physical-emotion-spiritual well-being

- An experiential process of expert caring in the human health experience
- Involves all domains of nursing knowledge and practice modalities: aesthetic, scientific, cognitive, behavioral, social, cultural, spiritual, relational

Glossary of Terms

Commission on Collegiate Nursing Education

Academic Policies: Published rules that govern the implementation of the academic program including, but not limited to, policies related to admission, retention, progression, graduation, grievance, and grading.

Academic Support Services: Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services.

Advanced Nursing: Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's and/or doctoral level.

Chief Nurse Administrator: A registered nurse with a graduate degree in nursing who serves as the administrative head of the nursing unit.

Community of Interest: Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

Curriculum: All planned educational experiences under the direction of the program that facilitate students in achieving expected outcomes. Nursing curricula include supervised clinical learning experiences.

Distance Education: Teaching-learning activities characterized by the separation, in time or place, between instructor and student. Courses may be offered through the use of print, electronic, or other media. Distance education methodologies may be used for a portion of or for an entire nursing degree program.

Formal Complaint: A statement of dissatisfaction that is presented according to a nursing unit's established procedure.

Goals: General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

Mission: A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

Nursing Program: A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate).

Nursing Unit: The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

Outcomes:

Individual Student Learning Outcomes – Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level these outcomes may be reflected in course, unit, and/or level objectives.

Expected Outcomes – Statements of predetermined levels of aggregate achievement expected of students who complete the program and of faculty. Expected outcomes are established by the faculty and are consistent with professional nursing standards and guidelines and reflect the needs of the community of interest.

Aggregate Student Outcomes – Statements of the level of attainment of designated outcomes expected of a group or cohort of students as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, and employer satisfaction with graduates. Programs may identify other expected student outcomes, such as percentage of alumni pursuing further education or actively involved in professional organizations.

Aggregate Faculty Outcomes – Statements of expected collective faculty accomplishments that support the program's mission and goals. Expected aggregate faculty accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role, as defined by the program and its parent institution.

Actual Outcomes – Aggregate results describing student and faculty accomplishments. Actual outcomes are analyzed in relation to expected outcomes to demonstrate program effectiveness.

Aggregate Student Outcomes – A description of the level of students' actual collective attainment of designated outcomes as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, employer satisfaction with graduates, and program-identified outcomes.

Aggregate Faculty Outcomes – Collective accomplishments of faculty that support the program's mission and goals. Actual accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role.

Parent Institution: The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program.

Preceptor: An experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.

Professional Nursing Standards and Guidelines: Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master's, and professional doctoral programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

Program Improvement: The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.
Teaching-Learning Practices: Strategies that guide the instructional process toward achieving individual student learning outcomes and expected student outcomes.

Commission on Collegiate Nursing Education (CCNE), 2009.

<u>Nursing Definitions</u>

Advanced Practice Registered Nurses (APRN): A certified nurse practitioner, certified registered nurse anesthetist, certified nurse midwife, or clinical nurse specialist who is educationally prepared (usually at a post-baccalaureate level) accredited by a national accrediting body, and has current certification by a national certifying body in the appropriate APRN role and at least one population focus. *

Assessment: A systematic, dynamic process by which the registered nurse, through interaction with the patient, family, groups, communities, populations, and healthcare providers, collects and analyzes data. Assessment may include the following dimensions: physical, psychological, sociocultural, spiritual, cognitive, functional abilities, developmental, economic, and lifestyle. **

Autonomy: The capacity of a nurse to determine their own actions through independent choice, including demonstration of competence, within the full scope of nursing practice. **

Care Coordination: "The National Quality Forum (NQF) describes care coordination as 'a function that helps ensure that the patient's needs and preferences for health services and information sharing across people, Functions, and sites are met over time' (2006, p. 1). The U.S. Agency for Healthcare Research and Quality (AHRQ) defines care coordination as 'the deliberate organization of patient care activities between two or more participants (including the patient) involved in a patient's care to facilitate the appropriate delivery of health care services' (2011, p. 189)." [ANA Position Statement, Care Coordination and Registered Nurses' Essential Role, June 11, 2012]

Caring: "A nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility." (Swanson, K.M. 1991. Empirical development of a middle range theory of caring. *Nursing Research*, 40(3), 161-166)

Certified Nurse Practitioner (CNP): A registered nurse who is professionally prepared to provide direct primary care and acute care (initial, ongoing, and comprehensive) along the wellness-illness continuum and in all settings. Clinical CNP care includes health promotion, disease prevention, health education, and counseling as well as the diagnosis and management of acute and chronic diseases (APRN Consensus, 2008). *

Clinical Judgment: The outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved (Pesut, 2011). ***

Clinical Prevention: Individually focused interventions such as immunizations, screenings, and counseling, aimed at preventing escalation of diseases and conditions. ***

Clinical Reasoning: The process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003). ***

Code of Ethics (Nursing): A list of provisions that makes explicit the primary goals, values, and obligations of the nursing profession and expresses its values, duties, and commitments to the society of which it is a part. In the United States, nurses abide by and adhere to the Code of Ethics for Nurses (ANA). **

Collaboration: A professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique expertise, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party; and the advantages of such a relationship. **

Community: A social system characterized by geographical or relational bonds. The functions of this social system are defined by the people within the community based on their norms, values and perceptions of common concerns. ****

Competency: An expected and measurable level of nursing performance that integrates knowledge, skills, abilities, and judgment, based on established scientific knowledge and expectations for nursing practice. **

Continuity of Care: An interprofessional process that includes healthcare consumers, families, and other stakeholders in the development of a coordinated plan of care. This process facilitates the patient's transition between settings and healthcare providers, based on changing needs and available resources. **

Critical Reflection: "a deliberate, consistent, systematic effort in becoming aware of how power distorts, permeates, and oppresses processes, interactions, and practices; as well as uncovering assumptions that maintain the status quo" (Brookfield, 1995).

Critical Thinking: All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (AACN, 1998). Critical thinking underlies independent and interdependent decision making. ***

Cultural Competence: "having the knowledge, understanding, and skills about a diverse cultural group that allows the health care provider to provide acceptable cultural care. Competence is an ongoing process that involves accepting and respecting differences and not letting one's personal beliefs have an undue influence on those whose worldview is different from one's own. Cultural competence includes having general cultural as well as cultural-specific information so the health care provider knows what questions to ask" (American Academy of Nursing Expert Panel on Cultural Competence, 2007).

Cultural Sensitivity: Cultural sensitivity is experienced when neutral language, both verbal and not verbal, is used in a way that reflect sensitivity and appreciation for the diversity of another. Cultural sensitivity may be conveyed through words, phrases, and categorizations that are intentionally avoided, especially when referring to any individual who may be interpreted as impolite or offensive (American Academy of Nursing Expert Panel on Cultural Competence, 2007). ***

Culturally Congruent and Competent Care: "the use of sensitive, creative, and meaningful care practices to fit with the general values, beliefs, and lifeways of clients for beneficial and satisfying health care, or to help them with difficult life situations, disabilities, or death" (Leininger, 1995).

Delegation: The transfer of responsibility for the performance of a task from one individual to another while retaining accountability for the outcome. Example: the RN, in delegating a task to an assistive individual, transfers the responsibility for the performance of the task but retains professional accountability for the overall care. **

Diagnosis: A clinical judgment about the healthcare consumer's response to actual or potential health conditions or needs. The diagnosis provides the basis for determination of a plan to achieve expected outcomes. Registered nurses utilize nursing and medical diagnoses depending upon educational and clinical preparation and legal authority. **

Diversity: The range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. ***

Environment: The surrounding context, milieu, conditions, or atmosphere in which a registered nurse practices. **

Evaluation: The process of determining the progress toward attainment of expected outcomes, including the effectiveness of care. **

Evidence-Based Practice: Care that integrates the best research with clinical expertise and patient values for optimum care (IOM, 2003b). ***

Expected Outcome: End results that are measurable, desirable, and observable, and translate into observable behaviors. **

Family: Family of origin or significant others as identified by the healthcare consumer. **

Family-Cantered Care: A collaborative relationship between families and professionals in the pursuit of being responsive to the priorities and needs of families wherever they see health care (Leviton, Mueller and Kauffman, 1992, as cited in Lewandowski, 2003). [Lewandowski, L. A., The Society of Pediatric Nurses, & American Nurses Association. (2003). Family-centered care: putting it into action: the SPN/ANA guide to family-centered care. University of Michigan" Society of Pediatric Nurses.]

Health: An experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury. **

Health Determinants: Complex interrelationships of factors, such as the social and economic environment, the physical environment, individual characteristics, and behaviors that influence health. ***

Health Literacy: The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions (U. S. Department of Health and Human Services, 2000b). ***

Healthcare Provider: Individuals with special expertise who provide healthcare services or assistance to patients. They may include nurses, physicians, psychologists, social workers, nutritionist/dietitians, and various therapists. **

Healthcare Team: The patient plus all of the healthcare professionals who care for the patient. The patient is an integral member of the healthcare team. ***

Holistic Nursing: "All nursing practice that has healing the whole person as its goal." (American Holistic Nurses Association, 1998, Description of Holistic Nursing)

Human Responses: The phenomena of concern to nurses that include any observable need, concern, condition, event, or fact of interest actual or potential health problems. *

Illness: The subjective experience of discomfort. **

Immersion Experience: Clinical experiences with a substantive number of hours in a consistent clinical setting over a concentrated period of time. ***

Implementation: Activities such as teaching, monitoring, providing, counseling, delegating, and coordinating. **

Information Literacy: "A set of abilities allowing individuals to recognize when information is needed and to locate, evaluate and use that information appropriately" [The Association of Colleges and research Libraries (2000) as cited in Technology Informatics Guiding Education Reform/TIGER, Informatics competencies for every practicing nurse, no date; available at http://www.tigersummit.com/Competencies_New_B949.html.]

Information Management: "Information management is a process consisting of 1) collecting data, 2) processing the data, and 3) presenting and communicating the processed data as information or knowledge." [Technology Informatics Guiding Education Reform/TIGER, Informatics competencies for every practicing nurse, no date; available at http://www.tigersummit.com/Competencies_New_B949.html.]

Information Technology: The study, design, development implementation, support, or management of computer-based information systems, particularly software applications and computer hardware. ***

Integrative Strategies for Learning: Coherent organization of educational practices that integrate general educations concepts throughout the major, through the widespread use of powerful, active, and collaborative instructional methods (Association of American Colleges and Universities, 2004). ***

Interprofessional: Working across healthcare professions to cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable. The team consists of the patient, the nurse, and other healthcare providers as appropriate (IOM, 2003b). ***

Intraprofessional: Working with healthcare team members within the profession to ensure that care is continuous and reliable. ***

Leadership ***:** An evolutionary and learned process. It is an informal and formal process used to persuade rather than coerce, that appreciates the power of mutual information and lives peacefully with irony and paradox, while focusing on influencing individuals and/or groups to achieve a shared vision and challenge boundaries.

Management ***:** Provides approaches to minimize chaos and to increase efficiency and effectiveness. Focuses on planning, prioritizing, delegating, budgeting, organizing, staffing, controlling, problem solving, and designating organizational resources. The outcome of management is to assure the attainment of organizational goals.

Microsystem: The structural unit responsible for delivering care to specific patient populations or the frontline places where patients, families, and care teams meet (Nelson, Batalden, Godfrey, 2007). ***

Multi-Dimensional Care: Relating to or having several dimensions; it speaks to the fullness of the patient-clinician experience, but also to people's lives in general. Spirituality is one of those many dimensions. ***

Nurse Sensitive Indicators: Measures of processes and outcomes – and structural proxies for these processes and outcomes (e.g., skill mix, nurse staffing hours) – that are affected, provided, and influences by nursing personnel, but for which nursing is not exclusively responsible (National Quality Forum, 2003). ***

Nursing: The protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. **

Nursing Practice: The collective professional activities of nurses characterized by the interrelations of human responses, theory application, nursing actions, and outcomes. **

Nursing Process: A critical thinking model used by nurses that comprises the integration of the singular, concurrent actions of these six components: assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation. **

Organized Framework: A structure made up of constructs identified from philosophy and united in a way which gives direction and sequence to the curriculum. ****

Outcomes (Nursing): The results of nursing actions, in relation to identified human responses, based on findings from nursing research, the efficacy and benefit of which are determined by evaluation. *

Patient: The recipient of nursing care or services. This term was selected for consistency and in recognition and support of the historically established tradition of the nurse-patient relationship. Patients may be individuals, families, groups,

communities, or populations. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may, at times, more appropriately be termed clients, consumers, or customers of nursing services (AACN, 1998, p. 2). ***

Patient-Centered Care: Includes actions to identify, respect and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health (IOM, 2003b). ***

Plan: A comprehensive outline of the components that need to be addressed to attain expected outcomes. **

Population Focus: Any one of these six APRN practice areas: family/individual across the life span; adult/gerontology; neonatal; pediatrics; women's health/gender-related health; psychiatric/mental health. *

Population Health Interventions: Actions intended to improve the health of a collection of individuals having personal or environmental characteristics in common. Population health interventions are based on population-focused assessments. ***

Professional Nurse: An individual prepared with a minimum of a baccalaureate in nursing, but is also inclusive of one who enters professional practice with a master's degree in nursing or a nursing doctorate (AACN, 1998). ***

Quality: The degree of which health services for patients, families, groups, communities, or populations increase the likelihood of desired outcomes and are consistent with current professional knowledge. **

Reflective Practice: "Reflective practice is an active and deliberate process of critically examining practice where an individual is challenged and enabled to undertake the process of self-enquiry to empower the practitioner to realize desirable and effective practice within a reflexive spiral of personal transformation" [Duffy, A. (2007). A concept analysis of reflective practice: determining its value to nurses. *British Journal of Nursing*, 16(22), 1400-1407].

Registered Nurse (RN): An individual registered or license by the state, commonwealth, territory, government, or other regulatory body to practice as a registered nurse. **

Regulation of Nursing Practice: The process of governance and controls established by authorized bodies as standards, guidelines, protocols, and other mandates for defining, attaining, and maintaining mandated quality of care and practice. *

Scholarship: Scholarship is generating, investigating, integrating, and disseminating knowledge. ****

Scope of Nursing-Practice: The description of the who, what, where, when, why, and how of nursing practice that addresses the range of nursing practice activities common to all registered nurses. When considered in conjunction with the Standards of Professional Nursing Practice and the Code of Ethics for Nurses, comprehensively describes the competent level of nursing common to all registered nurses. **

Simulation: An activity that mimics the reality of a clinical environment and is designed to demonstrate procedures, decision-making, and critical thinking through techniques such as role-playing and the use of devices (e.g., interactive videos, mannequins) (National Council of State boards of Nursing, 2005). *** Simulation is a pedagogy, using one or more typologies to promote, improve, or validate a participant's progression from novice to expert (INACSL, 2013). "Simulation" means planned clinical experiences to develop clinical judgment and assess learning utilizing patient simulators in an environment and under conditions that provide a realistic clinical scenario (WI Administrative Code).

Social Ethics: "the domain of ethics that deals with 'issues of social order – the good, right, and ought in the organization of human communities and the shaping of social policies. Hence the subject matter of social ethics is moral rightness and goodness in the shaping of human society.' There are three major functions of social ethics, all of which fall within the legitimate, if not essential, sphere of the professional nursing association: reform of the profession, epidictic discourse (which is a type of public values-based speaking), and social reform" (Fowler, 2010, p. 123). [Fowler, M.D.M. (2010). *Guide to the Code of Ethics of Nurses, Interpretation and Application*. Washington, DC. ANA. Inserted quotation is credited to Gibson, 1965, *Elements for a Social Ethics*)]

Social Reform: "the [nursing] profession critiques society and attempts to bring about social change that is consistent with the values of the group… It is expected that all nurses will be involved in this aspect of the profession's social ethics. However, the actual implementation of social criticism and social change generally depends upon collective action, usually through a professional association" (Fowler, 2010, p. 123). [Fowler, M.D.M. (2010). Guide *to the Code of Ethics for Nurses, Interpretation and Application.* Washington, DC: ANA.]

Spiritual Care: "Interventions, individual or communal, that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health and a sense of connection to self, others, and a higher power" (American Nurses Association and Health Ministries Association, 2005, p. 38). ***

Standards: Authoritative statements by which the nursing profession describes the responsibilities for which its practitioners are accountable, the outcomes for which registered nurses are responsible, and by which the quality or practice, service, or education can be evaluated. *

Theory: A set of interrelated concepts, definitions, or propositions used to systematically describe, explain, predict, or control human responses or phenomena of interest to nurses. *

Vulnerable Populations: Refers to social groups with increased relative risk (i.e., exposure to risk factors) or susceptibility to health-related problems. The vulnerability is evidenced in higher comparative mortality rates, lower life expectancy, reduced access to care, and diminished quality of life (Center for Vulnerable Populations Research, UCLA School of nursing, 2008). ***

*Source: ANA (2010) *Nursing Social Policy Statement*
**Source: ANA (2010) *Nursing: Scope and Standards of Practice*, 2nd ed.
***Source: AACN (2008) *The Essentials of Baccalaureate Education for Professional Nursing Practice*
****Source: Retained from UWEC Nursing Definitions, *Nursing Faculty/Instructional Academic Staff Handbook*, CONHS, UW-Eau Claire, August 5, 2011 Version (Web)
*****New in April 2012 version UWEC Nursing Definitions

Additional Graduate Program Definitions

Advanced Professional Nursing: Combines advanced nursing knowledge and practice. Advanced knowledge in nursing addresses the structure and syntax of the discipline. Emphasis is placed on analysis and synthesis of concepts, theories and issues unique to nursing and shared with other disciplines. The essence of advanced knowledge is the systematic organization and integration of the subsequent understandings and inferences. Advanced practice is the application of advanced knowledge to a client population within a functional role.

Core: The body of knowledge required of all advanced professional nurses regardless of area of population focus or functional role preparation.

Cognate: Body of knowledge that augments core knowledge, area of population focus/functional role preparation.

Population Focus: Population focus is the specific body of nursing and related knowledge about the care of adults (including older adults) or families. Note: The adult population focus is being transitioned to an adult-gerontologic population focus.

Adult-Gerontologic Health Nursing: The application of advanced professional nursing in the care of adults and older adults. Advanced professional nursing in this context refers to concepts, theories and methods that focus on actual and potential health problems and human responses of adults and older adults. Focus is on assessment of adults and older adults within the context of nursing theory and adult development and analysis, application, and evaluation of nursing clinical decision-making with adults and older adults having actual or potential health problems.

Family Health Nursing: The application of advanced professional nursing in the care of the family as a unit and including its members. Advanced professional nursing in this context refers to concepts, theories, and methods that focus on actual and potential health problems and human responses of families. Focus is on assessment of families within the context of nursing and family theories and analysis, application, and evaluation of nursing clinical decision-making with families having actual or potential health problems.

Functional Role Preparation: Knowledge and practice for the roles of nurses in advanced clinical practice, education and administration.

Nurse Educator: The nurse educator applies the knowledge and skills of an area of population focus in the role of faculty.

Nurse Administrator: The nurse administrator applies the knowledge and skills of an area of population focus in the role of the nurse administrator at the middle management level in a variety of health care settings. The administrator demonstrates the ability to apply concepts/theories related to management and leadership within organizational structures.

Nurse in Advanced Clinical Practice: The nurse in clinical practice applies the knowledge and skills of an area of population focus in the clinical setting. The expert in clinical practice demonstrates the ability to integrate education, research, management, leadership and consultation into clinical practice.

1983; Rev. 1984, 1992, 1996, 2009, 2010.

V. Academic Affairs

Degree Requirements—BSN Completion Program

The BSN Completion Program at UW-Eau Claire is for registered nurses who wish to combine online courses with on campus courses and a clinical experience to complete a BSN (Bachelor of Science Degree in Nursing). Nurses must apply and be admitted to **both** the University and the BSN Completion Program in the College of Nursing and Health Sciences.

UW-Eau Claire participates in the BSN@HOME collaboration, which is a joint effort of six University of Wisconsin System (UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point) nursing programs. Campuses share in the online offering of nursing core and elective courses to nurses admitted in one of the UW System BSN Completion Programs.

Nursing students enrolled in the UW-Eau Claire BSN Completion Program select UW-Eau Claire as their home campus. UW-Eau Claire BSN Completion students must complete all degree requirements for the nursing degree from UW-Eau Claire. Students in this program are eligible for the benefits of the articulation agreement between the UW System and the Wisconsin Technical College System (WTCS).

The BSN degree at UW-Eau Claire consists of two academic components:

1. **Liberal education coursework**, which includes university and other non-nursing requirements for a bachelor's degree, specific to and required of all UW-Eau Claire students.
2. **Nursing coursework**, which includes credit for prior I nursing coursework, upper division nursing courses taken at UW-Eau Claire, and online courses offered through the UW System BSN@Home collaboration (on campus classes are scheduled on Wednesdays only).

DEGREE REQUIREMEN–S - Students who declare UW-Eau Claire as their home campus must fulfill the following requirements: *(Note: your academic advisor will assist you in choosing coursework to meet course requirements; see catalogue for more detail)*

- ➢ University Writing Requirement   5-6 credits
- ➢ Design for Diversity (DD)   3 credits
- ➢ Statistics (Math 246; meets S2)   3-4 credits
- ➢ Biochemistry (Chem 150; meets K1)   3 credits
- ➢ Microbiology will also count at K1 for BSN Completion; lab requirement met   3 credits
- ➢ S1 Communications course (excludes Writing Requirement courses)   3 credits
- ➢ Liberal Education *(see Catalog for more details)*
    - ▪ Knowledge
        - K1: Natural Sciences   2 exp/courses
        - K2: Social Sciences   2 exp/courses
        - K3: Humanities   2 exp/courses
        - K4: Arts   1 exp/courses
    - ➢ Skills
        - S1: Communication   2 exp/courses
        - S2: Math   1 exp/courses
        - S3: Original/Creative   1 exp/courses
    - ➢ Responsibility
        - R1: Cultural Diversity   2 exp/courses
        - R2: Global   1 exp/courses
        - R3: Civic   1 exp/courses
    - ➢ Integration
        - I1: Transfer between   2 exp/courses
- ➢ Nursing Requirements   60 credits
- ➢ Electives to total 120 credits for the degree

Liberal education and other non-nursing requirements for the BSN may be earned in a variety of ways:
- Course enrollment at UW-Eau Claire
- Transfer from an accredited college or university
- Independent study through an accredited college or university (e.g., UW-Extension)
- Credit by examination (e.g., CLEP, ACT-PEP, teacher-made)

COMPREHENSIVE MAJOR IN NURSING consists of 60 credits.   Of these, 30 credits are awarded for prior learning upon completion of CND 310 with a grade of B or better

• Credits by confirming course for prior nursing education	30 credits
• Upper division nursing courses	30 credits
Bridge to Professional Nursing – CND 310	2 credits
*Foundations of Professional Nursing – CND 407	3 credits
*Chronic Care Management – CND 441	3 credits
*Nursing Research & EBP – CND 446	3 credits
*Leadership & Management – CND 447	3 credits
*Informatics & HC Technology – CND 453	3 credits
*Community Health Nursing – CND 454	3 credits
Upper Division Nursing Electives	6 credits
Nursing within Systems: Analysis & Application – CND 480	4 credits

    TOTAL   **60 credits**

The majority of the nursing courses in the program are taught online, including the foundational course, CND 310, and the didactic portion of the capstone clinical course CND 480. As much as is possible, clinical is arranged near the student's place of residence. As a capstone course, CND 480 must be taken during the final term.

The six core* nursing courses – CND 407, 441, 446, 447, 453, 454 (18 credits) and upper division nursing electives (6 credits) are offered online. Each core course originates from one of the six participating universities. Nursing electives are offered on a rotating basis online through BSN@HOME and UWEC. The upper division nursing electives must be taught by nursing faculty.

Applicants must be **admitted** to the University in good standing prior to admission to the nursing program. BSN Completion Nursing program applications are accepted on a rolling basis. Please go to www.bsnathome.com and complete a *STUDENT INTEREST INQUIRY* form for further information.

*All students <u>must</u> have a Wisconsin or Minnesota RN license at time of admission or by the designated deadline once admitted; the Wisconsin or Minnesota RN license must be maintained throughout the program. Appropriate RN license required for clinical placement.

An RN-to-BSN to MSN option is also available

CONFIRMING CREDIT—BSN Completion Students
BSN Completion students are awarded 30 confirming credits following completion of CND 310 with a grade of B or better. Students must be in good standing with the University and College, including having current WI or MN RN licensure and fulfilling all other admission requirements, at the time of the awarding of credit. For special students not fully admitted at the time of CND 310 completion with a grade of B or better, confirming credit will be awarded to students in good standing with the University and College upon completion of the term after full admission.

Advising

Students are assigned to a UW-Eau Claire BSN Completion adviser. Regular contact with the adviser by telephone, videoconference, Skype, or email serves to keep both the student and the adviser informed.

The following information pertains specifically to Nursing academic programs. Additional information is available in the UW-Eau Claire Catalogue, Dean of Students Office website, and UWEC web pages.

Academic Advisers

Each student is assigned an adviser who is a member of the Nursing faculty or staff. Your adviser assists in your course planning and ensures that you meet all degree requirements. Your adviser can also help you, or refer you to others who can help you, with a wide variety of difficulties related to course work, study habits, reading skills, and personal problems.

E-mail is the best way to communicate with your adviser. All faculty and staff have an E-mail address and check their E-mail frequently throughout the day. Voice mail messages are another option. Always include your name, a telephone number and when you can be reached. You may also leave this information with department Academic Associates. BSN Completion Program (BSN@HOME/ Collaborative Nursing Program) students should communicate with their adviser on a regular basis, especially if taking more than three years to complete the BSN Completion Program (BSN@HOME/ Collaborative Nursing Program)

Degree Audits

Degree audits have replaced the need for degree plans for first-degree students. Second Degree Students must electronically file a degree plan with the assistance of one's adviser. This should be done within completion of the first 15 credits of nursing courses.

Degree audits are available online through a student's *myblugold* in CampS. Check your degree audit for updates early each semester. Talk with your adviser about your degree audit if you have any questions.

Scholarships

The general nursing scholarship form is available at http://www.uwec.edu/academics/college-nursing-health-sciences/departments-programs/nursing/explore-opportunities/scholarships/. Follow the instructions listed under each scholarship. Please see the Dean's office personnel for more information.

Dean's List

At the close of each semester, the College of Nursing and Health Sciences recognizes outstanding scholastic achievement through the D'an's List. Each student on the D'an's List receives an e-mailed letter of notification and congratulations from the Dean. The criteria may be found in the University catalog.

Academic Standards

Admission requires a cumulative grade point average of at least 2.50. Students must maintain the following scholastic standards after admission to the Nursing program, if they are to be considered in good standing:
1. Achieve a semester grade point average of at least 2.25
2. Maintain a resident grade point average of at least 2.50
3. Achieve a grade of at least "a""C" in each specific course required by Nursing.

Please note that a total and resident GPA of at least 2.50 is needed to graduate with a Bachelor of Science in Nursing (BSN) degree. Students who do not meet these standards will be placed on probation with the nursing program and must appeal to continue in the program. The nursing student who is placed on probation in the nursing program will be

officially notified of the change in academic standing within the college and will be required to negotiate a contract designed for regaining good standing with the Associate Dean. Failure to submit an appeal to continue in the nursing program by the designated due date assumes the student no longer wishes to continue in the nursing program and constitutes withdrawal from the nursing program. Should a grade of less than""C" in a required nursing or non-nursing course be a factor in the probationary status, the student must repeat that course before earning credit for any course for which the repeated course is a prerequisite. No more than one instance of probation within the program is allowed. The ability to repeat a course and the term in which students may take nursing courses due to altered plans are not guaranteed.

Policies Related to Student Progression

1. Students must receive a satisfactory clinical evaluation in each of the following critical areas in each clinical course on a summative clinical evaluation of a course (also see Lasater Clinical Judgment Rubric below):
   a. Effective noticing (focused observation, recognizing deviations from expected patterns, and information seeking).
   b. Effective interpreting (prioritizing data and making sense of data).
   c. Effective responding (calm, confident manner, clear communication, well-planned intervention/flexibility, and being safe and skillful).
   d. Effective reflecting (evaluation/self-analysis and commitment to improvement).
   e. Respectful and professional behavior.
   f. Professional attire.
   g. Professional values.
   h. Accountability and responsibility for own professional behavior.
2. If a student demonstrates deficiencies that the instructor determines are clearly unsafe or unprofessional behaviors, the student will be immediately removed from the clinical situation.
3. Remedial work is a faculty decision and includes a number of factors, including, but not limited to, consideration of workload, faculty availability, resources, scheduling, and potential for the student to succeed.
4. Remedial work not completed before the end of a semester will result in the student receiving an incomplete or failing grade.
5. A student may repeat only two required nursing courses. Only one of these repeated courses may be a clinical course. Failure in or withdrawal from a third nursing course, or a second clinical course, will result in dismissal from the program.
6. When a faculty member has determined that a student has failed a clinical component of a course at any point during the semester, a course grade of F will be assigned and the student cannot withdraw from the course.
7. Students must earn a grade of C or better in required nursing and required non-nursing courses (e.g., biology, chemistry, stats, human development).

LASATER CLINICAL JUDGMENT RUBRIC
Noticing and Interpreting

Effective NOTICING involves:	Exemplary	Accomplished Senior 1 and 2 (A2)	Accomplished Sophomore 2, Junior 1 and 2 (A1)	Unsatisfactory
Focused Observation	Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information	Regularly observes/monitors a variety of data including both subjective and objective; most useful information is noticed, may miss the most subtle signs	Attempts to monitor a variety of subjective and objective data, but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information	Confused by the clinical situation and the amount/type of data; observation is not organized and important data is missed, and/or assessment errors are made
Recognizing Deviations from Expected Patterns	Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment	Recognizes most obvious patterns and deviations in data and uses these to continually assess	Identifies obvious patterns and deviations, missing some important information; unsure how to continue the assessment	Focuses on one thing at a time and misses most patterns/deviations from expectations; misses opportunities to refine the assessment
Information Seeking	Assertively seeks information to plan intervention; carefully collects useful subjective data from observing the client and from interacting with the client and family	Actively seeks subjective information about the client's situation from the client and family to support planning interventions; occasionally does not pursue important leads	Makes limited efforts to seek additional information from the client/family; often seems not to know what information to seek and/or pursues unrelated information	Is ineffective in seeking information; relies mostly on objective data; has difficulty interacting with the client and family and fails to collect important subjective data
Effective INTERPRETING involves:	Exemplary	Accomplished Senior 1 and 2 (A2)	Accomplished Sophomore 2, Junior 1 and 2 (A1)	Unsatisfactory
Prioritizing Data	Focuses on the most relevant and important data useful for explaining the client's condition	Generally focuses on the most important data and seeks further relevant information, but also may try to attend to less pertinent data	Makes an effort to prioritize data and focus on the most important, but also attends to less relevant/useful data	Has difficulty focusing and appears not to know which data are most important to the diagnosis; attempts to attend to all available data
Making Sense of Data	Even when facing complex, conflicting, or confusing data, is able to (1) note and make sense of patterns in the client's data, (2) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (3) develop plans for interventions that can be justified in terms of their likelihood of success	In most situations, interprets the client's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse	In simple or common/familiar situations, is able to compare the client's data patterns with those known and to develop/explain intervention plans; has difficulty, however, with even moderately difficult data/situations that are within the expectations for students, inappropriately requires advice or assistance	Even in simple or familiar/common situations has difficulty interpreting or making sense of data; has trouble distinguishing among competing explanations and appropriate interventions, requiring assistance both in diagnosing the problem and in developing an intervention

LASATER CLINICAL JUDGMENT RUBRIC
Responding and Reflecting

Effective RESPONDING involves:	Exemplary	Accomplished Senior 1 and 2 (A2)	Accomplished Sophomore 2, Junior 1 and 2 (A1)	Unsatisfactory
Calm, Confident Manner	Assumes responsibility: delegates team assignments, assess the client and reassures them and their families	Generally displays leadership and confidence, and is able to control/calm most situations; may show stress in particularly difficult or complex situations	Is tentative in the leader's role; reassures clients/families in routine and relatively simple situations, but becomes stressed and disorganized easily	Except in simple and routine situations, is stressed and disorganized, lacks control, making clients and families anxious/less able to cooperate
Clear Communication	Communicates effectively; explains interventions; calms/reassures clients and families; directs and involves team members, explaining and giving directions; checks for understanding	Generally communicates well; explains carefully to clients, gives clear directions to team; could be more effective in establishing rapport	Shows some communication ability (e.g., giving directions); communication with clients/families/team members is only partly successful; displays caring but not competence	Has difficulty communicating; explanations are confusing, directions are unclear or contradictory, and clients/families are made confused/anxious, not reassured
Well-Planned Intervention/Flexibility	Interventions are tailored for the individual client; monitors client progress closely and is able to adjust treatment as indicated by the client response	Develops interventions based on relevant patient data; monitors progress regularly but does not expect to have to change treatments	Develops interventions based on the most obvious data; monitors progress, but is unable to make adjustments based on the patient response	Focuses on developing a single intervention addressing a likely solution but it may be vague, confusing, and/or incomplete; some monitoring may occur
Being Safe and Skillful	Identifies system-wide violations of safety standards and proposes solutions; shows mastery of necessary nursing skills	Consistently maintains safety standards; displays proficiency in the use of most nursing skills; could improve speed or accuracy	Usually maintains safety standards; is hesitant or ineffective in utilizing nursing skills	Violates culture of safety standards; is unable to select and/or perform the nursing skills
Effective REFLECTING involves:	Exemplary	Accomplished Senior 1 and 2 (A2)	Accomplished Sophomore 2, Junior 1 and 2 (A1)	Unsatisfactory
Evaluation/Self-Analysis	Independently evaluates/analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives	Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/decisions; key decision points are identified and alternatives are considered	Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices	Even prompted evaluations are brief, cursory, and not used to improve performance; justifies personal decisions/choices without evaluating them
Commitment to Improvement	Demonstrates commitment to ongoing improvement: reflects on and critically evaluates nursing experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses	Demonstrates a desire to improve nursing performance: reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses	Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious, and needs external evaluation	Appears uninterested in improving performance or unable to do so; rarely reflects; is uncritical of self, or overly critical (given level of development); is unable to see flaws or need for improvement

PROFESSIONAL CONDUCT IN CLINICAL EXPERIENCES

	Satisfactory (All levels)	Unsatisfactory (All levels)
Respectful and professional behavior	Is respectful of all faculty, student peers, professional colleagues, institutional staff, patients/clients and their family members or other visitors, community/clinical hosts, and community members; exhibits active engagement, participating in and contributing to a positive learning environment; behavior honors cultural beliefs, expectations and practices	Exhibits behavior that is distracting, disruptive, disrespectful, inappropriate or disengaged from the teaching-learning activities
Professional attire	Follows the attire policies as described in the UW-Eau Claire Nursing Undergraduate Student Handbook; selects attire for cultural events or activities, or during clinical immersion experiences, that is respectful of cultural expectations for the setting	Deviates from the attire policies as described in the UW-Eau Claire Nursing Undergraduate Student Handbook; adopts attire during cultural events or activities that disregards cultural expectations for the setting
Professional values	Adheres to the professional code of ethics, professional standards, and workplace/academic ethics and standards, including those standards related to privacy, confidentiality and the use of social media; exhibits integrity, honesty, compassion, empathy, altruism, responsibility, maturity, respect and acceptance of differences	Exhibits behavior that is unethical, uncaring, irresponsible, immature, disrespectful, and indicative of bias; violates academic and/or workplace ethical and practice standards.
Accountability and responsibility for own professional behavior	Adheres to attendance standards; completes assigned responsibilities; demonstrates awareness of need for improvement in performance; takes responsibility for personal behaviors; identifies personal plan for improving performance; responds positively to faculty suggestions for improvement and acts on the suggestions	Is late, absent without notice, or has excessive absences.; fails to complete assigned responsibilities; appears uninterested in improving performance or fails to do so; justifies behaviors without evaluating them for their appropriateness

© Developed by Kathie Lasater, Ed.D (2007). Clinical judgment development: Using simulation to create a rubric. *Journal of Nursing Education, 46*, 496-503.   January 2007
Minor modifications by UW-Eau Claire Nursing Faculty 2012

Unsatisfactory Grades in Nursing Courses

(Grade of less than C) Any of the following may result in an unsatisfactory grade in a nursing course:
1. Clearly unsatisfactory achievement in either the theoretical or the practicum components of a nursing course
2. Failure to submit course assignments or projects
3. Failure to meet make-up requirements in relation to course work missed
4. Failure to appear for the final examination, unless prevented by illness or other emergency from taking the examination at the scheduled time. In this case the Dean's Office must be notified. See University Catalogue for policy.
5. Offenses as defined by the University of Wisconsin Board of Regents in Chapter UWS 17 and published on the Dean of Students website.
6. Failure to comply with attendance policy as stated in writing by the instructor

Incompletes

A grade"of "incomplete" is negotiated with the course coordinator and is allowed only when illness or other extenuating circumstances beyond the stu'ent's control have interfered with completion of the course, and the plan for completion is a clearly viable alternative for meeting the course objectives. Students may not progress to courses that have a prerequisite course in which a grade of "incomplete" has been received.

Withdrawing From a Class

There are issues to consider before withdrawing from a nursing class. A student must maintain 12 credits to be considered full-time. If the student falls below full-time during a semester it may affect health insurance coverage, athletic eligibility, veteran's benefits, financial aid, and eligibility for the dean's list. Students should meet with their advisor and discuss implications of withdrawing from a class before the withdrawal date. It is expected that course faculty are also included in considering need to withdraw from a class. The ability to repeat a course and the term in which students may take nursing courses due to altered plans are not guaranteed. Documentation of readiness to return or take a course may be required.

Termination From Program

A student may be terminated from the nursing program for any of the following reasons:
1. Failure to regain good standing.
2. A second instance of probation within the College.
3. Failure to demonstrate the potential for consistently safe and responsible nursing practice.
4. Likelihood that a stu'ent's condition or prior experience will adversely affect the student, other persons, the University, an agency or unit used for clinical practice, or the patients or clients served.
5. Failure in or withdrawal from a third nursing course, or a second clinical course.

Termination from the program constitutes dismissal from the nursing program only. A stu'ent's status within the University is not affected, providing the University standards for good standing are met. A student who has been notified of termination from the program may appeal for reinstatement through the College of Nursing and Health Sciences Dean's Office.

Academic Conduct and Misconduct

The stu'ent's work is expected to be theirs alone, unless the instructor has granted prior approval for assistance. Students are expected to appropriately acknowledge ideas borrowed from the work of others through the use of quotation marks for short quotations, setting off of longer quotations, and identification of the sources of both direct quotations and material paraphrased or summarized. Failure to acknowledge such resources is considered academic dishonesty, and will be handled according to University policy.

Written Assignments and Submitting Papers

Students are expected to know and use appropriate literary style for written reports and papers or to follow a format designated by faculty. Faculty request that students be guided by: Publication Manual of the American Psychological Association, current Edition, Washington D.C., American Psychological Association. It is available in the University Bookstore for purchase and in the library. When in doubt about the instru'tor's expectations in regards to an assignment, ask.

Arrangements for submitting papers vary among the faculty. Please check with individual faculty.

University Writing Requirement

All students seeking a baccalaureate degree must satisfy the University Writing Requirement, which is generally met by completing WRIT 116 Critical Reading & Writing, or equivalent with a grade of C or better. Please see the University Catalogue for further information.

Design for Diversity (Cultural Diversity) Requirement

All students must satisfactorily complete the equivalent of at least three course credits of content in a course or courses dealing with one or more of the following groups: African American, American Indian, Hispanic, Asian American (Southeast Asian). Courses that fulfill this requirement are listed in the University Catalogue and online at the Advising, Retention & Career Center website. Students should consult their advisers for assistance in incorporating the diversity course requirement into their program plan.

Study Abroad Opportunities

In addition to the Univer'ity's international education programs, the College of Nursing and Health Sciences is expanding opportunities for international education. The University and faculty are evaluating coalitions with other international colleges and universities and they may result in study-abroad opportunities. Many of these experiences are affordable and funding may be available. For further information regarding study abroad through the College of Nursing and Health Sciences, contact your faculty adviser or the Associate Dean's office.

General Electives

These may be earned at UW-Eau Claire through Independent Study Courses, Credit by Exam, or at one of the many two-year center campuses (e.g., UW-Eau Cl–e-- Barron County Campus at Rice Lake, WI). Credits can be transferred from other UW system campuses (check with your adviser).

Final Examination Schedule Changes

A request for a change in the time of an individual final examination must be approved by the instructor, the department chair, and the associate dean of the college in which the course is offered. Make-up examinations must be scheduled during finals week or later and must be arranged by the student with the instructor (See policies regarding final examinations"in "Academic Policies and Regulat"ons" of current University Catalog or the following link: https://www.uwec.edu/blugold-central/academic-planning/final-common-exam-schedules/.

The following points are conside¦ed in granting permission to change an examination schedule:
- Three or more examinations scheduled for one day.
- Military obligation.
- Work or employment related reasons, if they existed prior to publication of the examination schedule and the employer verifies the need for the request.
- Illness that clearly renders the student incapable of demonstrating their achievement through the exam.
- Death or serious illness of family members that are verified as in four above.

- Personal or family events that are verifiable and deemed sufficiently cataclysmic to warrant the st'dent's absence from campus.

Pla"ned "emer"ency" or "extraordinary circumst"nces" are generally not honored. For example, circumstances typically not approved for final exam rescheduling may include: family vacations, weddings, baptisms, family reunions, medical tests, dental appointments, job interviews, fishing trips. For courses in the College of Arts and Sciences, final exam rescheduling requires submission of the "Final Exam Change Form" which is located on the College of Arts and Sciences website or at this link: https://www.uwec.edu/blugold-central/academic-planning/final-common-exam-schedules/.

Eligibility for Graduate Courses

Students in the BSN Completion Program (Collaborative Nursing Program/BSN@Home) and students who are accepted into the RN to BSN to MSN program are allowed to take: NRSG 701 Nursing Research: Methods (4 credits), NRSG 715 Nursing Leadership and Health Policy (3 credits), and a cognate or an additional core course (2 credits) in lieu of the BSN Completion Courses: CND 446 Nursing Research (3 credits); CND 447 Leadership and Management (3 credits); and an elective.

*Policy specifications include:
- Senior standing
- 90 semester credits completed, including 2 courses in upper division Nursing and an undergraduate statistics course (grade of C or higher—note, a grade of B or higher is strongly recommended)
- 3.0 cumulative GPA
- A faculty recommendation and the recommendation of the Nursing Graduate Programs Director
  If a second degree student, pre-requisites for Nursing, University requirements for a se   degree, two courses in upper division Nursing, and an undergraduate statistics course (grade of C or higher) completed.
- Submission and approval of the "Application to the RN/BSN/MSN Option" form. The approved form is submitted to the Registrar's Office, along with the "Application for an Undergraduate Student to Enroll in Graduate Coursework" form.

Note that tuition for the graduate course is charged at the undergraduate tuition rate only if one is concurrently registered for an undergraduate course. If only a graduate course is taken in the semester, then graduate tuition is charged.

Health Services

The Student Health Services clinic on the main campus is located in Crest Wellness Center and provide acute, chronic and preventive health care for registered students. Please see their website for hours of operation. In addition to caring for students who are ill, Health Services also provides health education and programs oriented toward wellness, exercise nutrition, stress management, high-risk behaviors, reproductive health, and family planning.

There is no charge for student visits to the Student Health Service, but students must pay for prescriptions, special tests, any emergency room or other hospital charges, and medical care that is beyond the scope of Health Service practice. Students are required to carry health care insurance if not covered by a family policy. More information on the health services available is located on the UW-Eau Claire website at www.uwec.edu/shs.

Students are not covered by health or accident insurance by UW-Eau Claire, the practicum facility, or the practicum institution. In addition, workers' compensation insurance does not cover students. For example, if a student suffers a needle stick or is injured while in practicum, they are personally responsible to pay for medical bills. Nursing students are required to maintain health insurance for the duration of their education. 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 dean's office of the college of any lapse in personal health insurance coverage.

Other Available Resources

Study Skills

Students are urged to seek assistance early if they encounter difficulties in such areas as writing skills, mathematics, reading speed and comprehension, note taking, and preparing for or taking examinations. The course instructor or your academic advisor can often help you to correct the difficulty; some students will wish to make use of special study helps such as tutoring or short courses. Ask your advisor to refer you, or simply go to the Academic Skills Center and ask for evaluation of your problem and assistance.

Services for Students with Disabilities

Academic accommodations are sometimes available for students with disabilities including learning disabilities. Admitted students seeking accommodations must provide disability documentation and should make their special needs known in advance to insure that appropriate accommodations can be arranged prior to the beginning of classes. Information about necessary documentation and obtaining services is available from the Coordinator of Services for Students with Disabilities located in Centennial Hall.

Study Abroad Opportunities

 In addition to the Unive'sity's international education programs, the Nursing Program is expanding opportunities for international education. The University and faculty continue to evaluate coalitions with international colleges and universities that may result in study-abroad opportunities. Many of these experiences are affordable and funding may be available. For further information regarding study abroad through the Nursing Program, contact your faculty advisor or the Office of International Education.

Multicultural Student Services (MSS) Office

The UWEC Multicultural Student Services Office, located in Centennial Hall, Room 1106, coordinates services for multicultural and ethnically diverse students. Support for academic needs, financial assistance, personal support, and cultural resources are available through this office. See https://www.uwec.edu/equity-diversity-inclusion/edi-services-programs/multicultural-student-service/.

Financial Aid Office

The Financial Aid Office, https://www.uwec.edu/finaid/index.htm, is located in Vicki Lord Larson Hall 1108 (see Blugold Central Office). Besides information regarding different types of financial aid, the website also provides scholarship listings. Emergency grants are available through the Dean of Students Office; the grants are intended for emergencies such as a house burning down. Contact the Dean of Students Office when these circumstances occur. Emergency short-term loans are available through the Financial Aid Office, funded by the Foundation Office. These must be repaid in 30 days and therefore are only a Band-Aid for financial difficulties. The loans are meant for circumstances such as when a car breaks down or a paycheck is delayed and the student is expecting to have money for repayment within a month.

Campus Harvest Food Pantry

The Campus Harvest Food Pantry is located in Brewer Hall, Room 49. The food pantry is available to students that self-identify as in need of supplemental food assistance. It is open exclusively for university students.

Center for Awareness of Sexual Assault (CASA)

CASA is located in 2119 Vicki Lord Larson Hall, http://www.uwec.edu/CASA/, and is a sexual assault support service that maintains a victim centered approach. Services are free and confidential. 715-836-4357.

Gender & Sexuality Resource Center

The Gender & Sexuality Resource Center, https://www.uwec.edu/equity-diversity-inclusion/edi-services-programs/gender-sexuality-resource-center/, is located in Davies Student Center 220M, 715-836-2693, and provides

resources, information, programming, events, and training to foster an inclusive atmosphere on campus and in the greater community. Of particular note is the Safe Space Training it provides. Under its umbrella are the following additional resources that provide a safe space and an informal lounge/study space for students to gather:

> Women's Resource Center, located in Hibbard 311C.
> The Bridge: LGBTQIA+ Resource Center, located in Davies 229 (2nd floor, next to the Bookstore).

TRANS at UWEC

As part of the Gender and Sexuality Resource Center, resources specifically for Transgender students can be found on this website www.uwec.edu/equity-diversity-inclusion/edi-services-programs/gender-sexuality-resource-center/trans-at-uwec/, including information on changing one's gender identity and preferred name in CAMPS, gender inclusive housing, and health care.

The following website provides information on the use of personal pronouns: https://www.mypronouns.org/

Bias Incident Reporting Tool (BIRT)

The Bias Incident Reporting Tool, https://www.uwec.edu/DOS/resources/birt.htm, is available for anyone who is aware of and would like to report a bias/hate incident.

Veterans Center

The Veterans Center, http://www.uwec.edu/dos/programs/veteran/, located in Schofield 20, is a meeting and information place for veteran students, faculty, and staff. It provides information about resources specifically for veterans, including access to support groups and a telehealth network through a partnership with the Veterans Administration Hospital in Minneapolis.

Campus Student Organizations

A variety of student organizations are available at UWEC and are listed on the following website: https://www.uwec.edu/Activities/organizations/searchorgs.htm. Organizations specifically involving nursing students are the Eau Claire Student Nurses Association and the American Assembly for Men in Nursing. However, there are many student organizations related to Culture and Identity, including the Black Student Alliance, Chinese Students and Scholars Association, International Student Association, Student Organization of Latinos/Latinas, Hmong Student Association, Inter-Tribal Student Council, and Pride, among others. A Veteran's Club also exists.

Eau Claire Student N'rses' Association

ECSNA provides an excellent opportunity for students to prepare for professional activities beyond graduation. Students have the opportunity to develop leadership skills through accepting offices in ECSNA. See Appendix for further information.

Dean of Students Office

The Dean of Students Office, Schofield 240, provides a wide variety of essential services relating to academic and non-academic conduct, military leaves of absence, extended absences, and university withdrawals.

Counseling Services

Main Campus: Counseling services, located in Vicki Lord Larson Hall 2122, are available to assist students with a variety of issues such as family or personal emergencies, alcohol and/or drug difficulties, eating disorders, depression, anxiety, major stressors, or emotional concerns. Assistance can be provided in evaluating and managing mental health concerns, as well as counseling and education to assist in preventing mental health concerns. If medications are required, counselors and licensed psychologists are able to provide services in collaboration with Student Health Services or the student's own health care provider, as desired by the student. The Dean of Students' office is also a resource for students.

Marshfield Site: Students at the Marshfield Site may obtain counseling services by contacting the Marshfield Site Director who will be in touch with the Director of UWEC Counseling Services.

The Rest Nest

The Rest Nest is located in Room 5011 of McIntyre Library and is a place for students to relax and de-stress.

Advising, Retention & Career Center (ARCC)

ARCC is located in Vicki Lord Larson Hall 2100 (https://www.uwec.edu/academics/academic-support/advising/) and is the location of centralized advising on campus. It houses the academic advisers for the Life and Health Sciences cluster. All pre-nursing and traditional undergraduate program nursing students are assigned an academic adviser from the Life and Health Sciences cluster. Second degree students, BSN Completion students, and Marshfield Site students do not have ARCC advisers and instead are advised by faculty/IAS in nursing. ARCC also includes Career Services. Of note, Handshake is a Career Service recruiting platform for finding jobs and internships and for networking. The ARCC website provides a number of advising resources.

Reasonable Accommodation for Disabilities

UW-Eau Claire 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 their disability for the purpose of determining appropriate accommodations. The UW-Eau Claire College of Nursing and Health Sciences will make every attempt to provide reasonable accommodations whenever possible, but is not required to make modifications that would substantially alter the nature or requirements of courses or programs, or to provide auxiliary aids that present an undue burden. To progress in the curriculum, the nursing student must be able to demonstrate satisfactory achievement of course and program objectives, either with or without negotiated accommodations. The student is responsible for disclosing the need and engaging in the process to determine appropriate accommodations prior to the academic or other activities and is responsible for providing documentation to substantiate the disability and need for accommodations in a timely manner.

Requests for accommodation should be directed to:
> **UW-Eau Claire Services for Students with Disabilities**
> Centennial Hall 2106
> (715) 836-5800, http://www.uwec.edu/ssd/index.htm

Essential Abilities for Students in Undergraduate and Graduate Nursing Program

Prea–ble - The University of Wisconsin–Eau Claire, College of Nursing and Health Sciences, welcomes and invites persons with disabilities into professional nursing education whenever possible, making modifications and accommodations as possible within the capacities of our resources and expertise. While there are limitations on the extent of modifications and accommodations that can be provided within a program that does not specialize in disability education, we are committed to facilitating baccalaureate and graduate nursing education for qualified individuals whenever possible, including individuals with disabilities. For circumstances in which we are not able to accommodate an individual's needs due to disability status, we will do our best to refer students to appropriate support services.

The following ***Essential Abilities of UW-Eau Claire Nursing Students*** apply to students in the UW-Eau Claire Nursing programs. Students who, due to documented disability or other limitation, do not fully meet these abilities, may request accommodations consistent with requirements for meeting course and program objectives. When possible the UW-Eau Claire Nursing programs will work with university services and clinical partners to assist students in meeting course and program requirements while maintaining student and patient safety and effectively facilitating highest quality client health outcomes.

Essential Abilities: Safe and Effective –are - The University of Wisconsin–Eau Claire, College of Nursing and Health Sciences, represents to its internal and external constituents that recipients of the baccalaureate or higher degree from a UW-Eau Claire Nursing program have been educated to practice professional nursing safely and effectively in a wide variety of healthcare settings, and that pre-licensure BSN graduates are eligible to apply for RN licensure in the State of Wisconsin. In light of this, UW-Eau Claire's Nursing programs leading to licensure or advanced clinical practice require students to engage in a variety of complex and specific experiences. Successful completion of these experiences is necessary in order for the nursing student to demonstrate integration and application of the broad body of knowledge and skills essential for safe and effective professional nursing practice, across a wide spectrum of health and illness conditions and settings for the provision of care.

To this end, in order to practice safely and effectively, nursing requires a combination of physical abilities, motor skills, and sensory abilities; affective, interpersonal, and communication skills; cognitive abilities, behavioral and emotional sensitivity; and professionalism. These skills and abilities are essential not only to ensure the safety and effectiveness of professional nursing care for 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. As such, nursing students are expected to demonstrate skills and behaviors consistent with the following essential abilities in order to successfully complete the Nursing programs at the UW-Eau Claire College of Nursing and Health Sciences. Students who demonstrate a pattern of behaviors that is not consistent with the essential abilities and their professional application may be removed from the teaching-learning setting or may be required to participate in remedial activities, as appropriate for the circumstances and to preserve safe and effective care. Students who, due to documented disability or other limitation, do not fully meet these abilities, may request accommodations consistent with requirements for meeting course and program objectives.

Essential Abilities: Physical and Motor Sk–lls - The nursing student must have sufficient biological or accommodated: physical abilities and motor function so that they are able to execute movements required to provide general care and treatment for 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, both independently and with professional colleagues. 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 activities. Students requiring uniform or clinical attire accommodations for personal religious beliefs must be able to perform all of the above activities safely, effectively, and in accordance with healthcare agency policy, while wearing the accommodated uniform.

Essential Abilities: Sen–ory - The nursing student must have sufficient biological or accommodated: visual acuity to see details near and at a distance, as well as be able to discriminate colors adequately for the clinical setting; 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.

Essential Abilities: Situation-Appropriate Affect, Communication, and Interpersonal Sk–lls - The nursing student must have sufficient biological or accommodated: effective communication with others. Effective communication requires consistency of message, integration of information, synchrony with circumstances and other data, and effective interpersonal skills. Situation-appropriate affect and judgment are necessary to convey emotions appropriate for the circumstances, to engage in interpersonal communication effectively and sensitively, and to respond appropriately to a wide variety of interpersonal circumstances and demands. The nursing student must express their ideas clearly and appropriately. (See also Behavioral/Emotional section below.) A nursing student must be able to convey or exchange information to establish and maintain patient-centered relationships; conduct an appropriate health history; identify

problems presented; explain alternative solutions; give directions during treatment and post-treatment; and work effectively with all professional colleagues and team members. The nursing student must be able to communicate effectively in oral and written forms and interpret non-verbal communication. They must be able to process and communicate information on the patient's status with accuracy and in a timely manner with other members of the healthcare team.

Essential Abilities: Cogni–ive - The nursing student must have sufficient biological or accommodated: cognitive abilities to be able to measure, calculate, reason, analyze, integrate, synthesize, and make appropriate clinical judgments in the classroom and in a wide variety of clinical settings. The nursing student must be able to quickly read and comprehend extensive written material, as well as comprehend oral communication. The student must be able to enter and process electronic information using a variety of current technologies. They 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 wide array of existing information, to assess and evaluate that information and take action that shows evidence of intact integrative functions and critical thinking. Effective clinical judgment requires the integration of information that results in rational, timely, and informed action, and the appropriate anticipation of consequences associated with those actions (or inactions). They 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. English-language ability in all of the above is required.

Essential Abilities: Behavioral/Emotional Sensiti–ity - The nursing student must have sufficient biological or accommodated: psychoemotional ability required to fully use their cognitive abilities, employ good judgment and carry out responsibilities in a timely manner with respect to professional nursing practice. In addition, nursing students must be able to quickly develop and maintain professional, sensitive, and effective relationships with individual patients, families, students, team members, faculty, and others with whom they have professional contact, regardless of circumstances. In the practice setting these circumstances can frequently be stressful and require immediate appropriate response. Nursing students must be able to control impulsive behaviors and act in a socially responsible way regarding their own behavior, recognize the same in others, and take appropriate action as warranted. The nursing student is expected to have the psychoemotional stability to function effectively under stress and to adapt to the healthcare 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. Nursing students must be cognizant of their values, attitudes, beliefs, affect, and experiences, and how these attributes or experiences may influence their own perceptions, behaviors, and relationships with others. Nursing students must be able and willing to examine and change their behavior when it interferes with relationships with others so that they can function effectively and collaboratively in diverse academic and professional work environments.

Essential Abilities: Professional Con–uct - The nursing student must have sufficient biological or accommodated: ethical and professional manner at all times, adhering to the professional code of ethics, professional standards, and workplace/academic ethics and standards, including those standards related to the use of social media. They must possess characteristics including integrity, honesty, compassion, empathy, altruism, responsibility, maturity, respect, and acceptance of differences. Nursing students must be able to engage in healthcare delivery in all settings and be able to provide care to all client populations, including but not limited to children, adolescents, adults of all ages, all genders, individuals with disabilities, medically compromised individuals, individuals from all socioeconomic strata, and other vulnerable populations. Professional conduct is expected in both academic and clinical/community environments. Behaviors demonstrating acceptance of and respect for diversity are expected, including but not limited to race/ethnicity, gender, sexual orientation, religion, national origin, and ability/disability. Nursing students are expected to meet UW-Eau Claire's attendance requirements in all courses and clinical activities. Academic integrity must be maintained in all clinical and classroom experiences.

Acknowledgements and Refere–ces - This 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

- U.S. Equal Employment Opportunity Commission (EEOC), Facts and Guidance, Disability Discrimination. Available at: http://www.eeoc.gov/

- 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, Faculty Document #(80-05) 073B.

APPROVED 2/18/2010 Dept. of Nursing; updated 7/12, 1/16, 12/8/22.

Students in need of accommodations are to work with the Services for Students with Disabilities Office to provide documentation and are to contact the appropriate course faculty, as soon as possible, preferably prior to the start of each term.

Information Reported to National/State Nursing Organizations/Accrediting Bodies

The American Association of Colleges of Nursing (AACN) is a national nursing organization of which we are a member. An arm of the organization serves as our accrediting body. AACN and other state and national organizations require that we periodically submit basic directory-type and employment information regarding our students, graduates, and faculty. AACN collects the data to address issues related to nursing faculty and health care access shortages. If an individual objects at any time to having their information released to AACN or other national/state organizations, please notify the Associate Dean of the College so that we ensure the information is not submitted. The Registrar's Office also has an electronic form in which one may request to restrict the release of directory information.

VI. Student Rights and Opportunities

Student Academic Grievance Procedures

The Department of Nursing recognizes the value of student concerns and therefore addresses student complaints or grievances in the following manner:

The University of Wisconsin-Eau Claire has an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. The College of Nursing and Health Sciences operates in conformity with the University academic grievance procedures and policies.

The University defines an academic grievance as an allegation by a student of substantial and unjustified deviation, to the student's detriment, from any of the following:
1. Officially announced or published policies, procedures, and/or requirements regarding admission into programs, schools, or individual classes;
2. Officially published grading policies of the University;
3. The instructor's requirements for a course as announced to the class at the beginning of the semester;
4. The instructor's own grading policies as announced to the class or as demonstrably applied to other students in that same class.

Before submitting a formal grievance, the Informal Resolution Procedures of the College of Nursing and Health Sciences are to be followed. The Informal Resolution Procedures must be initiated within 30 days of the conclusion of the term when the alleged deviation occurred and prior to submitting a formal academic grievance.

The informal resolution procedures include the following steps:
1. The student should first meet with the person (i.e., respondent) to whom the grievance is directed (e.g., instructor or department chair).
2. If resolution is not achieved at any level, the student may consult with the person at the next level of decision making. Students should follow the appropriate consultation protocol sequence: instructor, course coordinator, department chair (undergraduate)/program director (graduate), associate dean. Students enrolled in online degree programs should consult their program director.

If resolution is not achieved through the informal resolution process, and the student wants the grievance to be considered further, the student must file a Formal Student Academic Grievance and follow that procedure. The student will be directed by the associate dean with whom they have been working.

Formal Student Academic Grievance Procedure

If the student is not satisfied with the results obtained by following all of the above applicable procedures for informally resolving the concern and wants the grievance to be considered further, the student may file a Formal Academic Grievance according to the procedures established in the UW-Eau Claire grievance policy (available at the Dean of Students Office website: https://www.uwec.edu/dean-of-students).

Other information of interest that can be found at the UWEC Dean of Students website includes university policies on codes of conduct, affirmative action, and sexual harassment. Students are encouraged to familiarize themselves with this information.

Approved 12/5/19.

If students have a complaint about or a suggestion for improvement of a course or some aspect of the Nursing program, they are encouraged to make those thoughts known to the Nursing Department faculty/IAS and administration. The department faculty/IAS strive to improve the educational experiences for students in the programs. Students are encouraged to talk about their ideas with academic advisors, course instructors, the department chair, Assistant or Associate Deans, or the CONHS Dean. Student concerns may be referred to student representatives on department committees, who may talk with committee chairs about putting the item on a meeting agenda. Students are permitted to attend department meetings, which are open, to present requests or ideas. They may also wish to include their ideas for course/program improvement on course evaluation forms or as part of their response to student surveys.

Other Student Rights – Evaluating Educational Experiences

Students have the opportunity to participate in the evaluation of their educational experience. The Nursing Program offers this opportunity through a variety of mechanisms. Each semester students have a chance to provide feedback to the Department about each course and the instruction they receive. Normally, evaluations are done at the end of the semester and within the classroom setting. The results of student evaluations of faculty are not shared with faculty until after grades have been turned in for that semester. Course evaluations are reviewed on a regular basis by the department curriculum committee and where needed, recommendations for changes are made to the Department of Nursing faculty.

Collection of Student Work for Accreditation and Assessment Processes

Faculty are encouraged to place in syllabi and announce in class:

As part of the accreditation and assessment process, on-site visitors may want to review examples of student work. These examples may include items such as care plans, written papers, projects, etc. Faculty will de-identify the required sampling of artifacts. If a student does not want any personal papers or projects included in this sample, they should please notify each course or clinical faculty person of this request.
Approved March 2015.

VII. Requirements for Clinical Experiences

CND 480: Nursing Within Systems: Analysis and Application

4 credit course (2 credits didactic, 2 credits clinical)

CND 480 is the capstone public health course which is taken the semester graduation occurs. Building upon necessary theoretical content from CND 454 Community Health Nursing, this course focuses on population-based care, provision of quality care within a global and culturally diverse society, leadership within interdisciplinary systems of care, and completion of projects in public health and community settings.

Students are required to complete approximately 90 hours (6 hours per week over 15 weeks of the semester) on a clinical project. Faculty, while attempting to honor student's geographical location, it may not be possible to obtain the required clinical contract prior to the semesters start. It is not always possible to accommodate student preferences. Travel will be required for clinical projects.

Students are requested to retain the text used by CND 454 as this text will be used along with current journal articles. Current health records (i.e., TB test, CPR, criminal background check) and RN licensure are required PRIOR to initiating the clinical project. Students are reminded that an official UW-EC College name pin is mandatory for all clinical settings and home visits.

Clinical Immersion Experiences

Students who participate in international immersion clinical experiences will adhere to the protocol developed by Center for International Education (CIE). Students who participate in Domestic Intercultural Immersions (DII) will adhere to the protocol developed by the DII Office.

Students who participate in domestic immersion clinical experiences through the Department of Nursing must complete the following forms accessed through the Domestic Intercultural Immersion (DII) office: Emergency contact information, Medical Form and Waiver Form. The Deans of Students may be contacted to obtain additional information. These forms must be completed prior to the immersion experience as directed by course faculty. The information provided by self-disclosure will be reviewed by course faculty and may be shared with appropriate administrative offices, including the Dean of Students as needed. Information on the medical self-assessment is confidential.

Approved 5/15/14

Clinical Group Sections – Subject to Change

The Department of Nursing attempts to provide information regarding clinical sections prior to course registration. However, due to unexpected staffing or clinical site alterations, the locations, dates, times, and instructors may need to be modified and are subject to change. Because of these and other circumstances as well as student progression issues, it occasionally happens that the Nursing Department Chair must also adjust clinical group sizes and make-up. An appropriate clinical group size must be maintained for a given clinical site. Although efforts are made to honor student wishes, it is possible that students may be required to change clinical sections, times, locations, etc. Our goal is to provide meaningful, supportive, and safe clinical experiences that will enable all students to learn and grow and for patients to heal and receive optimal care.

Students must have means of transportation to and from clinical sites throughout the program, especially since clinical experiences may occur outside of Eau Claire or Marshfield and standard Monday through Friday times, e.g., experiences may occur on weekend, evening, or night shifts.

Guidelines for Selection of Undergraduate Teaching Assistants

(both for teaching apprenticeship courses and non-credit bearing instances):
1. Minimum overall grade point average (GPA) of 3.00
2. Minimum grade of B in the nursing course for which the student will be a teaching assistant
3. Minimum grade of B in all prior and current (in progress) required nursing courses
4. No past or current clinical contracts
5. No past or current instances of probation within the College
6. Currently in good standing within the College
7. Demonstrated interest in serving as a teaching assistant

Approved by Dept. 12/4/14.

Clinical Behavior Expectations

When students are participating in clinical (including immersion experiences) they are representatives of the Department of Nursing. Students are expected to conduct themselves in a professional manner. The clinical setting, or in the case of immersion experiences, the full immersion experience (including the housing site) is considered the professional practice environment. No alcohol is to be purchased, transported, or consumed by students en route, during, and when returning from clinical immersion experiences. This includes when driving or flying to and from the clinical site. Students are expected to be respectful of all faculty, student peers, professional colleagues, institutional staff, patients/clients and their family members or other visitors, community/clinical hosts, and community members. Respect and professional behavior are demonstrated through active engagement, participating in and contributing to a positive learning environment, honoring cultural beliefs, expectations and practices, and taking responsibility for personal behaviors. Attire in the clinical setting is required to follow the policies as addressed under UW-Eau Claire dress requirements in the student handbooks. Attire for and behavior at cultural events or activities, or during clinical immersion experiences, must be respectful of cultural expectations for the setting. Faculty may request students whose behavior is distracting, disruptive, disrespectful, inappropriate or otherwise unprofessional to leave the clinical site. Students may also be asked to leave the clinical site if not engaged in the teaching-learning activities. These behaviors may result in failure of the clinical course. Approved 10/16/09; revised 10/16.

Health Protection

Each student is expected to promote and maintain their own optimal level of health. Adequate rest, exercise, recreation, and a balanced diet, including an adequate breakfast, are important for both personal health and successful completion of the nursing program. Regular dental care and early treatment for physical and emotional illness are essential.

Students are taught to protect themselves and others from such hazards as radiation and infection, and must assume responsibility for doing so.

Reporting Illness

Procedures for notifying faculty and agency or client are outlined in the course syllabus.

Control of Infectious Diseases (for protection of self and others)

The requirements regarding immunizations and monitoring for infectious diseases are in the nursing section of the University Catalog. These are in conformity with state statutes and local institutional policies regarding persons who work with patients/clients in health care settings. More expectations may be added by clinical agencies. Failure to comply will result in the st'dent's forfeiture to engage in clinical practice activities. Any costs incurred will be borne by the student.

Upper respiratory infections (including colds)

Adequate fluid intake and rest are advised. Medical care is recommended for other than simple colds. Students with infection, cough, fever, sore throat, an"/or "drippy "oses" are not permitted to attend clinical laboratory.

Intestinal infections

Students may be excluded from clinical laboratories if communicable disease organisms are present or suspected. Surveillance is carried out through the Student Health Services.

Requirements for Clinical Experiences

CPR Certification

CPR certification at the Basic Life Support for Healthcare Providers (American Red Cross) or Basic Life Support (BLS) Provider (American Heart Association) level is required and must remain current throughout the program. Be sure to recertify before the expiration date indicated on the card. Evidence of current certification must be uploaded to CastleBranch.com.

Background Checks

Based on Wisconsin State law, clinical agencies must have completed background checks for all students. The College of Nursing and Health Sciences requires students admitted to the nursing programs to complete background check materials which are submitted by the students to CastleBranch.com. CastleBranch.com conducts Wisconsin and out of state criminal record and healthcare fraud and abuse searches. Some clinical agencies also require the Wisconsin Department of Health and Family Services (DHFS) Background Information Disclosure (BID), a release for a Wisconsin Department of Justice Criminal Background Check. Further information regarding the Wisconsin Caregiver Law can be obtained from'DHFS's Web site: www.dhfs.state.wi.us. Students participating in clinicals in Minnesota may be required to complete added background check(s) (with associated fees). Additional, including out of state, background checks (with associated fees) may be required by the College and by the clinical agencies. Clinical agencies may conduct further background checks. In addition to providing student background check findings, some clinical agencies require the College to submit photo images of students for identification and safety surveillance purposes.

Admission status to the nursing program is contingent upon return of criminal background check(s) with no findings that would prevent participation in the program. Because of background check or BID findings, clinical agencies may refuse placement of students based on the findings. This may prevent progression in or completion of the program. The findings also may affect future licensure, good standing with licensure, and employment. A criminal history is not an automatic bar to clinical agency placement, program progression, licensure/certification, and/or future employment. Admitted students are under a continuing obligation to notify the'Dean's Office at the College of Nursing and Health Sciences of any new or pending charges or violations of federal, state, and local laws or the campus student conduct code, or RN licensure encumbrances or status changes that occur at any future date and during their tenure as College of Nursing and Health Sciences students. Failure to notify the college may result in loss of good academic standing in the college and an inability to progress in the program.

Liability Insurance

The University maintains general liability insurance that covers students while they are caring for patients or clients as part of a University course. Students should consider carrying their own liability insurance policy.

Health & Clinical Record Requirements

Students are not permitted to participate in clinical course work and experiences unless all health record information, including immunizations, TB tests, CPR certification, personal health insurance coverage, RN licensure, background checks, and other health or clinical requirements are current and cleared/approved. Please refer to the Health and Clinical Record Guidelines on the web. Some clinical sites require students to have proof of personal health insurance coverage; therefore, students must be able to provide proof of personal health insurance if asked. Students are under a continuing obligation to notify the Dean's Office at the College of Nursing and Health Sciences of any lapses in personal health insurance coverage. All requirements are subject to change as clinical facility requirements evolve. Non-immune

status may affect clinical placement and ability to progress or complete the program. BSN Completion students must have current WI or MN RN licensure; TB test requirement for BSN Completion students to be completed by April 1st for fall clinical and November 1st for Spring clinical; all other requirements to be met upon admission to the program. WI or MN RN licensure must be maintained throughout the program. Appropriate RN license required for clinical placement.

Health Insurance Requirement and Health Expenses and Risks

All expenses associated with RN licensure, 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-Eau Claire, the College, the practicum facility, or the practicum institution. In addition, workers' compensation insurance does not cover students. If a student suffers a needle stick or is injured while in practicum, they are personally responsible to pay for all medical bills and therefore will need personal health insurance.

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 for the duration of their education. 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 dean's office of the College of any lapse in personal health insurance coverage.

BSN Completion Program Students Registered Nurse (RN) License Guideline*

Admission

All fully admitted BSN Completion students must be Registered Nurses (RN) with a current unencumbered U.S. RN license from WI or MN. Licensed applicants are required to provide evidence of their Wisconsin (WI) or Minnesota (MN) RN license at the time of application to the BSN Completion program.

Restrictions, limits, or other encumbrances on the license may be grounds for denial of admission to the program or result in further review to determine whether the restrictions will interfere with the student's ability to successfully complete the program.

Students licensed in a state other than WI or MN at the time of application, who have applied for a WI or MN license and encounter significant delays in processing, must provide evidence of a certified letter to the Board of Nursing (BON) requesting licensure application processing as soon as possible. The BSN Completion Program Admissions committee will consider these applications on a case-by-case basis and determine if the applicant meets conditional admission criteria. All conditionally admitted students must provide evidence of the WI or MN RN license to the program as soon as possible once processed by the respective State BON.

RN licensure, either through multi-state or single state licensure, in the state where the student will be completing clinical, will be required for all clinical courses.

Progression

Prior to clinical course registration, the BSN Completion student must be fully admitted. Department of Nursing staff will determine if the WI license is WI-only (single) state or WI multi-state and confirm that the license is unencumbered. Students with a multi-state license will be able to participate in clinical experiences with nursing compact states. Students with a MN license will be assigned to a MN-based agency or virtual experience since MN is currently not a compact state.

RN License Status Changes after admission to the Nursing major: Admitted BSN Completion students are required to notify the Dean of any license status changes including licensure in another state, license lapses, or license encumbrances (such as a RN license with stipulations or restrictions).

All students are obligated to maintain a current unencumbered WI or MN RN license throughout the program. If a BSN Completion student experiences an encumbrance (such as a RN license with stipulations or restrictions) at any time during their nursing program, they must notify the Clinical Agency Coordinator for post-licensure programs immediately, followed by notification of the Dean of the College of Nursing and Health Sciences.

> **Students with an encumbered license:**
> • must provide the Clinical Agency Coordinator for post-licensure programs and the Dean of the College of Nursing and Health Sciences with a copy of the agreed upon order(s).
> • may be allowed to take non-clinical courses.
> • are not allowed to take courses that include field experiences (CND 480 Nursing Within Systems: Analysis and Application which is comprised of 2 credits of didactic and 2 credits of clinical coursework).
> • will notify the Clinical Agency Coordinator for post-licensure programs and the Dean of the College of Nursing and Health Sciences when their license becomes unencumbered and provide a copy of the Board of Nursing's notification letter.

Failure to notify the appropriate people of an encumbered RN license will be considered academic misconduct and will be subject to the University of Wisconsin System policy on academic misconduct.

* Guideline adapted from UW-Green Bay RN-BSN Program license policy.
Approved by Department 3/9/23

Appropriate Clinical Practice Dress Attire

Nursing faculty will advise students of proper attire for the capstone clinical experience (CND 480).

Name–pin - A UWEC College of Nursing name pin (with legal first and last name) will be worn during all clinical assignments unless otherwise directed by the instructor or agency. A UWEC name pin will be provided. The designated staff member at either the Eau Claire (Nursing Room 127) or Marshfield site (program office) will order name pins with student legal first and last names and distribute them. If the name pin is lost, students are expected to order a replacement through the Nursing support staff at either the Eau Claire (Nursing Room 127) or Marshfield Site (program office). Requests for replacements also can be made through the following link to a name pin request form: https://uweauclaire.qualtrics.com/jfe/form/SV_e9TqFdZX3PWpcHz.

Health Restrictions

Students having any work restrictions due to surgery, illness, pregnancy, etc. should notify their clinical instructor immediately. Any missed clinical time will be addressed on an individual basis.

VIII. Policies and Procedures for Clinical Experiences

Policies Relating to Injuries and Exposure Risk in Clinical and Skills Lab Settings

1. Faculty/IAS and students are responsible for exercising reasonable prudence to prevent injury or risk. This means that faculty/IAS must be aware of risks inherent in situations to which students are exposed and assignments must be structured in a way that takes into consideration the st'dent's capacity and readiness to deal with the risks. Faculty/IAS and students will comply with approved safety precautions so as to not compromise their own safety or that of others in the vicinity. Students having any work restrictions due to surgery, illness, injury, pregnancy, etc., should notify their clinical instructor immediately.
2. Both students and faculty/IAS will refer to"the "Guidelines to Promote Safety and Prevent Infection with Bloodborne Pathogens for Students and Faculty/IAS in All Clinical Experiences".
3. All accidents, injuries, and exposure incidents (including needle sticks), either to themselves or their patients, are to be reported promptly to the supervising faculty/staff and appropriate agency personnel.
4. The instructor is responsible for documenting the event following the procedures of the College of Nursing and Health Sciences, UW-Eau Claire Safety & Risk Management, and the clinical agency.
     - Documentation of injury or exposure to a bloodborne pathogen, occurring to a student or College of Nursing and Health Sciences employee while **ON CAMPUS**:
        a. Follow the UW-Eau Claire Bloodborne Pathogen Exposure Control Plan: https://www.uwec.edu/kb/article/risk-management-and-safety-bloodborne-pathogens-exposure-control-plan/
        b. Complete the UWEC College of Nursing *Incident Record of Injury or Exposure to Risk* form. The reporting form is available on the department SharePoint website under *Forms and Resources*. After all signatures are obtained, submit the form to the Dean's office (Main office at the MF site). This record is not kept in the individual's personal file.
     - Documentation of injury or exposure to a bloodborne pathogen, occurring to a student or College of Nursing and Health Sciences employee while **ON SITE AT A CLINICAL AGENCY**:
        a. Complete the clinical agency incident report. Do not submit this form to the CONHS. This is for the clinical agency only.
        b. Complete the UWEC College of Nursing *Incident Record of Injury or Exposure to Risk* form. This form is available on the department SharePoint website under *Forms and Resources*.
        c. Submit **only** the UWEC College of Nursing *Incident Record of Injury or Exposure to Risk* form to the Dean's office (Main office at the MF site), after all signatures are obtained. This record is not kept in the individual's personal file.
        d. Follow the UW-Eau Claire Bloodborne Pathogen Exposure Control Plan: https://www.uwec.edu/kb/article/risk-management-and-safety-bloodborne-pathogens-exposure-control-plan/
5. Nursing faculty/IAS and other CONHS employees who are injured or exposed must also complete the following:
     - The UWEC Worker Compensation form. Submit the completed form to the UWEC Human Resources Office, and a copy to the CONHS Dean's office.
     - Complete the Bloodborne Pathogens Post Exposure Incident Report Form available via the UWEC Bloodborne Pathogens Exposure Control Plan.
6. Students must be advised they should notify their health insurance carrier of their academic activities involving bloodborne pathogenic materials. Neither UW-Eau Claire departments nor the Student Health Service will fund post-exposure follow up procedures should the student become exposed to bloodborne pathogens (UW-Eau Claire Exposure Control Plan, April, 2007).

Centers for Disease Control. (2013). Updated U.S. Public Health Service guidelines for the management of occupational exposures to HIV and recommendations for postexposure prophylaxis. *Infection Control and Hospital Epidemiology*, 34 (9), 1-48.

7/88; Reviewed 9/91; Rev: 8/00; Revised 10/09; 7/12; 1/15; edited 7/21, 6/22.

Policy Regarding Bloodborne Pathogens

Control of Bloodborne Pathogens is a principal concern of the College of Nursing and Health Sciences (COHNS) Department of Nursing, including nondiscriminatory treatment of students and faculty/staff who may have a bloodborne illness, faculty/IAS and student education, and exposure or infection control issues that may arise with nursing students, department faculty/IAS, and clients served in clinical practice.

Objectives
1. Protection of the rights and welfare of patients, employees, students, faculty/staff, and the public who come in contact with each other through various Department of Nursing programs and activities.
2. Continuation of the Department of Nursing's ability to carry out its mission in the setting of bloodborne pathogen concerns.

Definitions of Bloodborne Pathogens
- HIV antibody posi–ive - A person who has serum antibody to Human Immunodeficiency Virus as confirmed by reliable testing.
- Bloodborne patho–ens - Include, but are not limited to, Hepatitis B, Hepatitis C, Human Immunodeficiency Virus (HIV), Syphilis, Malaria, and Creutzfeldt-Jakob Disease.
- AIDS- Acquired Immune Deficiency Syndrome as defined by the Center for Disease Control (CDC).
- Direct patient contact- Care or contact with a patient that requires direct physical contact. Contact with mucous membranes, body fluids/excretions, or performance of an invasive procedure are of particular concern.

Admission and retention of students: Nondiscriminatory treatment
The same admission and retention policies prevail with regard to the person who is HIV antibody positive, has AIDS, Hepatitis C, or other bloodborne illness, as for any student admitted to the program with a known medical condition.

Decisions regarding admission or retention for the student with a known bloodborne illness are based on the following:
1. The student's condition is relatively stable and well controlled.
2. The student is able to carry out activities essential to meeting course and program objectives.
3. The student is able to function in the program without significant risk to self or others.
4. The student is regarded as one who will be able to carry out the responsibilities of professional nursing practice after graduation.

Education: Faculty/IAS and Students
Education regarding Bloodborne Pathogens including current OSHA standards is required annually for students and Department of Nursing faculty/IAS. (OSHA 29CFR1910.1030.) Education materials are available electronically on the CONHS Canvas website.

Annual Safety Training Requirement (AST)—Includes Bloodborne Pathogen Annual Requirement.
Evidence of completing the annual update will be maintained as indicated below.
- Faculty/IAS: It is the responsibility of the faculty/IAS member to view the online materials and pass the quiz. Department Chair or designee will monitor Canvas site for successful completion of quiz. The quiz must be completed by October 1 of every academic year.
- Students: Annually, it is the responsibility of the student to view the online materials and pass the quiz. This requirement will be met in the following courses prior to the start of on-site clinical experiences: CND 310, CND 480, and NRSG 701, 709, 719, 722, 730, 741, 750, 805, 811, 813, 827, 831, 833, and 852. In the TBSN program

this requirement will be met each fall in the following clinical courses: NRSG 267, 317, 359, 447 or 428, and 477 and each spring in 267. Course coordinators or designees will monitor successful completion of the quiz and inform appropriate course faculty and students.

Approved by Dept. 10/17/13; updated 5/17; edits on 1/19, 1/20, 7/21.

Guidelines to Promote Safety and Prevent Infection with Communicable Diseases…

… for Students and Faculty/IAS in all Clinical Experiences. ALL CLIENTS WILL BE CONSIDERED POTENTIALLY INFECTED WITH COMMUNICABLE DISEASES

1.   Barrier precautions must be used to prevent contact with blood and other body flus including potential for splash.
   a. Gloves, whenever contact is likely.
   b. Masks, protective eyewear, face shields, gowns or aprons if potential for generation of droplets of blood or other body fluids exis

10. 2.   Following removal of gloves, hands and other skin surfaces **must** be washed with soap or other cleansing agent immediately and thoroughly if contaminated with blood or other body fluid

11. 3.   If a glove is torn it must be removed and promptly replaced with a new glo

4. Individuals who have exudative lesions or weeping dermatitis should refrain from all direct client care until the condition is resolv

12. 5.   Clinical agency policy must be followed when providing immediate newborn ca

13. 6.   To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand or removed from disposable syringes after use. After they are used, disposable syringes and needles or other sharp instruments should be placed in puncture resistant containers for disposal according to Institutional procedure

14. 7.   Mouthpieces, resuscitation bags or other ventilating devices must be used in the event that resuscitation becomes necessa

15. 8.   Spills of blood or other body fluids must be cleaned with soap and water, then rinsed with a 1:10 solution of 5% sodium hypochlorite (household bleach) or an equivalent disinfectant. Housekeeping personnel must be alerted immediately if they are to clean the ar

16. 9.   Institutional procedures will be followed relative to the handling of soiled or contaminated linen. Gloves **must** be worn whenever handling contaminated equipment or materials.

10. All other agency infection control policies must be followed for students and faculty/IAS in clinical settings.

http://www.cdc.gov/HAI/prevent/prevent_pubs.html
http://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf

Centers for Disease Control. (2013). Updated U.S. Public Health Service guidelines for the management of occupational exposures to HIV and recommendations for postexposure prophylaxis. *Infection Control and Hospital Epidemiology*, 34 (9), 1-48.

Approved 6/91
Revised 10/09; 1/15

Guidelines to Promote Safety and Minimize Risks Associated with the Instruction and Practice…

… of Technical Skills within the Department of Nursing. (On Campus, Clinical Learning Center, or Nursing Clinic areas)

1. Items coming in contact with mucous membranes or resulting in breaks in skin or vascular integrity will be considered as potentially infectious and handled with universal precautions to prevent transmission of infectious agents.

   Puncture-resistant containers will be used for the disposal of potentially infectious disposable it
2. ems.

   All reusable items used in the Clinical Learning Lab will be cleaned and/or replaced according to standard best practi
3. ces.

   All invasive procedures performed by students on humans in the Clinical Learning Center require faculty supervis
4. ion.
5. Practice of technical skills by students in the Department of Nursing will take place during designated supervised lab hours.
6. Condition of equipment and supplies used for practice of technical skills will be monitored by a responsible faculty member.
7. Students are responsible to promptly report any injury sustained during learning experiences to a faculty/IAS member.
8. Completed UWEC Incident Record of Injury or Exposure Risk form will be submitted to the CONHS Dean's office. The completed form will then be kept in the Dean's office.

http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5210a1.htm
http://www.cdc.gov/mmwr/PDF/rr/rr5116.pdf
http://www.cdc.gov/hicpac/pdf/guidelines/Disinfection_Nov_2008.pdf

Approved 9/91
Revised 10/09, 1/15, 6/22.

Community-Based Clinical Practicum Guidelines

Guidelines for Clinical Experiences in Public Health Agencies, Residential Facilities, Homes, and Other Community Settings. Community-based practicums involve specific planning to maximize effectiveness and maintain safety. The following guidelines are designed to help meet the above aims.

Clinical practicums may occur in community-based settings, in order to meet specific program requirements and course objectives. The purpose of community-based practicums is to learn to assess, plan, and deliver care for families, communities and populations (e.g., in schools, correctional facilities) in their natural environment.

Professional Conduct and Safety Guidelines

1. Standards of professional conduct and communication, as well as protection of client confidentiality, apply in community settings as in all other clinical settings. Additionally, conduct and communication are expected to be culturally sensitive.
2. Dress code guidelines of the clinical agency, Department of Nursing, and specific syllabus instructions are to be followed.

3. Professional nurse-patient boundaries must be maintained. Only *agency* contact information is to be shared with clients for follow-up.

4. Visit preparation and communication with the clinical instructor or preceptor is necessary for maximum safety and effectiveness. Most clinical visits are made by students in pairs. Specific timing, goals, and itinerary for the visit must be developed in advance with instructor or preceptor knowledge and approval. For example, students must be familiar with the setting's geographic location and travel by the safest direct route. Remember that cell/GPS service may not be available in rural areas.

5. **Student safety is of highest priority.** Maintain alertness to identify hazardous circumstances in the setting. If a student feels unsafe for whatever reason (e.g., alcohol or other substance use in the home, developing altercation, or visible presence of a weapon), **withdrawal from the situation is required.** Immediate contact with the clinical instructor must be made and documentation completed as instructed.

6. Students are encouraged to practice automobile safety precautions. Examples include being aware of fuel levels, weather conditions, and emergency numbers. Lock automobile doors; do not display valuables. Following a home or community visit, travel to a safe place, such as the agency, university, or local library to complete documentation. Please be aware that student driver authorization may be a requirement, depending upon the circumstances of university related travel.

Approved 4/8/16

IX. Graduation and Beyond

Checklist for Graduating Seniors

_____ You must apply for graduation on "MY BLUGOLD" by the end of the first week of undergraduate priority registration for the semester of intended graduation.

_____ Your record will be reviewed for graduation only after you have registered for your final term. At that time, a letter will be sent to you indicating your eligibility to graduate. Be SURE to review your degree audit after your final registration and address any unmet requirements immediately.

_____ Order nursing pin directly from the University Bookstore on the Eau Claire campus (a form will be provided by the College). Price ranges vary considerably, depending on whether you order gold case, gold-filled, or gold. The pin may be purchased at any time following graduation if the graduate wishes to delay purchase—please contact the University Bookstore for information regarding late purchases.

_____ Attend to mailings sent to you from the Registrar's office. Any problems with your academic record or with graduation requirements should be reported to your academic adviser at once.

_____ Order cap and gown for commencement from the University Bookstore.

_____ Pay or make arrangements with the Business Office for payment of any money owed to the University. (A hold is placed on transcripts and other records until book and parking fines are paid, exit interview form for loans are filed, etc.)

_____ Commencement tickets are free of charge, but must be ordered by the advertised deadline. Complete the order request for your allotted number of seats and return to UW-Eau Claire by the advertised deadline.

_____ Attend Nursing Convocation in Schofield Auditorium the day of graduation. This ceremony is for all Nursing graduates. RSVP's are required.

Nursing Pin

The Nursing pin may be worn only after the requirements for the degree have been met. Orders are placed through the UW-Eau Claire University Bookstore in spring and fall for seniors anticipating graduation, and the pins are awarded at a special Convocation Ceremony on commencement day. In case of loss or damage to a pin, graduates should contact the office of the Dean of the College of Nursing and Health Sciences for authorized purchase of a replacement. (Information on ordering Nursing pins will be e-mailed to all second semester seniors and students in CND 480 during that term.)

Graduate Programs

Applications to apply to Graduate School are available at the Graduate Admission's Office. Check with the Admission's office for deadlines. Openings may be limited. A minimum cumulative grade point average of 3.0 is required for acceptance. For further information, contact the Graduate Admission's office at 715-836-4733 or the Nursing Graduate Programs Director.

Master of Science in Nursing (MSN)

Students may select full-time or part-time programs of study. To facilitate graduate study, courses are offered on a block schedule, therefore meeting once per week, either on Monday or Tuesday. Clinical preceptorships require additional time scheduled during the week, though many of these can be arranged in your home community/region. All graduate courses are offered once per year, with some role preparation courses offered every other year.

Students pursuing the nurse practitioner or clinical nurse specialist role preparations need to keep in mind that we no longer offer the MSN as a degree option for them at UWEC, in keeping with the American Association of Colleges of Nursing (AACN) recommendation to transition advanced practice nursing preparation to the Doctor of Nursing Practice (DNP) degree level. We continue to offer the MSN degree for students interested in pursuing the nursing education or administration/leadership & management role preparations. For further information on MSN education, please go to the college website.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice degree option is for individuals pursuing education in advanced practice nursing. The DNP is a clinical doctorate designed to prepare nurses to assume leadership roles in the areas of advanced clinical practice (nurse practitioner or clinical nurse specialist) or nursing administration/nurse executive. Both MSN-to-DNP (post-master's) and BSN-to-DNP (post-baccalaureate) options are available at UW-Eau Claire. For further information see the college website.

Alumni Status

It is important to keep the Dean's office aware of your current address. From time to time, the College of Nursing and Health Sciences sends out surveys regarding employment and satisfaction with the Nursing program. Responses to these surveys can help with federal funding for the College.

There is also a Nursing newsletter which highlights alum accomplishments and news. Please send information to the College Dean's office so we can keep your classmates informed of your accomplishments.

Appendix A - Sigma Theta Tau (Sigma)

Sigma Theta Tau is the international nursing honor society that recognizes students in baccalaureate and graduate nursing programs who demonstrate superior scholastic achievement, evidence of professional leadership potential, and/or marked achievement in the field of nursing. Six students at the Indiana University Training School for Nurses founded the society in 1922. The name was chosen using the initials of the Greek Words, STORGA, THAROS, TIMA, meaning Love, Courage, Honor. The honor society is now referred to as *Sigma.*

From a beginning of six members and one chapter in 1922, the organization has grown to more than 12,000 members and 263 chapters. Sigma Theta Tau International is a member of the Association of College Honor Societies and is professional and scholarly, rather than social in its purpose.

The local chapter, Delta Phi, was granted a charter on April 25, 1980.

Membership is by invitation. Undergraduate students must be in the upper one-third of the class to be eligible for membership (please see Sigma Theta Tau website for current information: http://www.nursingsociety.org/default.aspx). A percentage of the class may be elected as juniors with the remainder elected in the spring of their senior year. Graduate nursing students and professional nurses in the community members may also be recommended for membership.

As a member of Sigma Theta Tau, one joins a global community of scholars who perceive their professionalism with a special sense of commitment to research, education, and quality patient/client care.

Active membership in Sigma Theta Tau carries numerous privileges. These include:

- Opportunity to remain abreast of scholarly research developments, social and educational trends, conference, and seminar highlights that are covered in *The Journal of Nursing Scholarship*, *Reflections Online, Worldviews on Evidence-Based Nursing, *, and other special publications Professional growth through conferences, seminars, and workshops. Members receive reduced conference fees.
- Leadership opportunities in nursing and in the community at large.
- Recognition programs in support of achievement, leadership, service, education, and research.
- Priority when applying for National and Chapter research grants.
- An implicit recommendation in relation to employment and admission to graduate school.

Many faculty and instructional academic staff are Sigma Theta Tau members and officers. Please talk with them about the Society and all it has to offer.

Appendix B - Northwestern Wisconsin Chapter of the American Assembly for Men in Nursing

In 2016, the Northwestern Wisconsin Chapter of the American Assembly for Men in Nursing was formed by UW-Eau Claire nursing students with the assistance of faculty advisers. It is part of the larger American Assembly for Men in Nursing (AAMN) organization originally founded in 1971 and is open to all genders. The Northwestern Wisconsin Chapter was recognized as an official student organization on the UW-Eau Claire campus with the 2016-2017 academic year. The goal of the chapter is to increase enrollment of minorities, particularly men, into nursing and create more diverse future cohorts of nursing students at UW-Eau Claire and nationally.

Membership is open to pre-nursing and admitted nursing undergraduate and graduate students of all genders at UW-Eau Claire, including the Marshfield Site, as well as non-UW-Eau Claire students and practicing nurses. Please see the UW-Eau Claire Blusync website (http://www.uwec.edu/Activities/organizations/ for more information.

Appendix C - Library Resources and Utilization

McIntyre Library on the Eau Claire campus, the UWSP-Marshfield library, and the George E. Magnin Medical Library are the primary library resources for nursing students.

Mayo Clinic Health System's and HSHS Sacred Heart Hospital's libraries are also available. However, please be sure to bring your student identification when utilizing Sacred Heart resources as they are making efforts to offer their resources exclusively to nursing students.

The librarians can suggest a better resource if you are not able to find the information you seek (i.e. local demographic, community, and/or public health data).

Aids to Library Use
Librarians are a scholar's best friend when it comes to helping you uncover and access current informational and reference materials. Make the Reference Desk your first stop in the library.

Selecting References

1. Select the most current scholarly references. While books over five years old rarely meet this criterion, there are "classics" in each field which are considered appropriate for research and are able to be incorporated into scholarly efforts. Because of the rapidity with which knowledge is accumulating, even sections of newly published books may be obsolete; therefore, expect to rely heavily on professional journals and periodicals in addition to consulting books.

2. As a general rule, do not use older editions of books if a newer edition has been published.

3. Materials written for the lay public must be used cautiously; information pertinent to scholarly research is generally found in literature made available through professional sources.

Appendix D - Lesbian, Gay, Bisexual, Transgender, Intersex, Queer/Questioning, or Asexual (LGBTQIA+) Safe Space Resolution

In that it can be assumed that some members of the nursing student body, pre-nursing students, department of nursing faculty and staff, and other members of the Department of Nursing community may be lesbian, gay, bisexual, transgender, intersex, queer/questioning, or asexual (LGBTQIA+) individuals;

And, in that many of our patients and large segments of society are LGBTQIA+ individuals;

And, in that we have committed, in our Nursing vision/mission/program outcome and University strategic planning documents, to fully promote and aspire to equity, diversity, inclusivity ideals and actions;

And, in that any form of negative bias against lesbian, gay, bisexual, transgender, intersex, queer/questioning, or asexual (LGBTQIA+) individuals constitutes a form of discrimination;

And, in that we have a responsibility to create a culture, community and physical space free from bias, bigotry, and discrimination;

And, in that the LGBTQIA+ Safe Space concept strives to assure that that each member of every community is valued and respected regardless of sexual orientation or gender orientation/expression;

Be it resolved that the UW-Eau Claire Department of Nursing, Nursing programs, and Nursing Building will be identified as Safe Space for LGBTQIA+ individuals, their partners, family members and allies, in all activities and undertakings associated with UWEC Nursing program and department functions;

And that the UWEC Department of Nursing will strive to uphold and enact Safe Space precepts, actions, and intent in our collective endeavors to create a welcoming, bias-free environment supportive of LGBTQIA+ issues and concerns.

Approved 9/18/09; 5/11/23.

Appendix E - Registration Tips

Online Core/Elective Nursing Courses
BSN Completion program (Collaborative Nursing Program/BSN@Home) website
Online Course Commitment Form

1. Getting on the statewide class list is essential! This is done by submitting a BSN Completion program (Collaborative Nursing Program/BSN@Home) course commitment form.

2. Completing your course commitment form:

   a. Watch your UWEC e-mail for a notice from the student services office stating the opening date for submission of your course commitment form is approaching.

   b. When you receive the notice from the student services office stating the course commitment form is open, go to www.bsnathome.com, click "Current Students", then click "Open Course commitment form" for the correct term (summer, fall, or spring)

   c. Next check the drop box for the correct term and complete your personal information using your **UWEC e-mail address**. Correspondence from non-UWEC email addresses will likely go to junk mail, in turn, not being received, and jeopardizing your application.

   d. Continue completing the course commitment form and click the box that applies:

      I have been admitted to my "Home" Institution for the next semester (newly admitted CNP student)

      OR

      I am a continuing student at my "Home" Institution (ongoing CNP student), then click "continue' at the bottom

   e. Next, click the boxes in front of the courses you desire to take totally online. You cannot back out of this so be sure to select the appropriate courses or a blank form will be submitted. You will not be able to re-submit the form until we clear the blank form for you!

   f. After you have selected your courses, you should print the page that shows the courses you have selected.

   g. Through UW Extended Campus (the group that manages our online classes), the BSN Completion program will send us notice of what courses you are requesting. After we check your status for any pre-requisites we will confirm your seat in that course. At this time your position in the course has been held, however, to be officially enrolled, you still must register for the courses in MyBlugold CampS.

3. You will be notified of your registration date for courses on Blugold, but be advised that in order to register for all courses beginning with the suffix "CND", you **must** receive electronic permission before you are able to officially register for them on Blugold regardless of your registration date!

4. Books and login for BSN Completion online courses are through the BSN@HOME website not the **UWEC** website or bookstore! The UW EXTENDED CAMPUS group will send this information to you one to two weeks before classes begin.