University of Wisconsin
Eau Claire

College of Nursing

Faculty / IAS / Staff Department of Nursing Handbook with Select College of Nursing Materials

July 2024

We acknowledge that UW-Eau Claire occupies the sacred and ancestral lands of Indigenous Peoples. We honor the land of the Ojibwe and Dakota Nations.

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UNIVERSITY OF WISCONSIN-EAU CLAIRE
COLLEGE OF NURSING

I. History

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. Following the retirement of Dr. Mary Canales in May 2024, Dr. Lorraine Smith assumed the BSN Completion Program Director role.

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. For the 2021-2022 academic year, the faculty continued 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. The chair duties were subsequently divided among three co-chairs/directors: TBSN Program Director Arin VanWormer; Nursing Graduate Programs Director Lisa Schiller; and Marshfield Site Director Rachel Merkel.

After receiving votes of support from the Nursing Undergraduate Curriculum Committee, the Nursing Graduate Curriculum Committee, and the Department of Nursing, the College of Nursing and Health Sciences faculty and staff voted in April 2024 to change the name of the College to the College of Nursing. In renaming the College, the faculty and staff had been surveyed to determine interest in changing the name and to suggest possible names, with the "College of Nursing" being the most popular response. Since 2013, the College of Nursing and Health Sciences had been comprised of a single department and "Health Sciences" was perceived to be a carryover from the time when the Department of Public Health Professions was a part of the College. Changing the name to "College of Nursing" would more accurately reflect the nursing focus of the College and provide clarity for the University and for prospective students. The University Senate Academic Policies Committee voted unanimously on April 9, 2024 and the University Senate voted unanimously on May 7, 2024 to approve the change, with Chancellor James Schmidt signing off on the new name on May 15, 2024. Board of Regents approval was received in July 2024, making the rename effective immediately.

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.

BSN Completion Program

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. Selected sections were offered at the Marshfield Site, when there were sufficient numbers of students located in central Wisconsin.

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 from which they graduate. That is, one is admitted to a selected university, and is required to fulfill all degree requirements specific to that university. The 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 curriculum included six core courses offered online by the six Universities of Wisconsin campuses, plus a beginning and capstone BSN Completion course offered by UW-Eau Claire for the Eau Claire students. These two UW-Eau Claire courses were initially offered in a hybrid format, but have since transitioned to being all online (with the exception of the clinical component of the capstone course).

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 master's 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 (while Dr. Debra Jansen continued to serve as the MSN and DNP program director) 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. (Students were admitted into the post-master's DNP option starting in 2010.) The College of Nursing 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 Universities of Wisconsin 11 comprehensive universities.

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. 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 were taught by a combination of on-site faculty, main campus faculty, and telecommunications technology. To complete the baccalaureate degree, for the non-nursing requirements, students primarily utilized course offerings at the University of Wisconsin-Stevens Point, UW Marshfield/Wood County, and UW Marathon County campuses.

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 could 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, Dr. Beeman's title of "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. 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. Dr. Merkel became the Director of the Marshfield Site in 2020.

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. DeeAnn Dickinson, Ms. Kate Filla, Mr. Brian Tessmer, and Ms. Rachel Zaleski, then current students (and graduates) at

our Marshfield Site. Associate Dean Debra Jansen emceed the event and shared words from Dr. Robin Beeman, as she was unable to attend. 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 provided 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 has provided for our students in central Wisconsin. 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 continued 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 continued 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 remained the UW-Eau Claire nursing program and the students were UW-Eau Claire nursing students. Students continued to have clinicals at the Marshfield Medical Center and access to Marshfield Clinic Health System resources, including the Magnin Medical Library. The move was a positive one for students as they had the best of both worlds—access to a campus environment and a world class health system complex.

In Spring 2024, Marshfield Clinic Health System made the difficult decision to phase out the distance education site in Marshfield over the next two years, with the last cohort of three students graduating in May 2026. During this two-year period, we will maintain the use of the UW-Stevens Point at Marshfield campus, including the simulation laboratories. Following the Spring 2026 semester, we will continue to partner with Marshfield Clinic Health System for clinical learning opportunities in Marshfield, Eau Claire, and other communities. As of May 2024, 847 individuals have graduated from UW-Eau Claire through the distance education site. Subsequently, in July 2024, Marshfield Clinic Health System and Sanford Health announced an intent to combine and create an integrated health system. The combination was expected to close by the end of 2024.

The announcements of the phasing out of the Marshfield distance education site and intent to combine come on the heels of the closures of Hospital Sisters Health System (HSHS) Sacred Heart Hospital in Eau Claire and HSHS St. Joseph's Hospital in Chippewa Falls in March 2024, and Prevea Health Clinics in Western Wisconsin in April 2024, amidst financial struggles faced by health care systems, particularly those covering more rural areas. With these closures, we have pivoted to utilizing more of the MCHS Marshfield Medical Center hospital units in Marshfield for students located at our Eau Claire campus. Students from the Eau Claire campus already had been traveling to the MCHS Marshfield Children's Hospital in Marshfield for pediatric experiences.

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 became 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 Coffman funds are now used for student scholarships). 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, 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 was 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 is intended to recognize and promote 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 created 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, have 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 came together in the Center; here faculty and students in various educational programs could learn, test, and refine as they directed their attention to health maintenance and restoration for clients across the life span, particularly those who were under-served by existing health care services. The Nursing Center for Health was put on hold in 2007, due to lack of faculty resources. While it was operating, examples of services provided by the Center included blood pressure clinics and foot and nail care at apartments for low-income older adults; and physicals for low-income older adults engaged in employment training and seeking work.

In 2003, The Rita Kisting Sparks Faculty Service Award was established by Dr. Sparks to recognize excellence in service and is awarded annually to a member of the nursing faculty or teaching academic staff.

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. Aspects of this position were subsequently 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 had been awarded and 268 people had 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 Universities of Wisconsin, 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 oak 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. Two Maltese crosses acknowledge the significance of the historical monastic nursing orders.

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 held the evening before commencement. In case of loss or damage to a nursing pin, graduates contact the University Bookstore for replacement.

II. Position Descriptions

Associate Dean - College of Nursing

The Associate Dean reports to the Dean of the College of Nursing and Health Sciences. This position is a 100% fiscal year appointment, held by a tenured faculty member of the Department of Nursing. The Associate Dean has supervisory responsibilities for the Student Services Coordinator.

Specific duties and responsibilities are as follows:

1. Manages undergraduate and graduate student issues, including but not limited to recruitment, admissions, progressions, and advising.
2. Represents the Dean in matters related to student services associated with waivers, substitutions, petitions, change of registration, withdrawals, confirming credit, second degree forms, program plan changes, and health record declinations, etc.
3. Represents the Dean in matters related to undergraduate student progression, including academic standing within the University and nursing programs. Manages student progression appeals to support overall student progression.
4. Reviews and determines admission status for undergraduate re-entry/re-admission to the University requests.
5. Manages pre-licensure undergraduate student declinations and alternate lists, including representing the Dean in admitting alternates and late applicants as positions become available.
6. Participates in the orientation of new faculty and instructional academic staff regarding advising for the pre-licensure college programs, provides updates to the College regarding advising matters, and monitors pre-licensure advising activities. Provides guidance to the Advising, Retention & Career Center regarding the advising of nursing students.
7. Collaborates with the Chair of the Nursing Department, Nursing Graduate Programs Director, the Traditional BSN Program Director, the Marshfield Site Director, and the BSN Completion Program Director related to undergraduate and graduate student issues.
8. Maintains liaison between the College programs and other university offices regarding student academic matters.
9. Collaborates with the Department of Nursing Department Assistants and Dean's Assistant in providing leadership and direction in planning and conducting Department program and College related activities, such as convocation.
10. Collaborates with members of the College and Department, including curriculum committee chairs, program directors, and department chair(s), for preadmission and admission orientation for students.
11. Monitors and provides clarification on the Nurse Scholars Program criteria and requirements to ensure qualification for admission to nursing programs.
12. Collaborates with the Dean in alumni and foundation activities to promote the College, such as the alumni newsletter.
13. Collaborates with the Nursing Graduate Programs Director and BSN Completion Program Director as related to BSN Completion and graduate student recruitment, admissions, and student progression issues.
14. Oversees the supervising of the maintenance of College records for pre-licensure academic and student matters and provides guidance to the Student Services Coordinator, to the Clinical Agency Coordinator, and to the Clinical Requirements Specialist for pre-licensure programs assuring compliance with health record surveillance, CPR certification, and background checks. Provides guidance to the Clinical Agency Coordinator for post-licensure programs as needed.
15. Supervises and conducts annual performance evaluation for the Student Services Coordinator.
16. Collaborates with members of the College and Department in completing required student data surveys, e.g., for AACN, NLN, NCSBN, WCN, and U.S. News.
17. Provides student and alumni references as directed by the Dean.
18. Provides oversight of the graduate assistant positions and fellowships when awarded to the College.
19. Participates in the development of strong campus and community partnerships and collaborations to advance the vision and mission of the CONHS.
20. Collaborates with members of the Department and College to assure updates of resources such as the website, faculty/IAS and undergraduate and graduate student handbooks, and university catalogs.

21. Collaborates with others in the College and across campus to enhance support for programs and students.
22. Represents or acts for the Dean in the Dean's absence, and as directed by the Dean serves on campus and College committees and serves as an advisor to the Dean on matters related to personnel, governance, and organization of the College and its component units and programs.

Rev. 11/11; 8/13; 7/17; 3/7/20; 6/16/22; 5/12/23; 5/27/24.

Traditional BSN Program Director/Department Co-Chair

The traditional BSN program Director/Co-Chair is responsible for the implementation of the curriculum for the traditional BSN program and providing support to the undergraduate faculty and staff in addition to Co-Chair duties outlined below. This is a 9-credit workload which is part of a tenured faculty position, with release time from faculty role, and a summer appointment. This position reports to the Dean. This position will be held by a tenured faculty member with experience in the traditional undergraduate nursing program. This position will not be held simultaneously with any other Committee Chair role.

The Traditional BSN Program Director/Co-Chair has the authority and the responsibility for leadership and management in the traditional BSN program in:

1. Supporting, encouraging, and facilitating faculty development to achieve best teaching practices in the undergraduate curriculum.
2. Collaborating with the nursing undergraduate curriculum chair and undergraduate committee to assure achievement of program level outcomes.
3. Convening clinical course coordinator meetings regularly throughout the semester and as needed.
4. Collaborating with undergraduate course contacts and faculty/IAS on course related issues.
5. Collaborating with undergraduate course contacts and faculty/IAS on student concerns.
6. Consulting with other Director/Co-Chairs and/or Associate Dean regarding undergraduate course and/or student concerns.
7. Assisting with orienting and mentoring new faculty/IAS hires regarding the educator role, curriculum, and class and clinical teaching.
8. Collaborating with other Department Director/Co-Chairs in creating staffing and scheduling nursing courses.
9. Monitoring students enrolled in traditional undergraduate nursing courses once in the program.
10. Collaborating with the clinical agency coordinator in addressing traditional undergraduate student health/CPR/criminal background check records.
11. Consulting with other Department Director/Co-Chairs and Associate Dean related to students at risk in their courses.
12. Collaborating with the Nursing Undergraduate Curriculum Chair and undergraduate committee in supporting, encouraging, and enhancing curriculum development.
13. Promoting and supporting Equity, Diversity, and Inclusivity (EDI) in the undergraduate program.

Co-Chair-specific related duties include:

1. The Nursing Department Director/Co-Chair, working collaboratively with other Director/Co-Chairs, has the authority and the responsibility for leadership in:
2. Developing, articulating, and supporting a collective departmental mission, vision, and philosophy;
3. Anticipating, planning, establishing, and assessing departmental goals and initiatives;
4. Fostering collegiality and collaboration within and between departments, units and colleges;
5. Establishing a positive, supportive, civil, and inclusive environment for faculty, staff and students;
6. Advocating effectively and respectfully on behalf of the department;
7. Supporting and encouraging curriculum development and outstanding teaching practices;
8. Supporting and encouraging scholarship conducted by the tenured, tenure track and clinical faculty.
9. Supporting and encouraging career-long professional growth and development of all faculty and staff;
10. Supporting and encouraging departmental service to the college and university of all faculty and staff;
11. Coordinating personnel so that all faculty and staff members are put to their best use for the benefit of students and for meeting program outcomes;
12. Faculty and staff recruitment, retention, promotion, and tenure, and for advocating for diversity in personnel actions and;
13. Ensuring fair, complete, and procedurally sound personnel actions are conducted to ensure professional and accountable behaviors are occurring within the department.

The Nursing Department Co-Chair in coordination with other Department Co-Chairs has the authority and the responsibility for management and oversight of:

1. Teaching faculty and instructional staff, clinical agency coordinators, prelicensure academic success coordinator, and support staff;
2. Personnel actions including recruitment, annual performance evaluation, salary, reappointment, and promotion and tenure processes in coordination with the DPC and Dean, as appropriate;
3. Collaborating with Department Director/Co-Chairs in making teaching assignments and nursing program class schedules;
4. Course evaluations and instructor evaluations of students;
5. Assuring, in collaboration with the clinical agency coordinators and undergraduate faculty, that clinical agreements, evaluations and student placements are consistent with undergraduate program guidelines and national accreditation recommendations.
6. Monitoring faculty travel, vacation and use of sick leave;
7. Assisting with orienting and mentoring of new faculty and staff, in collaboration with Director/Co-Chairs.
8. Collaborating with other Department Directors/Co-Chairs, Associate Dean, regarding student issues;
9. Preparation and submission of reports as requested by the Dean, Provost and/or Chancellor.
10. Other duties as assigned.

The Nursing Department Director/Co-Chairs participate with the Dean or members of the Dean's office but is not primarily responsible for:

1. Facilitating alumni relations, community outreach and development activities;
2. Prospective student recruiting;
3. Administration, assessment and evaluation of all department programs and curriculum;
4. Departmental outreach activities to both alumni and interested community members and;
5. Equipment inventory and facilities assigned to the department.

Qualifications/Desired Characteristics--A successful candidate will present evidence of the following:
Required Qualifications • PhD in Nursing or a terminal degree at the doctoral level in nursing • Current RN license in U.S, with eligibility for licensure in WI; RN license in WI required at start of contract • Eligibility for rank at the Associate or Professor level • Eligibility for Tenure at the time of hire • Demonstrated excellence in teaching and scholarship • Leadership, management, teaching, and collaboration skills • Proven mentorship abilities • Evidence of working effectively with faculty, staff and students • Demonstrated commitment to diversity, equity, and inclusiveness Preferred Qualifications • Formal leadership in baccalaureate and/or graduate nursing programs • Formal supervisory and personnel experience • An established program of research/scholarship.

8/10/23

BSN Completion Program Director

The BSN Completion Program Director oversees the implementation of the BSN Completion program. The Director is a doctorally prepared tenured or tenure track nursing faculty. This is a full-time academic year faculty position with a 3 credit (25%) release from faculty workload for BSN Completion Director responsibilities. Travel may be required. The Director reports to the Department Co-Chair / Graduate Programs Director and is responsible for:

1. Serves as the UWEC representative to the statewide BSN@HOME steering committee, including attending monthly meetings from September through June and as needed; participating in task forces and/or workgroups; and attending the annual UW Extended Campus Faculty Symposium.
2. Verifies BSN@Home budget spreadsheets related to tuition as prepared by the budget officer.
3. Verifies statewide enrollment numbers and confer with the Executive Director of Enrollment Management to ensure correct financial translation for the BSN@HOME program.
4. Reviews and verifies BSN@Home fiscal end-of-year financial form.
5. Advises the Department Co-chair on the courses and faculty needed for the BSN Completion program, including BSN@Home and UWEC-specific courses.
6. Tracks BSNC students across the program and monitors progression.
7. Advises students enrolled in the program.
8. Obtains grades from the BSN@Home statewide repository, submit grades for all BSN@Home core and elective courses and informs the Associate Dean, Department Co-chair, and advisor of any potential progression issues for UWEC BSNC students.
9. Represents the Dean's office related to the admission reviews, leads application review meetings, assures admission letters are sent, and updates the Canvas BSN Completion Connection site to ensure orientation and other resources are current.
10. Oversees pre-admission recruitment and advising through regular meetings with the Post-licensure Admissions Director.
11. Collaborates with the Clinical Agency Director for Post-Licensure Programs for BSNC to secure new and maintain current clinical sites for the CND 480 capstone course.
12. Guides BSN completion students, advisor, and instructors to provide program guidance, including review of CND course evaluation data. Collaborates with CND faculty on evaluation data of <3.0 for course improvement. Serves as a resource, along with other available resources on campus. Communicate concerns with the Co-chair.
13. Prepares agenda, schedules, and leads BSN Completion Team meetings throughout the academic year and summers as needed.
14. Maintains regular communication with technical college partners through email outreach, schedules and facilitates two annual meetings, attends Alliance meetings twice yearly and as needed, and visits partner campuses.
15. Completes monthly reports for the Department of Nursing meeting.
16. Submits yearly data to the Eligible Training Program List (ETPL) state workforce program to maintain tuition eligibility.
17. Completes other duties as assigned.

Updated 4/5/24

Graduate Programs Director/Department Co-Chair

The Graduate Programs Director/Co-Chair is responsible for the implementation of the curriculum for the Master of Science in Nursing (MSN) program and Doctor of Nursing Practice (DNP) programs along with Co-Chair duties outlined below. This is an 8-credit workload, which is part of a tenured faculty position with release time from faculty role, and a summer appointment. This position reports to the Dean. This position will not be held simultaneously with any other Committee Chair role.

The Graduate Programs Director has the authority and the responsibility for leadership in:

1. Overseeing student services activities for students in the graduate nursing programs (MSN and DNP), including meeting with prospective students, monitoring admission and progression and outreach/recruitment for the program.
2. Representing the Dean/Associate Dean related to student services as associated with degree program plans and the associated changes, graduation approvals and applications to APN certifying bodies.
3. Providing orientation and, subsequently, consultation for the graduate faculty related to graduate student advising and graduate teaching/learning mentoring.
4. Assuring, in collaboration with the clinical agency coordinator and graduate faculty, that clinical agreements, evaluations, and student placements are consistent with graduate program guidelines and national accreditation recommendations.
5. Consulting with course coordinators related to student, course, and curricular issues.
6. Assuring in collaboration with the clinical agency coordinator, the monitoring of graduate student health/CPR/criminal background check records and other agency related requirements.
7. Working closely with the Co-Chairs in the Nursing Department to assure attainment of nurse practitioner and clinical nurse specialist educational regulatory and certification requirements.
8. Represents the graduate nursing programs as needed and directed by the Dean, including serving on the University Graduate Council.
9. Collaborating with the Nursing Graduate Curriculum and Admissions Committee as related to such activities as graduate student admissions, orientations and the associated materials (i.e. Handbook).
10. Monitoring the progress, scheduling public presentations, and verifying successful completion of the Scholarly and DNP Projects.
11. Convening graduate nursing faculty meetings.
12. Working with the Co-Chairs, to participate in staffing and scheduling nursing courses, including developing the graduate course schedules.
13. Reviewing each semester the graduate course evaluations and all clinical related evaluations (programmatic and student) and reporting any concerns to Co-Chairs, Dean and/or Graduate Curriculum and Admission Committee.
14. Assuming responsibility for graduate registration duties and course enrollment monitoring.
15. Utilizing personnel so that all faculty and staff members are put to their highest and best use and for the maximum benefit of students, including assignment of advisors.
16. Advising the Associate Dean, Co-Chairs, and Dean of student recruitment, admission, and progression issues.
17. Representing the Dean, in assuring the completion/validation of documentation for alumni of graduate programs associated with advanced practice certification, licensure, references, credentialing and other related documentation.
18. Working with the university office of graduate studies to assure student and program requirements/needs are met.
19. Representing the Dean's office related to the admission reviews (including recommendations for admission to the Dean of Graduate Studies), assuring admission letters are sent, orientation is provided to the newly admitted students and assignment of advisors,
20. Other duties as assigned.

Co-Chair-specific related duties include:

1. The Nursing Department Director/Co-Chair, working collaboratively with other Director/Co-Chairs, has the authority and the responsibility for leadership in:
2. Developing, articulating, and supporting a collective departmental mission, vision, and philosophy;

3. Anticipating, planning, establishing, and assessing departmental goals and initiatives;
4. Fostering collegiality and collaboration within and between departments, units and colleges;
5. Establishing a positive, supportive, civil, and inclusive environment for faculty, staff and students;
6. Advocating effectively and respectfully on behalf of the department;
7. Supporting and encouraging curriculum development and outstanding teaching practices;
8. Supporting and encouraging scholarship conducted by the tenured, tenure track and clinical faculty.
9. Supporting and encouraging career-long professional growth and development of all faculty and staff; Supporting practice for APRN faculty and staff.
10. Supporting and encouraging departmental service to the college and university of all faculty and staff;
11. Coordinating personnel so that all faculty and staff members are put to their highest and best use for the benefit of students and for meeting program outcomes;
12. Faculty and staff recruitment, retention, promotion, and tenure, and for advocating for diversity in personnel actions and;
13. Ensuring fair, complete, and procedurally sound personnel actions are conducted to ensure professional and accountable behaviors are occurring within the department.

The Nursing Department Co-Chair in coordination with other Department Co-Chairs has the authority and the responsibility for management and oversight of:

1. Teaching faculty and instructional staff, clinical agency coordinators, prelicensure academic success coordinator, and support staff;
2. Personnel actions including recruitment, annual performance evaluation, salary, reappointment, and promotion and tenure processes in coordination with the DPC and Dean, as appropriate;
3. Collaborating with Department Director/Co-Chairs in making teaching assignments and nursing program class schedules;
4. Course evaluations and instructor evaluations of students;
5. Assuring, in collaboration with the clinical agency coordinators and undergraduate faculty, that clinical agreements, evaluations and student placements are consistent with undergraduate program guidelines and national accreditation recommendations.
6. Monitoring faculty travel, vacation and use of sick leave;
7. Assisting in orientation and mentoring of new faculty and staff, in collaboration with Director/Co-Chairs.
8. Collaborating with other Department Director/Co-Chairs, Associate Dean, regarding student issues;
9. Preparation and submission of reports as requested by the Dean, Provost and/or Chancellor.
10. Other duties as assigned.

The Nursing Department Director/Co-Chairs participate with the Dean or members of the Dean's office but is not primarily responsible for:

1. Facilitating alumni relations, community outreach and development activities;
2. Prospective student recruiting;
3. Administration, assessment and evaluation of all department programs and curriculum;
4. Departmental outreach activities to both alumni and interested community members and;
5. Equipment inventory and facilities assigned to the department.

Qualifications/Desired Characteristics:
Certification as an advanced practice nurse (APN) and particularly as a nurse practitioner is preferred. The individual must have experience teaching in the graduate nursing programs. Working with the role preparation options coordinator (s) (e.g. Family, Gero/Adult) is expected if the Graduate Programs Director is not a certified APN.

8/2/2023

Graduate and BSN Completion Pre-Advising and Admissions Coordinator

The Graduate and BSN Completion Pre-Advising and Admissions Coordinator is responsible to the Graduate Programs Director and the BSN Completion Program Director. This is a fiscal year appointment with a 10 credit workload. The Coordinator is responsible for assuming student pre-advising and admission service activities for students in the graduate and BSN Completion nursing programs (BSNC, MSN and DNP), including:

1. Responding to and following up with phone calls and communication as well as meeting with prospective students;
2. Monitoring admissions and outreach;
3. Recruitment for the programs, inclusive of information sessions, coordinating admission materials;
4. Preadmission advising for both potential graduate and BSN completion students inclusive of
    a. Advising to select Associate Degree programs regarding BSN completion
    b. Providing on-site advising and support to regional health care organizations, e.g. Black River Falls Hospital initiative, Marshfield Medical Center as well as other partnerships related to BSN Completion
    c. Responding to and/or following up proactively with students in the alliance programs (CVTC, WTC, WITC) via phone, email, video conferencing, letters or in-person meetings.
    d. Monitoring progress of alliance students related to transcripts and course selection.
    e. Arranging for application meetings with students in the alliance programs.
5. Assuming responsibility for graduate and BSN Completion program admission processing;
6. Working closely with the Graduate Programs Director and BSN Completion Program Director to assure appropriate preadmission advising;
7. Working with the program assistant/support staff for the BSNC and graduate programs to assure appropriate recruitment materials and admission processing;
8. Maintains electronic pre-advising records for graduate and BSN completion programs;
9. Facilitating the BSN Completion and graduate student orientation;
10. Advising the BSN Completion Program Director and Graduate Programs Director related to student recruitment and admission issues; and
11. Other duties as assigned.

8/19/15.

Director of the Marshfield Site/Department Co-Chair

The Director/Co-Chair of the Marshfield Site reports to the Dean of Nursing and works with Co-Chairs, faculty, students, and staff to implement all day-to-day program operations at the Marshfield Site. This is a 10.5 credit load administrative academic appointment with a summer stipend. Co-Chair-related duties are outlined following Director-specific duties below.

Specific duties and responsibilities as they relate to the Director role are as follows:

1. Promotes a sense of identification with the University of Wisconsin – Eau Claire CONHS at the Marshfield Site, while increasing awareness of the Marshfield Site with the Eau Claire campus, and with the communities at large.
2. Collaborates with the Dean regarding opportunities for program expansion and sustainability in Central WI.
3. Advocates for faculty, students, and staff regarding needs specific to the Marshfield Site.
4. Serves as liaison with the regional communities and clinical agencies.
5. Serves as a liaison between the CONHS and Marshfield Clinic Health System (MCHS) regarding:
    - Utilization of clinical units
    - Acquisition of additional skills lab space and distance education room
    - Campus security
    - Maintenance of facilities and equipment
    - Institutional policies/procedures (for example: immunizations, infection control, computer training, CPR)
    - Purchasing of equipment for skills/simulation lab
    - Program marketing and student recruitment
6. Collaborates with personnel from UW-EC and MCHS to identify ongoing technology needs (e.g. purchase, installation, maintenance, and updating of computer systems, wireless internet, and distance education technologies, including Interactive Television equipment).
7. Collaborates with the Dean regarding:
    - Recruitment of students, e.g., area high school, college career fairs, technical schools, healthcare facilities
    - Presentations at secondary and post-secondary institutions
    - Communication with student advisors from UW-Stevens Point, UW-Stevens Point at Wausau, and UW-Stevens Point at Marshfield regarding admission procedures and curriculum that will impact their advising process and recruitment of prospective students
    - Development and revision of marketing materials for the CONHS- Marshfield Site.
    - Identification of Marshfield Site services, technology, and supply needs
    - Develops budget requests
8. Advises prospective students at the Marshfield Site in the traditional undergraduate nursing program.
9. Confers with students relative to academic concerns or personal difficulties as needed.
10. Collaborates with Co-Chairs regarding:
    - Scheduling, staffing and other needs of the Marshfield Site.
    - Student issues at the Marshfield Site.
11. Collaborates with the Associate Dean regarding:
    - Student issues at the Marshfield Site.
    - New student orientation.
    - Student admissions.
12. Prepares an annual report as directed by the Dean of the CONHS.
13. Provides oversight of the duties of administrative support staff in Marshfield: Academic Department Associate.
14. Other duties as assigned.

Co-Chair-specific related duties include:

1. The Nursing Department Director/Co-Chair, working collaboratively with other Director/Co-Chairs, has the authority and the responsibility for leadership in:
2. Developing, articulating, and supporting a collective departmental mission, vision, and philosophy;

3. Anticipating, planning, establishing, and assessing departmental goals and initiatives;
4. Fostering collegiality and collaboration within and between departments, units and colleges;
5. Establishing a positive, supportive, civil, and inclusive environment for faculty, staff and students;
6. Advocating effectively and respectfully on behalf of the department;
7. Supporting and encouraging curriculum development and outstanding teaching practices;
8. Supporting and encouraging scholarship conducted by the tenured, tenure track and clinical faculty.
9. Supporting and encouraging career-long professional growth and development of all faculty and staff;
10. Supporting and encouraging departmental service to the college and university of all faculty and staff;
11. Coordinating personnel so that all faculty and staff members are put to their highest and best use for the benefit of students and for meeting program outcomes;
12. Faculty and staff recruitment, retention, promotion, and tenure, and for advocating for diversity in personnel actions and;
13. Ensuring fair, complete, and procedurally sound personnel actions are conducted to ensure professional and accountable behaviors are occurring within the department.

The Nursing Department Co-Chair in coordination with other Department Co-Chairs has the authority and the responsibility for management and oversight of:

1. Teaching faculty and instructional staff, clinical agency coordinators, prelicensure academic success coordinator, and support staff;
2. Personnel actions including recruitment, annual performance evaluation, salary, reappointment, and promotion and tenure processes in coordination with the DPC and Dean, as appropriate;
3. Collaborating with Department Director/Co-Chairs in making teaching assignments and nursing program class schedules;
4. Course evaluations and instructor evaluations of students;
5. Assuring, in collaboration with the clinical agency coordinators and undergraduate faculty, that clinical agreements, evaluations and student placements are consistent with undergraduate program guidelines and national accreditation recommendations.
6. Monitoring faculty travel, vacation and use of sick leave;
7. Assisting in orientation and mentoring of new faculty and staff, in collaboration with Director/Co-Chairs.
8. Collaborating with other Department Director/Co-Chairs, Associate Dean, regarding student issues;
9. Preparation and submission of reports as requested by the Dean, Provost and/or Chancellor.
10. Other duties as assigned.

The Nursing Department Director/Co-Chairs participate with the Dean or members of the Dean's Office but is not primarily responsible for:

1. Facilitating alumni relations, community outreach and development activities;
2. Prospective student recruiting;
3. Administration, assessment and evaluation of all department programs and curriculum;
4. Departmental outreach activities to both alumni and interested community members and;
5. Equipment inventory and facilities assigned to the department.

Qualifications:

Must be a tenured faculty in the department of nursing; familiar with UW-Eau Claire student policies and procedures; and willing to represent UW-EC with our Marshfield partner, Marshfield Clinic Health System.
8/2/2023

Director of the Clinical Learning Center

This is a tenured/tenure track position.

Position Summary Statement

The Director of the Clinical Learning Center is a full-time academic year tenured/tenure track position in the College of Nursing and Health Sciences (CONHS) with a 50% summer appointment. This position supports the Bachelor of Science in Nursing programs and the graduate programs in the development and implementation of simulation and other learning activities in the Clinical Learning Center. Support includes assisting faculty with designing, teaching and evaluating clinical learning experiences in the Learning Center; facilitating student learning during open lab sessions; managing the overall activities of the Learning Center; and developing best practice guidelines for simulation aimed at student success. This position works closely with the Associate Director of the Clinical Learning Center and supervises skills lab assistants and student assistants in the lab. The Director of the Clinical Learning Center works under general supervision and reports to the Chair of the Department of Nursing.

Essential Job Functions and Responsibilities

Teaching

- Teach the equivalent of at least 3 credits per year.
- Assist faculty with teaching and evaluation of lab courses and simulation.
- Facilitate student learning during open lab sessions for students.
- Collaborate with Associate Director of the Clinical Learning Center to foster the expansion of Inter-professional education (IPE).
- Collaborate with Associate Director of the Clinical Learning Center to provide staff development in simulation.
- Stay current with technological advances and trends in nursing education, simulation and health care.
- Collaborate with the Associate Director of the Clinical Learning Center for development, implementation, and evaluation of simulation experiences for students in clinical lab and didactic settings.

Scholarship

- Develop own program of scholarship for clinical learning and simulation.
- Facilitate/support faculty scholarship for clinical learning and simulation.
- Support faculty research in the area of clinical learning and simulation.
- Submit grants to secure external funding related to the Clinical Learning Center.
- Collaborate with the Chair of the Technology & Facilities Committee to submit internal grants (e.g., lab modernization and CRIT grants).

Service

- Attend department meetings on a regular basis.
- Share curriculum committee representation (UGCC & GCC ex-officio) with the Director of the Clinical Learning Center.
- Serve on the Technology & Facilities committee.
- Support and promote UWEC simulation program in community and academic settings through conferences, presentations, and networking opportunities.

Management

- Collaborate with the Associate Director of Clinical Learning Center to develop a strategic plan for simulation program development and evaluation.
- Collaborate with the Associate Director of Clinical Learning Center, Department Chair, Graduate and Undergraduate program directors, and faculty to develop a coordinated plan to accommodate courses, student practice, and general use of the skills lab, simulation rooms, and clinic areas.

- Collaborate with Course Coordinators to maintain current lab set-ups and guidelines.
- Collaborate with Skills Lab Coordinator at the MF site to maintain equitable equipment and supplies at both sites.
- Collaborate with the Associate Director of Clinical Learning Center to staff simulation sessions at both sites.
- Collaborate with Course Coordinators and faculty to stay current with area trends in nursing care equipment and supplies.
- Orient faculty, students, and others to skills laboratory areas, equipment, and supplies.
- Submit annual report on use of laboratory facilities and equipment (including CPR, other departments, and community) to the Nursing Department Chair.
- Maintain schedule for use of skills lab (212, 212A, 234), simulation rooms (222, 224, 246A, 246B, 246) and clinic rooms.
- Develop requests to purchase new equipment and learning media for skills lab at both sites.
- Communicate with College budget manager, purchasing agents, and vendors to obtain supplies and equipment for lab courses, simulation, and skills lab operation.
- Supervise and assist skills lab assistants and students to maintain clean, orderly skills lab and simulation lab environments.
- Schedule skills lab assistants and students for set-up and take-down of course labs and simulation sessions.
- Evaluate skills lab assistants and student performance.

11/15/17

Associate Director of the Clinical Learning Center

Position Summary Statement

The Associate Director is an in-person position in the Clinical Learning Center (CLC) for the Department of Nursing in the College of Nursing and Health Sciences. The Associate Director is a vital member of the CLC team, providing teaching, lab and simulation management, and academic service. This position is an excellent opportunity for a nursing educator who enjoys simulation, teamwork, and creative problem-solving. The position works under general supervision and reports to the Director of the Clinical Learning Center. It is a full-time academic year appointment with the possibility of a summer appointment.

Essential Job Functions and Responsibilities

50% Clinical Learning Center Teaching

- Teach the equivalent of 8 credits per semester in the CLC through simulation, lab courses, skill testing, and open lab sessions.
- Support simulation teaching and teaching across the undergraduate and graduate curriculum at both Eau Claire and Marshfield sites (may require travel).
- Assist faculty with teaching and evaluation of lab courses and simulation.
- Facilitate student learning during open lab sessions, lab courses, skill testing, and simulation.
- Collaborate with the Clinical Learning Center Director, Marshfield Coordinator, and faculty to coordinate the development, implementation, and evaluation of simulation experiences for students in clinical lab and didactic settings.
- Mentor faculty and nursing students at both sites on best practices for simulation.
- Review and evaluate simulation placement and efficacy in the curriculum.
- Plan, implement, and evaluate evidence-based practices for simulation in clinical learning.
- Collaborate with the Director of the CLC to foster the expansion of Inter-professional Learning (IPE).
- Stay current with technological advances and trends in nursing education, simulation, and healthcare.

30% Clinical Learning Center Management

- Collaborate with the Director and Marshfield Site Coordinator of the CLC to develop a strategic plan for simulation program development and evaluation.
- Collaborate with the Director and Marshfield Site Coordinator of the CLC to plan, schedule, and staff simulation activities, scheduled course labs, and open lab sessions.
- Manage internal purchasing, including developing equipment, supply, and media requests.
- Participate in grant and funding requests.
- Supervise student lab assistants.

20% Service

- Engage in department, college, and university service opportunities such as meetings and committees
- Share curriculum committee representation (UGCC & GCC ex-officio) with the Director of the Clinical Learning Center.
- Serve on the Technology & Facilities committee.
- Conduct tours as needed.
- Support and promote the UWEC simulation program in community and academic settings through conferences, presentations, and networking opportunities.

5/10/17, Reviewed 5/1/19; revised 5/24.

Clinical Learning Center Coordinator – Marshfield Site

REPORT TO: Director of the Clinical Learning Center and Director of the Marshfield Site

QUALIFICATIONS:

- Master's degree in nursing from an accredited nursing program
- Unencumbered license as a registered nurse in the United States
- Eligible for immediate licensure as a registered nurse in the state of Wisconsin.
- Eligible for health care provider CPR certification, up to date immunizations, and other verifications required by clinical agencies
- Satisfactory background study clearance as required by state statutes
- Minimum 2 years of recent clinical practice experience
- Demonstrated experience and/or commitment to equity, diversity, and inclusivity core values
- Demonstrated leadership responsibilities
- Excellent organization and communication skills
- Preferred:
    - Certification in Simulation Education
    - DNP from an accredited nursing program or Ph.D. in nursing; or doctorate in a related field with a Master's degree in nursing from an accredited nursing program

APPOINTMENT: Academic year appointment with minimal of 8 credits per semester with possibility for summer appointment

RESPONSIBILITIES:

1. Teaching
    a. Orient faculty, students and others to Clinical Learning Center areas, equipment, and supplies.
    b. Assist faculty with teaching and evaluation of lab courses and simulation
    c. Facilitate student learning during open lab sessions for students
    d. Collaborate with Director of the Clinical Learning Center, Associate Director of the Clinical Learning Center, and faculty to coordinate the development, implementation, and evaluation of simulation experiences for students in clinical lab and didactic settings.
    e. Stay current with technological advances and trends in nursing education, simulation, and healthcare.
2. Service
    a. Attend department meetings on a regular basis.
    b. Serve as ex-officio, voting member on the Technology & Facilities committee
    c. Conduct tours and recruitment events involving the CLC as needed.
    d. Support and promote UWEC simulation program in community and academic settings through conferences, presentations, and networking opportunities.
3. Management
    a. Collaborate with the Director and Associate Director of the Clinical Learning Center to develop a strategic plan for simulation program development and evaluation.
    b. Collaborate with the Director of the Clinical Learning Center to plan, schedule, and staff simulation activities, scheduled course labs, and open lab sessions.
    c. Collaborate and communicate with Department Chair
    d. Collaborate with Course Coordinators to maintain current lab set-ups and guidelines that provide equity across both sites
    e. Maintain schedule for use of the Marshfield site Clinical Learning Center

f. Collaborate with Director of the Marshfield Site on equipment, supply requests from the Marshfield Clinic, and facility needs.
g. Provide necessary information for annual Marshfield site report
h. Consult with Director and Associate Director regarding purchase, warranties, repair of simulation equipment and communication with vendors.
i. Submit an annual report of simulation activities and projected needs to the Director of the Clinical Learning Center.
j. Develop requests for equipment, supply, and media purchases.
k. Ensure day to day operations including ordering and maintaining supplies, maintaining clean and orderly environment, maintaining mannequins and equipment in clean working order, setup and take down of lab supplies.

10/5/22

Clinical Learning Center Technical Integration Engineer

Description:
This position blends interpersonal and technical skills to provide technical and support services in the installation, configuration, operation, maintenance, troubleshooting, and diagnosis of hardware, software, and peripheral audio/video (AV) equipment for the Clinical Learning Center (CLC). A successful candidate will be professional, positive, and empathetic, with strong technical skills and the communication skills necessary to successfully assist students, faculty, and staff in multiple technical areas. A high degree of customer service and professionalism should be present in every interaction with a commitment to positively contributing to the quality of work-life for all College employees and students.

REPORT TO: Director of the Clinical Learning Center

APPOINTMENT: Full time, 12 months

Required Qualifications:

- Associate's degree.
- A steady energy level and calm demeanor with the ability to navigate challenges with creativity, flexibility, patience, tenacity, and a sense of humor.
- Demonstrated organizational skills to balance work demands for projects, critical outages, planning, and ongoing operational needs.
- Ability to gather knowledge from multiple sources to solve technical issues presented.
- Excellent interpersonal skills and ability to work collegially with a diverse student body, faculty members, and administrative staff.
- Demonstrated cultural humility, sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of students, faculty, and staff.

Preferred Qualifications:

- Bachelor's Degree.
- Experience in higher education.
- Knowledge of computer clients, workstation/desktop hardware, software, and peripherals. Functional knowledge of AV equipment.
- Demonstrated experience and success in project management, planning, process improvement, implementing, and supporting IT projects.

Essential Job Functions and Responsibilities

- Organize, schedule, maintain, and clean audio/video equipment and troubleshoot AV equipment difficulties in coordination with Information Systems Coordinator and Learning and Technology Services (LTS).
- Create and maintain a replacement/lifespan plan for CLC AV equipment, including procuring, installing, tracking, upgrading, and disposal.
- Develop documentation and training for specialized AV applications.
- Work closely with Information Systems Coordinator and LTS to evaluate and test technology, keeping an eye on expanding standards while providing a solution that meets the CLC's needs, including developing new simulation spaces within the Science and Health Science Building.
- Collaborate with LTS in the implementation of AV installations.
- Troubleshoot AV problems via phone, email, remote software (Zoom, Teams, etc.), and on-site visits to the Marshfield site to provide exceptional customer support.
- Utilize and develop a familiarity with various AV hardware and software components, including VALT.
- Acquire knowledge and experience to act as a subject matter expert in CLC AV areas.

- Adhere to all appropriate institutional policies and other relevant internal department and college policies, including FERPA.
- Develop familiarity with the operation of distance education (DE) classroom equipment to serve as a backup to the Informational Systems Coordinator in troubleshooting and supporting DE.
- Develop familiarity with the operation of AV equipment used in simulation to serve as a backup to the Simulation Technician.

May 2023

Simulation Technician

Position Summary Statement
This position is a simulation technician in the Clinical Learning Center for the Traditional BSN (TBSN) program and the Graduate Programs in the Department of Nursing in the College of Nursing and Health Sciences. This position is at Eau Claire, Wisconsin, with occasional travel to Marshfield, Wisconsin (up to 5%). This position reports to the Director of the Clinical Learning Center.

Reports to: Clinical Learning Center Director

Appointment: Full time, 12 months.

Essential Job Functions and Responsibilities

55% Simulation Operation

- Operate and program various high-fidelity mannequins and software.
- Support role-playing applications, props placement, and moulage set-up to create a simulated healthcare setting.
- Maintain current knowledge of simulation equipment catalogs and operation manuals.
- Operate audio/visual equipment used in simulation.
- Assist with training faculty in the use of simulation equipment.

35% Clinical Learning Center Operations

- Set up and take –down simulation supplies and equipment.
- Maintain a clean and orderly environment in the skills lab.
- Maintain index/cataloging system for locating supplies and equipment.
- Order supplies and equipment to maintain inventory.
- Stock carts and shelves from ordered supplies.
- Document the use of laboratory and clinic areas by faculty, students, and others.
- Collaborate with the Director of Clinical Learning on lab, students, and staff scheduling.
- Maintain mannequins, equipment, and supplies in clean, working order.
- Assist with the coordination and management of standardized participants.
- Work collaboratively with faculty and instructional academic staff, support staff, and Department Chair.

5% Record Keeping

- Maintain student files and records.
- Provide reports as needed.
- Adhere to all appropriate institutional polices and other relevant internal department and college policies, including FERPA.

5% Other duties needed to help drive the vision, fulfill the mission, and abide by the College's values

June 2023

Jane W. and James E. Moore Nursing Research Professorship

This is a full-time position with a concurrent, tenured appointment in the college.

The Moore Nursing Research Professorship was created to recognize and promote the ongoing research development of a nurse scientist at a nationally recognized undergraduate faculty/student research intensive comprehensive university. The named scholar is an experienced nurse educator with a demonstrated commitment to scholarship and a documented pattern of research in a designated area. The candidate is at a place in their career trajectory where they wish to expand upon an area or refocus their scholarship to establish a new area of research. The recipient of the Moore Professorship will be granted time and resources to further develop their own research program, while also promoting scholarship of the faculty and students in the department of nursing. This is a tenured faculty position at the associate or full professor rank, holding a nine-month appointment with a summer appointment at 25%. The appointment as the Moore Nursing Research Professor is a limited term appointment of three years. The Moore Professor reports to and works in consultation with the Dean in the College of Nursing.

Responsibilities

The Moore Professor provides effective oversight, operational excellence, and coordination for the following functions:

Research

- Maintain the research program established before being named the Moore Professor or establish a new research program
- Engage in grant writing for externally funded research utilizing the expertise in the Office of Research and Sponsored Programs
- Develop relationships within the college and across the university, including those involving collaborative research with community agencies such as Mayo Clinic Health Systems and Marshfield Clinic Health Systems
- Participate in the scholarly development of faculty and staff

Academic Mission

- Collaborate with Sigma Theta Tau International, Phi Delta Chapter, in the development of their college research event and participate in CERCA, Provost's Honors Symposium, and other opportunities for showcasing research efforts
- Demonstrate commitment to equity, diversity, and inclusion that includes connecting EDI and research
- Teach a maximum of three credits in their preferred area of nursing in conjunction with their nursing specialty and or scholarship.

Required Qualifications

The successful candidate will present evidence of the following:

- PhD in Nursing
- Eligibility for RN licensure in WI
- Eligibility for rank at the Associate Professor or Professor level
- Eligibility for tenure at the time of hire
- Evidence of an established program of research and concomitant publications
- Evidence of expertise in qualitative, quantitative, or mixed methods research modalities
- Experience in securing external grant funding
- Familiarity with translational and/or evidence-based scholarship
- Evidence of working effectively and collaboratively with faculty and students
- Evidence of interprofessional scholarship, teaching or service
- Demonstrated commitment to diversity, equity, and inclusion

Evaluation
The candidate for the Moore Professorship will be a tenured faculty at the rank of Associate or Professor level. Accordingly, the candidate will be reviewed per the Department Evaluation Plan based on post-tenure review criteria.

The candidate will also be reviewed annually by the Dean to evaluate progression in meeting progress towards goals set forth by their scholarship plan. The review will be completed every year during the three-year commitment. If the position is renewed, the annual review will continue.

Campus Research Supports
The candidate will have access to support staff within the College of Nursing & Health Sciences (CNHS) for assistance with various scholarly activities, such as formatting grant submissions. The CNHS also has technology support staff to assist the candidate, in the dissemination of scholarship. Funds will also be available to support attendance at conferences to present scholarship.

The candidate will also have access to university resources to support scholarship through the Office of Research and Sponsored Programs (ORSP). ORSP provides funding and administrative support for internal, external and UW system grants and programs, professional development, and sabbatical leave projects. ORSP promotes faculty and academic staff professional development by presenting and mentoring in the areas of grant writing, faculty-student research collaboration, and strategic planning for scholarly success. Finally, ORSP sponsors colloquia and celebrations to highlight faculty and staff research, publications, and grant seeking. In addition to ORSP, the candidate may have opportunities to collaborate with peer faculty in research professorships on campus and or practice partners at local and regional health systems, health departments, or other practice sites.

Revised 5/2/24

Prelicensure Academic Success Coordinator

Position Summary Statement

The Prelicensure Academic Success Coordinator is a full-time instructional academic staff position in the College of Nursing and Health Sciences (CONHS). This is a full-time academic year with the possibility of a part-time summer appointment. This position supports the Traditional Bachelor of Science in Nursing program by coordinating the academic success of the students in the program. Support includes managing test taking success efforts, developing best practice guidelines aimed at student success, and collaborating with other units on campus to promote student academic success. This position supervises the Prelicensure Academic Success Facilitator based at the distance education site in Marshfield, Wisconsin. The position includes (75%) prelicensure academic success coordinator duties and (25%) course instruction. The Prelicensure Academic Success Coordinator works under general supervision and reports to the Chair of the Department of Nursing.

Essential Job Functions and Responsibilities

55% Support Traditional Bachelor of Science in Nursing Student Academic Success

- Oversee early intervention support efforts for student success.
- Develop guidelines for early intervention support based on best practices.
- Manage the Peer Support Center.
- Support faculty tutoring.
- Collaborate with the University Career Center to support student resume writing, interviewing, and developing professional practices for job acquisition.

25% Course Instruction

- Teach in the traditional BSN program (7 credit hours per academic year)

10% Coordinate Prelicensure Testing Success

- Support test taking success efforts
- Coordinate standardized testing process
- Coordinate special circumstance testing including but not limited to proctoring of students requiring test-taking accommodations due to English as a second language and disability concerns, taking required courses online at other campuses that require exam proctoring, etc.
- Communicate National Council of State Boards of Nursing (NCSBN) requirements and updates
- Communicate with senior students at the Eau Claire campus and Marshfield Site regarding state licensure processes and requirements

5% Direct Prelicensure Academic Success Effort

- Supervise Marshfield based Prelicensure Academic Success Coordinator
- Manage Prelicensure Academic Success effort

5% Other Duties as Assigned

- Serve as unofficial member/consultant on Undergraduate Curriculum Committee(UGCC), Student Affairs and Undergraduate Admissions Committee (SAUAC), and Assessment and Evaluation committee

8/27/18

Prelicensure Academic Success Facilitator

Position Summary Statement

The Prelicensure Academic Success Facilitator is a 25% academic year instructional academic staff position at the University of Wisconsin – Eau Claire (UWEC) in the College of Nursing and Health Sciences (CONHS) based at the distance education site in Marshfield, Wisconsin. This position supports the Traditional Bachelor of Science in Nursing program at the Marshfield Site by coordinating the academic success of the students in the program. Support includes aiding test taking success efforts, assisting in the development of best practice guidelines aimed at student success, and collaborating with other units at UWEC to promote student academic success. The Prelicensure Academic Success Facilitator works under general supervision and reports to the Eau Claire Prelicensure Academic Success Coordinator.

Essential Job Functions and Responsibilities

10% Support Traditional Bachelor of Science in Nursing Student Academic Success Efforts, primarily at the Marshfield Site.

- Support early intervention support efforts
- Support Peer Support Center
- Support faculty tutoring
- Collaborate with the Career Center to support student resume writing, interviewing, and developing professional practices for job acquisition

10% Support Prelicensure Testing Success

- Support testing taking success efforts
- Support standardized testing process

  Support special circumstance testing including but not limited to proctoring students requiring test-taking accommodations due to English as a second language and disability concern, taking required courses online at other campuses that require exam proctoring, etc.

5% Other Duties as Assigned

8/5/17

Student Services Coordinator

Position Summary Statement

Assume duties delegated by the Associate Dean and coordinate activities with the Dean, Associate Dean, and support staff in the College. Direct report to Associate Dean. Responsibilities primarily involve nursing student affairs, including student recruitment and processing of undergraduate nursing applications.

Essential Job Functions and Responsibilities

- Facilitate opportunities to meet prospective students and families interested in applying to the undergraduate nursing program. Schedule and host nursing visits, relaying information about the nursing program and admission process.
- Serve as a liaison with the Admissions Office regarding campus visits with prospective and admitted students. Recruit and orient student nurse ambassadors; schedule the ambassadors for activities such as tours and fairs.
- Facilitate admissions by serving as a resource for prospective students interested in applying to the traditional undergraduate nursing program. Target groups include high school and prospective (not yet admitted to the University) transfer, second-degree, and international students. Serve as the adviser for pre-nursing second-degree students. Explain nursing program admission requirements to callers and visitors. As needed, provide application materials and respond to questions.
- Serve as a liaison and resource with the Advising, Retention & Career Center (ARCC) advisers, addressing advising questions, concerns, and updates related to pre-nursing, transfer, second-degree, international, and admitted nursing students.
- Communicate with other offices and departments on campus, such as the Admissions Office, Blugold Central, Multicultural Student Services, TRIO, and the biology and chemistry departments, regarding prospective student issues, e.g., transferability of courses and available supports.
- Review transcripts, determine readiness for admission, and provide course suggestions for students interested in applying for admission.
- Maintain electronic records of meetings and communications with prospective and admitted students.
- Review admission applications for students applying for admission. Prepare information for admission committee review spreadsheets, including calculation of science and overall grade point averages for traditional, transfer, second degree, and international students; identify students for special consideration and calculate the special consideration grades to further assist in the preparation of materials for review by the Student Affairs and Undergraduate Admissions Committee (SAUAC). Collaborate with members of the College, ARCC, Records and Registration, and others to ensure application completeness.
- Contribute to planning and conducting college-related activities such as Convocation, application meetings, student orientations, and student engagement activities.
- Conduct student recruitment and participate in select on and off-campus public relations activities to enhance the visibility of UW-Eau Claire nursing programs, including high school visits, career fairs, and other related functions. Communicate with counselors from high schools and other colleges and universities.
- Other duties as assigned.

7.11.08/revised July 2010/August, 2013; 5/23/17; 4/15/20; 5/22/22; 4/17/2023; 6/30/2023; 4/2024.

Clinical Agency Coordinator for Pre-Licensure Programs

Description: This is a full-time position in the Department of Nursing. The person in this position works closely with the Department Chair, Undergraduate Program Director, faculty, and staff and reports to the Chair in the Department of Nursing. This position is a non-teaching, professional academic staff position.

Required Qualifications:

- A bachelor's degree in nursing.
- RN licensure in the state of Wisconsin.
- Ability to collaborate with health care agencies and negotiation skills.
- Ability to work with students having diverse backgrounds (age, gender, culture).
- Demonstrated experience and/or commitment to the core values of equity, diversity, and inclusivity.

Preferred Qualifications:

- Knowledge of UW-Eau Claire academic policies and procedures.
- Master of Science degree in Nursing.

Appointment: *Full time for fiscal year.*

Responsibilities include:

- Working collaboratively with the clinical agency coordinator (post-licensure), department chair, associate dean, faculty, students, and dean's office to develop and implement student clinical placement plans.
- Guiding the review of student preceptor/clinical site requests.
- Serving as the primary contact for clinical agencies related to student placement and advocating on students' behalf regarding clinical agency requirements.
- Guiding students, faculty, and department chair on agency requirements for student placement (e.g., orientation requirements).
- Creating and maintaining a database that provides information regarding agency requirements (e.g., orientation, dress codes.)
- Managing the affiliation agreement process, including initiating and negotiating new affiliation agreements and timely renewals of existing agreements for dean approval/signature.
- Collaborating with Safety & Risk Management (SRM), as appropriate, regarding affiliation agreement review and negotiation of clinical requirements, such as clinical placement requirements, health records, and background checks.
- Collaborating with post-licensure CAC to maintain the College's clinical affiliation database.
- Reviewing all traditional baccalaureate (TBSN) student documents required for clinical placement, including but not limited to health records, CPR and Criminal background checks, and other related documents at the time of admission to a nursing program to ensure completion of these records. Consults with the Clinical Agency Coordinator (post-licensure) related to these documents for post-licensure students.
- Advising students on completing required health and other clinical agency-required records.
- Monitoring and assuring ongoing student health records and other related documentation maintenance.
- Representing the College at healthcare agency meetings and advocating and promoting students' clinical placement in the pre-licensure program.
- Assuring additional educational requirements of students for clinical agency preparation are completed (e.g., Health Records, Blood Borne Pathogens).
- Other duties as directed by the Chair of the Department of Nursing.

4th Revision – May 2023
3rd Revision – April 2019
2nd Revision – May 2018
1st Revision – July 2017

Clinical Agency Coordinator for Post-Licensure Programs

Description: This is a full time, non-teaching, professional academic staff position in the department of nursing. The person in this position reports to the Chair in the Department of Nursing and works closely with the Graduate Programs Director, staff in the BSN Completion program, and faculty.

Required Qualifications:

- A baccalaureate degree in nursing
- RN licensure in the state of Wisconsin
- Ability to collaborate with health care agencies and skill in negotiation
- Ability to work with students having diverse backgrounds (age, gender, culture).

Preferred Qualifications:

- Graduate studies in nursing with preference for a nurse practitioner
- Knowledge of UW-Eau Claire academic policies and procedures.

Appointment: Full time for fiscal year.

The primary responsibilities of this position are to coordinate clinical agency placements for post-licensure students (BSN completion, MSN, BSN to DNP, and MSN to DNP).

Responsibilities include:

1. Working collaboratively with the clinical agency coordinator (pre-licensure), graduate programs director, department chair, associate dean, faculty, students and dean's office in developing and implementing plans for post-licensure student clinical placements.
2. Providing guidance in the review of student preceptor/clinical site requests.
3. Facilitating the recruitment and ongoing identification of preceptors, and the availability of preceptors and clinical faculty for BSN completion and advanced professional and practice nursing role preparation courses in primary care, hospital and community based settings.
4. Serving as the primary contact for clinical agencies related to student placement and advocating on students' behalf regarding clinical agency requirements.
5. Managing the affiliation agreement process, including initiating and negotiating new affiliation agreements, as well as, timely renewals of existing agreements for dean approval/signature.
6. Collaborating with Safety & Risk Management (SRM), as appropriate, regarding affiliation agreement review and negotiation of clinical requirements, such as clinical placement requirements, health records, and background checks.
7. Providing guidance to students, faculty, graduate programs director and department chair on agency requirements for student placement (e.g. orientation requirements, health work, dress codes).
8. Collaborating with the clinical agency coordinator (pre-licensure) to maintain the college's clinical affiliation database.
9. At the time of admission to the nursing programs, review the BSN completion and graduate student documents required for clinical placement, including but not limited to, health records, CPR and Criminal background checks and other related documents to assure completion of these records.
10. Advising students in the completion of required health and other clinical agency required records.
11. Monitoring and assuring ongoing maintenance of student health records and other related documentation.
12. Assuring preceptor materials are sent to providers prior to the start of clinical.
13. Assuring additional educational requirements of students for clinical agency preparation are completed (e.g. Health Records, Blood Borne Pathogens).

14. Representing the College at healthcare agency meetings, and advocating and promoting clinical placement of students in all post-licensure programs (BSN completion, MSN, BSN to DNP, MSN to DNP).
15. Working with faculty to facilitate the identification and establishment of organizational leadership clinical placements for the DNP program.
16. Learn and use clinical placement platforms for post licensure graduate and BSN completion students.
17. Other duties as assigned.

Reviewed and revised July 2017, May 2018, April 2019, April 2020.

Clinical Requirements Specialist

Position Summary Statement

The Clinical Requirements Specialist position is primarily responsible for communication and coordination responsibilities associated with clinical learning activities within the Traditional BSN (TBSN) program in the Department of Nursing. This position involves significant student contact requiring patience, excellent communication skills, and the ability to effectively multi-task and maintain confidentiality. The ideal candidate will possess the ability to exercise sound judgment in a variety of situations, demonstrate consistency, fairness, and equity in student interactions, and exhibit enthusiasm for working with faculty and students and a diverse group of non-university community constituents. This individual must be committed to positively contributing to the quality of work-life for all College employees.

Essential Job Functions and Responsibilities

50% Student Communication & Health Record Coordination

- Communicate with newly admitted TBSN students and monitor student activity for initiation and completion of program admission-related health records, background checks, and other requirements.
- Communicate with TBSN students regarding updates and renewals of health records and background checks.
- Communicate with TBSN students regarding clinical agency requirements for current or upcoming semester placements.
- Facilitate communication between clinical sites, instructors, students, clinical agency coordinators, program directors, Department Chair, and other CONHS team members as needed or required in relation to health record or background check requirements.
- Review health record submissions & determine if elevation of complex student issues is needed to the pre-licensure Clinical Agency Coordinator.
- Coordinate student expense reimbursement for clinical agency requirement associated expenses, e.g. fingerprinting.
- Disseminate communication with students, faculty, and instructional academic staff on behalf of the TBSN Program Director.

25% Clinical Agency Affiliation Communication & Coordination

- Collaborate with clinical agency coordinators and undergraduate nursing program clinical partners to maintain clinical agency affiliations, including renewal dates and updating agreement documents.
- Maintain records of clinical requirements outlined in the affiliation agreements.
- Maintain, in collaboration with Clinical Agency Coordinators, the clinical affiliation database for the College of Nursing & Health Sciences.
- Maintain communication database for processing affiliation agreements between Clinical Requirement Specialist and Clinical Agency Coordinators.
- Utilize DocuSign to facilitate signing of affiliation agreements between UWEC and clinical partners.
- Maintain repositories for current (SharePoint) and historical agreements (PerceptiveContent). Manage the digitizing & archival processes within the two systems.
- Assist the pre-licensure Clinical Agency Coordinator in collecting and organizing clinical agency requirements utilizing databases and resources, including Camps, Castle Branch, Minnesota DHS.
- Prepare and execute clinical agency communication in coordination with the Pre-Licensure Clinical Agency Coordinator on behalf of the Department Chair, including departmental clinical agency letters.

20% Compliance Management

- Monitor student compliance with health record and background check requirements via CastleBranch.

- Facilitate communication with CastleBranch regarding requirement issues, request new trackers, and adjust student trackers enrollment & classifications.
- Facilitate clinical onboarding for students & instructors via clinical agency specified vendors, e.g. Clinician Nexus, and ensure students and instructors are meeting clinical agency requirements.
- Prepare reports in coordination with the Pre-Licensure Clinical Agency Coordinator and the TBSN Program Director.
- Coordinate Annual Safety Training, including course logistics, enrollments, communications, monitoring completions, and reporting compliance issues to the TBSN Program Director, the Department Chair, or the Clinical Agency Coordinators, as appropriate.
- Update tracking spreadsheets & databases as requested by the pre-licensure program Clinical Agency Coordinator and/or as necessary for team operations each semester.

5% **TBSN Program Director Support**

- Facilitate the development of TBSN clinical related resources for new & returning clinical instructors.
- Secure resources & data for work unit operations in support of the TBSN Program Director and pre-licensure Clinical Agency Coordinator.

November 2022; April 2024

Academic Department Associate – Eau Claire

Department of Nursing

Position Summary Statement

The Academic Department Associate works in an environment that requires flexibility, initiative, willingness, and the ability to solve problems utilizing best practices and established policies and procedures. The individual in this position should be familiar with record retention schedules established by UW System and search and screen procedures and policies of the UW System, university, and college. The position works under general supervision and reports to the Department Chair of Nursing. The ideal candidate will be able to prioritize multiple competing tasks and work collaboratively with faculty, staff, and students. This individual must be committed to positively contributing to the quality of work-life for all College employees.

Essential Job Functions and Responsibilities

25% Undergraduate Course Scheduling & Registration Assistance

- Facilitate the course schedule-building process in coordination with the Department Chair.
- Monitor student course registration status for admitted students.
- Authorize course permission approvals in coordination with program personnel.
- Assist students with course registration and troubleshoot registration problems.
- Prepare and execute communication with students, including information on program progression, course registration, and course registration changes for admitted students.
- Create winterim and summer course flyers and promote courses across campus.
- Serve as point of contact for registration-related inquiries.

25% Undergraduate Programs Support

- Maintain and update the student "Getting Started" guide each semester.
- Maintain the Lippincott database and set up student access each semester.
- Manage and execute the student nametag process.
- Support clinical immersions, including material preparation, travel reservations, and management of student and faculty travel expense reports.
- Manage development and distribution of course and instructor evaluations according to curriculum evaluation processes, including preparing and distributing evaluation results to the Department Chair, program directors, and the Undergraduate Curriculum Committee (UGCC).
- Coordinate textbook ordering and tracking processes, including identifying educator textbook needs, obtaining textbook bundle ISBNs, submitting textbook orders, and cross-referencing CampS for accuracy, maintaining the department textbook database.
- Process instructor textbook desk copy requests.

20% Department Chair Support

- Support personnel procedures following formal policies and procedures, including scheduling annual personnel reviews.
- Collaborate with Department Chair in monthly department meeting execution, including building meeting schedules, developing agendas, recording and distributing meeting minutes, and minutes record management.
- Assist in scheduling, planning, and creating agendas for other Department Chair led meetings.
- Disseminate communication with students and employees on behalf of the Department Chair.
- Communicate with and meet regularly with the Department Chair.

15% Search and Screen Coordination

- Assist the Faculty Search and Screen Committee, including interview and presentation scheduling, deploying candidate evaluation documents, communicating with applicants, and tracking data associated with recruitment and hiring.
- Assist the Department Chair with renewable instructional academic staff search and screen procedures, including scheduling interviews and communicating with applicants.

- Assist the Department Chair with hiring procedures for adjunct instructional academic staff positions.

5% Department and College Support

- Manage and execute employee nametag process.
- Manage and execute employee business card processes.
- Coordinate room reservation process for meetings and non-course room reservations.
- Provide orientation materials to support new department personnel.
  Assist with and maintain marketing materials in coordination with Integrated Marketing and Communications (IMC).
- Provide administrative and operations office support for cross-coverage of offices within the Department of Nursing.

5% Department Committee Support

- Coordinate department nominating and election processes following departmental policies and procedures, including seeking committee member nominations, implementing the voting process, and communicating election results.
- Assist UGCC with the creation, distribution, and data aggregation of course coordinator end of semester full course evaluation surveys.
- Maintain a repository of committee agendas and approved minutes following UW System General Records Schedule.
- Prepare and send committee calendar invites, zoom links, and miscellaneous communications, as requested.
- Coordinate with Assessment & Evaluation Director to plan and implement Clinical Partners event and Faculty/IAS satisfaction survey every three years.

5% Other duties needed to help drive the vision, fulfill the mission, and abide by the College's values

12/15/22

Marshfield Administrative Coordinator

Department of Nursing

Position summary:
The Marshfield Administrative Coordinator position provides professional administrative service to the Marshfield site to facilitate the advancement of the Traditional Bachelor of Science in Nursing (TBSN) program on the Marshfield Site. The position works in an environment that requires flexibility, initiative, willingness, and the ability to solve problems utilizing best practices and established policies and procedures. The individual in this position should be familiar with record retention schedules established by UW System and the TBSN program. The position works under general supervision and reports to the Marshfield Site Director. The ideal candidate will be able to prioritize multiple competing tasks and work collaboratively with faculty, staff, and students. This individual must be committed to positively contributing to the quality of work-life for all College employees.

Reports to: Marshfield Site Director

Essential Job Functions and Responsibilities

40% Marshfield Undergraduate Program

- Collaborate with Eau Claire support staff and UW-Stevens Point staff to manage scheduling of classrooms for the semester, and additional scheduling requests for faculty, staff, classrooms, and meeting rooms.
- Consult with the UW-Eau Claire main campus regarding student and faculty/staff needs.
- Coordinate program orientation by contacting students, inviting guests/faculty, verifying attendance, coordinating event details, and preparing orientation materials.
- Maintain and track student information, including prerequisite completion, advisors, graduation, and employment post-graduation.
- Point of contact for students, ability to handle any issues and solve independently with reporting appropriately and following applicable policy.
- Provide undergraduate course support, including updating program/plans, assigning advisors, granting course permissions, monitoring student course registration status, and troubleshooting registration issues. Update and organize advisee lists and connect new students to faculty advisors via email or as needed.
- Serve as the primary point of contact for the Marshfield Traditional BSN program.
- Assist faculty, staff, and students with preparing technology for courses without a Marshfield site instructor.

30% Marshfield Site Operations

- Assist with employee orientation, including University & Marshfield Clinical Health System (MCHS) new hire paperwork conducting tours, and training of site operations.
- Inventory and order supplies for the Marshfield Site.
- Organizes, audits, and maintains the security and confidentiality of records and files per the College's retention policy.
- Serve as front desk manager by providing personable customer service.
- Collaborate with the Director of the Marshfield Site on reports, outreach, visiting students, Marshfield student issues, and special projects as needed.
- Collaborate with site director to coordinate Marshfield Site needs among UW-Eau Claire, Marshfield Clinical Health System, and UW- Stevens Point.
- Marshfield Clinic Health System (MCHS):
    - Collect, compile, and analyze clinical cost center totals from faculty and staff each semester to

create a report for MCHS for annual reporting.
    - Collaborates with the Director of the Marshfield Site with the Annual Report to MCHS.
    - Collaborate with various MCHS divisions to support Marshfield Site needs, including Division of Education, Security, Supply Chain, Helpdesk, Outreach Lab, HR/Recruiters, etc.
- Point of contact for multi-function devices through sustainable printing initiative, including training faculty/staff and students, stocking paper, ordering ink/supplies, and troubleshooting.
- Troubleshoot technological issues for students, faculty, and staff at the Marshfield Site through coordination with DE Coordinator, University / College staff, and UWSP-Marshfield staff as necessary and serve as a workstation account holder for the Marshfield site to address immediate technology issues and complete necessary updates.

25% **Marketing & Recruitment**

- Develop and send Weekly Update emails to Marshfield students, faculty, and staff, including general site-specific updates, events, and notices to increase student engagement.
- Coordinate Marshfield Site events such as celebration days, Dean visits, workshops, etc., and assist Director with reimbursement materials.
- Develop student recruitment marketing and promotional materials.
- Develop, send, receive, and distribute communication for the Marshfield Site (telephone, postal service, courier, inter-office, email, letters, bulletin boards).
- Coordinate website updates related to the Marshfield Site with the appropriate EC staff or Departments such as IMC, LTS, etc.
- Develop a variety of promotional pieces for events in various programs (Adobe, PowerPoint, Publisher, etc.).
- Maintain the Marshfield Site Facebook page and social media presence by creating posts, taking pictures, marketing for the site, events, etc.
- Manage digital signage system for the Marshfield site.

5% Other duties needed to help drive the vision, fulfill the mission, and abide by the College's values

May 22, 2023.

Department Assistant – Graduate Programs Support

Position Summary Statement

The Graduate Program Support position provides administrative support to advance the Master of Nursing (MSN) and Doctor of Nursing Practice (DNP) programs. The position also provides support to the Moore Professorship and Support Center coordination. The position works in an environment that requires flexibility, initiative, willingness, and the ability to solve problems utilizing best practices and established policies and procedures. The individual in this position should be familiar with record retention schedules established by UW System and program requirements. The position works under general supervision and reports to the Graduate Programs Director. The ideal candidate will be able to prioritize multiple competing tasks and work collaboratively with faculty, staff, and students. This individual must be committed to positively contributing to the quality of work-life for all College employees.

Essential Job Functions and Responsibilities

50% Graduate Programs Support

- Serve as a point of contact for program-related inquiries.
- Assist with registration for recruitment/information sessions.
- Provide program admission support, including communicating with program recruiters and Graduate Program Director, maintaining the student admissions database, and assuring materials for admission meetings.
- Support program orientation by verifying attendance, preparing materials, and coordinating orientation event details.
- Provide graduate course support, including building class schedules, granting course permissions, monitoring student course registration status, and filing syllabi.
- Support Department Chair, including collaborating on registration.
- Coordinate graduate textbook orders with course faculty and the bookstore and maintain a record of current graduate textbooks.
- Maintain student files, including clinical performance feedback and DNP project materials.
- Support Post-Licensure Clinical Agency Coordinator, including developing and maintaining databases (i.e., Typhon), facilitating mailings, communicating with agencies and preceptors, and filing preceptor and agency reviews
- Support Graduate Program Director in maintaining databases to track student progression, clinical placements, advising database, and DNP project forms completion.
- Provide support in the planning and coordinating of the Scholarly Project and DNP Project Presentation Day.
- Develop and distribute course and instructor evaluations and requests for graduate course evaluations.
- Process requests for licensure, certification, and credentialing in coordination with the Graduate Programs Director.
- Provide Assessment & Evaluation support, filing program artifacts as necessary and compiling ad hoc data requests.
- Maintain program reports, databases, and marketing materials in coordination with Integrated Marketing and Communications (IMC).
- Maintain graduate program files, including syllabi.
- Support Graduate Program Director.
- Support Graduate Curriculum and Admissions Committee and Faculty, including filing committee materials (i.e., agenda, minutes) and support committee related to curricular revisions or special projects.
- Prepare and distribute agenda for graduate faculty meetings and take minutes.

30% Moore Professorship Support

- Provide administrative support to establish the vision, mission, and working structure of the Moore Professorship.

- Provide research support to the Moore Professorship to further advance research and scholarship with the College.

15% Support Center Coordination

- Serve visitors by greeting, welcoming, directing, and announcing them appropriately.
- Screen and forward incoming phone calls.
- Assist students, guests, and employees with building access.
- Monitor visitor parking for the building, requesting permits as needed.
- Inventory and order college office supplies.
- Distribute college and department mail and packages.

5% Other duties **needed to help drive the vision, fulfill the mission, and abide by the College's values**

12/15/22

Department Assistant – Undergraduate Program Support

Position Summary Statement
The Undergraduate Program Support position provides administrative support to advance the Traditional Bachelor of Science in Nursing (TBSN) and BSN-Completion (BSN-C) programs. The position works in an environment that requires flexibility, initiative, willingness, and the ability to solve problems utilizing best practices and established policies and procedures. The individual in this position should be familiar with record retention schedules established by UW System and the undergraduate programs. The position works under general supervision and reports to the Department Chair of Nursing. The ideal candidate will be able to prioritize multiple competing tasks and work collaboratively with faculty, staff, and students. This individual must be committed to positively contributing to the quality of work-life for all College employees.

Essential Job Functions and Responsibilities
45% Traditional BSN Program Support

- Serve as a point of contact for Pre-Nursing program-related inquiries.
- Coordinate updates and distribution of promotional materials in collaboration with program leaders and Integrated Marketing and Communications (IMC).
- Coordinate the creation and maintenance of Pre-Nursing student application files during each application cycle.
- Coordinate sending of letters to invite admitted pre-nursing students to apply to the Nurse Scholars Program.
- Prepare and execute communication with students, including information on the application process and program decision letters.
- Provide program admission support, including communicating with program recruiters and advisors and preparing for admission meetings.
- Maintain an accurate database of student communication within the admission process, especially regarding students who have not replied in a timely manner.
- Support program orientation by verifying attendance, preparing orientation materials, coordinating orientation event details, and organizing the student uniform ordering process.
- Provide support for textbook ordering in collaboration with the Academic Department Associate -Eau Claire.
- Prepare, distribute, and aggregate Lasater Clinical Judgement Rubric results to designated TBSN program leaders.
- Support the Associate Dean with preparations for and implementing bi-annual Convocation processes.
- Provide Assessment & Evaluation support, including deploying and aggregating TBSN, MSN, and DNP Exit Program Evaluation and Demographics surveys, executing and aggregating TBSN, MSN, and DNP Alumni surveys, maintaining TBSN Master Tracker, and filing program artifacts as necessary.
- Maintain program files, including syllabi.
- Provide support to the TBSN Program Director.

35% BSN Completion Program Support

- Serve as a point of contact for BSN Completion program-related inquiries.
- Coordinate updates to and the distribution of promotional materials in collaboration with the BSN Completion Coordinator and Integrated Marketing and Communications (IMC).
- Assist with program recruitment, including updating and distributing communication with prospective students, including Chippewa Valley Technical College (CVTC) nursing graduates, regarding programmatic and university changes and scheduling prospective student meetings with relevant staff.

- Assist with the program admissions process, including accepting applications, developing worksheets for the review process, preparing reports for admissions meetings, and updating student records to reflect admission status.
- Share the database of admitted students with relevant parties, including the Dean, Associate Dean, Director of BSN Completion Program, Department Chair, Student Services Coordinator, Clinical Agency Coordinator for Post-Licensure Programs, and Director of Assessment & Evaluation.
- Update and organize advisee lists upon admission. Assign academic advisors for BSN-Completion and associate degree alliance program students.
- Assist with planning and organizing orientation meetings, information sessions, and associate degree nursing Alliance Program application meetings.
- Create and maintain BSN Completion student files. Assist with developing and maintaining an electronic database for BSN Completion student records.
- Monitor course commitment process and grant course permissions in coordination with Academic Department Associate – Eau Claire.
- Process forms associated with a change of registration, petitions/waivers, etc.
- Provide Assessment & Evaluation support, including deploying and aggregating BSNC Exit Program Evaluation and Demographics surveys, executing and aggregating Alumni surveys, maintaining BSNC Master Tracker, and filing program artifacts as necessary.
- Maintain program files, including syllabi, and assist with access to electronic records.
- Provide support to the BSN Completion Program Director.

15% Compliance Management

- Ensure health records comply with affiliation agreements, current laws/regulations of the College, and University policies in coordination with Clinical Agency Coordinators and the Department Chair.
- Manage and monitor faculty compliance with all health records in CastleBranch and communicate with faculty regarding health work reminders, out-of-compliance notices, etc. Report non-compliance issues to the Department Chair.
- Outreach to new instructional staff regarding health records requirements and guidelines on behalf of the Department Chair. Communicates regularly with faculty regarding ongoing health records requirements.
- Serve as liaison for faculty with CastleBranch for health records and offers troubleshooting support.
- Maintain historical health records, current licensure records, and WIBON forms using ImageNow.
- Collaborate with the Pre-licensure Clinical Agency Coordinator on necessary TB and Flu clinics and clinical agency records requests for faculty.
- Manage Caregiver Background Checks process required by new faculty upon hire and every four years for continuing faculty. Reach out to new hires and communicate issues with the Department Chair. Maintain tracking for renewals (done every four years) and reach out to faculty for rechecks.
- Maintain all other compliance records, including Faculty/IAS release forms and Wisconsin Board of Nursing forms for all new faculty in collaboration with the Assessment & Evaluation Director.

5% Other duties needed to help drive the vision, fulfill the mission, and abide by the College's values

5/22/23

Graduate Assistants

Policy Statement Pertaining to Employment of Graduate Assistants. Graduate students who are appointed as teaching, research or project assistants are in attendance at the College of Nursing, University of Wisconsin-Eau Claire, essentially in a learner's role. The assisting function is that of assisting faculty in performing their creative, planning, teaching, service, and evaluative functions, not that of replacement of faculty. Therefore, the utilization of teaching, research or project assistants must be planned in terms of the total number of hours required of them--an average of thirteen hours per week. Please see the Graduate Studies website for additional information. Nursing faculty have requested that the graduate assistant positions assigned by the Graduate Studies Office be utilized to support faculty research and scholarship. When there have not been sufficient scholarship/research projects, graduate assistants have been assigned to help faculty with curricular projects involving literature searches to update content, policies, etc. (not grading or teaching responsibilities).

Qualifications.
Graduate Assistants will be selected from students admitted to the Graduate Nursing Program whenever possible. A license to practice nursing in Wisconsin is required for teaching assistants and for research assistants if the assignment involves contact with patients. Please see Graduate Admissions Office website for additional requirements.

Period of Employment.

- Academic year - from the beginning of the period designated for faculty orientation through finals week.
- During University holidays - no assignments will be made except in those instances jointly agreed upon by the graduate assistant and the course coordinator/research supervisor.
- Total hours in a semester for an appointment is an average of 13.3 hours per week

Orientation of Graduate Assistants. Will be the responsibility of the faculty member to whom the assistant is assigned. Faculty will initiate contact with the graduate assistant after the assignment has been made.

Responsibility and Accountability. The Faculty member to whom the Graduate Assistant is assigned will detail the tasks and describe the role for the student. Schedules will be planned cooperatively within the guidelines of this document. If attendance is expected at course or project meetings, this should be included in the assigned hours. This assistant will be responsible for performing the tasks described and will be accountable to the faculty member. The Informational Systems Coordinator/Building Coordinator is responsible for providing research/work space and building keys, as needed.

Graduate Assistants - Research or Project:

Description of Position. The research assistant (R.A.) by definition is a graduate student who will be assigned to assist in various activities of an ongoing research study or project. These activities will vary depending upon the kind of research being conducted and/or the current needs or stages of any given study. Assignments are dependent upon the complexity or nature of the work and therefore under the judgment of project staff or the R.A.'s supervisor. Assignments should not be beyond the capacity or experience of the R.A., nor should they require more time than specified in the student's contract. Also, work assignments should not conflict with scheduled class time. While it is not expected that the R.A. will have had previous experience in conducting research, it is important that the R.A. does have an interest in the substantive focus of the research, has an inquiring mind, and is attentive to detail.

Contributions to Project. (These will vary with the specific project). A project may be focused on physiological, psycho-sociological, or educational aspects. It may be carried out in a laboratory, office, or clinical setting. The following are examples of possible assignments but are not intended to be all-inclusive:

- Assist in surveying and abstracting relevant literature for a manuscript or grant proposal.

- Assist in the administration of questionnaires (data collection instruments) to subjects participating in a study. The subjects may include students, faculty, staff nurses, or patients.
- Assist in the development of theoretical constructs that are relevant to a study/project.
- Assist in general laboratory techniques such as slide processing, preparation of specimens, photography, etc.
- Assist with experimental approaches to patients--this might include specific nursing interventions of a physiological or psycho-sociological nature.
- Assist with the coding and analysis of research/project data.
- Assist with writing a manuscript or research proposal or preparing a poster or oral presentation (co-authorship should be awarded as appropriate).

Site Course Facilitator

1. Collaborate with the course coordinator on implementation of the course.
2. Ensure teaching support materials are available (handouts, media, library).
3. Assist with the orientation of new faculty to course.
4. Confer with students at the site relative to course concerns or performance problems.
5. Inform course coordinator of course and student progress and faculty concerns or issues.
6. Attend class as necessary in order to maintain a positive academic learning environment, or as requested by course coordinator.
7. Proctor exam and quizzes; run the I-Clicker software.
8. Provide course coordinator with:
    - Final performance evaluations of students
    - Course evaluation by students
    - Assignments turned in by students
    - Other information as requested.

August 2009

III. College of Nursing Mission/Vision

College of Nursing Mission Statement

Building on a foundation of excellence, liberal education, and inclusivity, the College of Nursing 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 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 Vision

The College of Nursing 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. College of Nursing - Bylaws

Article I - Title

The official title is the College of Nursing Organization, hereafter termed the Organization.

Article II - Purpose

The purpose of the Organization is to make recommendations to the Dean, Associate Dean, and Assistant Deans on matters affecting the general welfare of the College of Nursing, promote optimum working conditions, facilitate faculty and staff development regarding the use of technology, and participate in the formulation of policies and procedures related to faculty and staff responsibilities and opportunities.

Article III - Membership

The membership of the Organization shall consist of the Dean and Faculty of the College of Nursing, Instructional and Administrative and Professional Academic Staff, Academic Department Associates, and other individuals and associates who by their appointment are designated as Staff or Faculty of the College of Nursing.

Article IV - Officers and Duties of Officers

Section 1 - Officers

The officers of the Organization shall be the Chair, Vice Chair, and the Secretary.

Section 2 - Chair Duties

The Dean of the College of Nursing or designee shall serve as Chair.
The Chair shall:

A. Convene and preside at all meetings of the Organization
B. Attend meetings of the Nursing Department as needed
C. Prepare agendas at least 5 days prior to a meeting
D. Create ad hoc committees to carry out specific functions as needed
E. Serve as a conduit of information between the College as a whole and academic, professional and Community audiences.
F. Provide relevant and timely information from the University to the College as a whole.

Section 3 - Vice-Chair Duties

The Associate Dean of the College of Nursing will serve as Vice Chair.
The Vice Chair shall:

A. Preside at meetings in the absence of the Chair.
B. Review minutes with the Secretary and Chair prior to finalization and distribution.

Section 4 – Secretary Duties:

The Dean's Assistant of the College of Nursing will serve as Secretary.
The Secretary shall:

A. Prepare and electronically sign minutes of meetings.
B. Electronically distribute minutes to the Organization within ten (10) working days after each meeting.
C. Maintain a current and complete file of official minutes electronically.
D. Distribute agenda and accompanying documents at least five days before each meeting.
E. Provide additional secretarial functions as needed.

Article V - Meetings of the Organization

Section 1 – Regular Meetings

Regular meetings of the Organization shall be held at least one (1) time per semester during the academic year. Agendas shall be distributed five (5) working days prior to each meeting.

Section 2 – Special Meetings

A. Special meetings may be called by the Chair, or in the absence of the Chair, by the Vice Chair, or upon written request of one-fourth of the members of the Organization.

B. The purpose and time of special meetings shall be specified in writing and distributed forty-eight (48) hours prior to the meeting.

Section 3 – Quorum

Thirty percent (30%) of the membership shall constitute a quorum.

Section 4 - Voting Policy

One-half, plus one, of the members present shall constitute a majority vote in all business.

Section 5 - Minutes

Minutes of Organization meetings shall be distributed to all members and officers within ten (10) working days after each meeting.

Article VI - Standing Committees

Section 1 Committees

Standing Committees of the Organization shall be:

A. Bylaws/Nominating Committee.

B. Technology and Facilities Committee.

Section 2 - Common Functions

Functions common to all committees are:

A. Evaluate membership and functions related to the committees and refer necessary changes to the Bylaws/Nominating Committee.

B. Communicate and coordinate activities with other committees as needed.

C. Direct recommendations to the Nursing Department for action when necessary.

Section 3 - Membership

A. Each term of service will be two years and will run concurrently with the academic year.

B. Elections will be coordinated by the Bylaws/Nominating Committee and will be planned for spring semesters and as needed.

C. To ensure continuity, some members will be elected in even years and some will be elected in odd years.

D. A Chair of the Bylaws /Nominating Committee shall be elected annually by the committee membership.

E. The Chair of the Technology and Facilities Committee will be the Distance Education/Building Coordinator.

F. Committee members are eligible for reappointment and/or reelection to a second term.

G. Under special circumstances, the Chair of the Organization may make appointments to the standing committee.

H. Committee member vacancies which occur during the academic year shall be filled for the remainder of the unexpired term through appointment by the Chair of the Organization.

Section 4 - Quorum

The quorum for standing committees shall be two-thirds of the committee membership.

Section 5 - Voting

Voting privileges are extended to all committee members, wtih the exception of students who have no voting privileges.

Section 6 – Minutes

Minutes will be distributed electronically, as appropriate, within ten days of each meeting by a designated secretary.

Section 7 – Bylaws/Nominating Committee

A. Functions - The Bylaws/Nominating Committee shall:

1. Review annually and initiate changes to the Bylaws, located in the faculty/staff handbook, as needed.
2. Have the Chair of the Committee responsible for providing a complete copy of the amended bylaws to the membership and Dean's office not later than ten (10) working days after amendments are approved.
3. Coordinate annual elections for College Committees; these elections will be held not later than the final meeting of the spring semester for terms for the following academic year.
4. Coordinate annual elections for University Committees; these elections will be held as needed for terms for the current academic year.
5. If a vacancy occurs during the academic year, candidates will be solicited to fill the remaining term.
6. Obtain nominees for elected offices and committees, and confirm their desire to serve.
7. Prepare a ballot. Attempts will be made to find a minimum of two (2) candidates who are willing to be placed in nomination for elected offices and committees.
8. Count the ballots with at least one (1) member of the Bylaws/Nominating Committee and one (1) other member of the Organization present. Notify the membership of the results. An electronic survey program may be used to create an electronic voting ballot. In that case the votes will be tallied automatically.
9. The Chair shall notify respective committees of newly elected members.

B. Membership-The members of the Committee shall be elected and will include:

- three (3) members of the Organization
  - one (1) of whom shall be tenure/tenure track faculty
  - one (1) representing instructional academic staff
  - and one (1) representative within the classification of University Staff or Professional Academic Staff

Section 8 – Technology and Facilities Committee

A. Functions - The Technology and Facilities Committee shall:

1. Make recommendations to the Dean on policies, procedures, and budgetary considerations relative to facilities and technology
2. Identify facility and technology related needs and strategies
3. Serve as liaison to Undergraduate and Graduate Curriculum Committees relating to the integration of technology in the curriculum
4. Serve as liaison to the faculty and academic staff councils relating to faculty and academic staff technology development needs.

B. Membership - The members of the Committee will include:

- Distance Education/Building Coordinator
- Marshfield Site Director who serves as an ex-officio, voting member;
- three (3) faculty members with at least one representing Marshfield Nursing and one representing Eau Claire Nursing
- two (2) instructional academic staff members
- one (1) representative within the classification of University Staff or Professional Academic Staff
- University Senate Technology Committee member
- one (1) student representing Nursing
- Additional interested faculty or academic staff employees in courses with heavy use of technology may be appointed by the Dean.

Article VII - Parliamentary Authority

The most current edition of Robert's Rules of Order, newly revised, shall govern the proceedings of the Organization in cases not otherwise provided for in these Bylaws.

Article VIII - Amendment of Bylaws

The Bylaws shall be amended by a two-thirds (2/3) affirmative vote of the members in attendance, including via electronic or virtual means, at the meeting of the Organization, provided that the amendment has been submitted, to all voting members five working days prior to the vote.

Proposed to the College: January 31, 2008;
Revised: April 9, 2008; April 10, 2008, May 15, 2008
Revised and Approved: 11/18/10, 10/18/13, 10/18/15, 11/18/16, 12/18/20, 5/17/22.

V. Department of Nursing

Goals, Vision, Mission Statement, Philosophy

Preamble: University Academic Goals

The University seeks to foster the intellectual, personal, cultural, and social development of each student. It strives to provide distinguished instruction in a democratic atmosphere, bringing individual students into close contact with faculty whose scholarly attainments and concern for teaching are able to instill a love of learning.

The baccalaureate degree at UW-Eau Claire provides students with the knowledge and abilities needed for lifelong learning. In designing the degree, faculty expect that graduates will have achieved the following goals:

- Knowledge Goal
- Skills Goal
- Responsibility Goal
- Integration Goal

The Liberal Education Core, which forms part of all baccalaureate degree curricula, contributes to the breadth of each student's education through its emphasis on the cultural heritage of a free and responsible citizenry and on the development of creative imagination, critical judgment, and skill in the interchange of ideas. Students are afforded opportunities to collaborate with faculty on research and other scholarly and creative projects. UW-Eau Claire is recognized as a Center of Excellence for Faculty and Undergraduate Student Research Collaboration.

Upon this foundation the University builds its programs in liberal arts and sciences and in professionally-oriented fields. In keeping with the goals of the baccalaureate degree, each program is designed to impart the specialized knowledge and competencies appropriate to the particular degree, while providing also for a broad overview of the entire area and an appreciation of its relationship to other fields of learning. (*UW-Eau Claire Undergraduate Catalogue: 2014-2015, p. 4; also in online 2019-2020 catalog)*

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 Philosophy

Nursing is a discipline that practices. 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 leads. 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 generates, translates, and applies knowledge. 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 educates. 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.

Department of Nursing Organization

While the Nursing Program is under the direction of the Dean of the College of Nursing, 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, Associate Dean, Department Chairs 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.

Baccalaureate Program/Student Learning Outcomes

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

1. Integrates nursing knowledge with a liberal education foundation and knowledge from other disciplines.
2. Provides holistic, compassionate, coordinated, just, respectful, and developmentally appropriate nursing care that is client-focused and evidence-based.
3. Promotes population health through collaboration, advocacy, and implementation of policies that improve health, health equity, and crisis preparedness.
4. Understands the role of scholarship in nursing practice and uses evidence to improve health and healthcare.
5. Applies principles of safety, risk management, and quality improvement in nursing practice.
6. Intentionally collaborates with care team members including patients, families, communities, stakeholders, and other professions.
7. Coordinates resources across complex healthcare systems to provide safe, quality, and equitable care to diverse populations.
8. Uses informatic processes, technologies, and data to guide, manage, and improve the delivery of healthcare.
9. Demonstrates the formation and cultivation of the professional nursing identity and ethical conduct.
10. Participants in activities that foster personal health and well-being, career-long learning, professional resilience, and the development of nursing expertise and leadership attributes.

(**The Essentials: Core Competencies for Professional Nursing Education, AACN 2021)*
Approved: 12/14/23.

Purpose of Baccalaureate Program

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.

Master of Science in Nursing

Purpose of MSN Graduate Program

The purpose of the MSN graduate program is to prepare individuals for advanced professional nursing in adult-gerontologic health nursing or family health nursing to assume leadership roles in professional nursing. The program leads to a Master of Science in Nursing, which may serve as a degree for advanced professional nursing roles, or as the basis for doctoral study.

Adopted 7/7, Reviewed 5/00, Revised 12/82, 10/84, 5/9, 7/03, 4/10; Reaffirmed 4/17/14.

MSN Graduate Program Objectives

A graduate of this program will be prepared to:

1. Analyze, synthesize, and apply knowledge from nursing science and other disciplines related to the health of adults, older adults, and families.
2. Synthesize, critique, evaluate, and utilize theory to guide advanced nursing roles.
3. Synthesize, evaluate, and utilize research to improve client outcomes for adults, older adults, and families.
4. Demonstrate expertise in ethically based, advanced clinical decision making of human responses in diverse populations.
5. Integrate leadership and management theories into the advanced nursing roles.
6. Analyze and synthesize current nursing and health care issues and policies within the context of advanced nursing roles.
7. Integrate knowledge and theory of health policy, organizations, and financing of health care as a basis for the provision of quality, cost effective care.
8. Assume beginning advanced nursing roles across health care settings demonstrating effective advocacy for diverse populations.
9. Engage in lifelong learning and scholarship for the advancement of professional nursing.

3/22/89; Revised 5/92
Reviewed 5/00
Rev. 10/26/00; 12/15/00
Approved by FASO 12/21/00; 10/21/04
Approved by Nursing Dept. Grad Faculty 5/20/10. Reaffirmed 4/17/14, 5/7/20.

Doctor of Nursing Practice (DNP)

DNP Graduate Program Objectives

The purpose of the DNP program is to prepare advanced practice nurses for the highest level of nursing practice. The DNP is a clinical doctorate intended for nurses assuming leadership roles in the areas of advanced clinical practice (nurse practitioner or clinical nurse specialist) or nursing administration.

4/17/14; Reaffirmed by Dept 5/7/20.

Graduates of the DNP program will be able to:

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

Approved by Department of Nursing 11/20/08. 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 citizen***

- 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*

Approved September 2010

Essential Abilities for Students in Undergraduate and Graduate Nursing Program

Preamble - The University of Wisconsin–Eau Claire, College of Nursing, 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 Care - The University of Wisconsin–Eau Claire, College of Nursing, 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. 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, due to documented disability or other limitation, who do not fully meet these abilities, may request accommodations consistent with requirements for meeting course and program objectives.

Essential Abilities: Physical and Motor Skills – 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: Sensory - 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 Skills - 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: Cognitive - 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 Sensitivity – 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 Conduct - 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.

Reasonable Accommodation for Disabilities

UW-Eau Claire provides reasonable accommodation to qualified students with disabilities. 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 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 2105
(715) 836-5800
http://www.uwec.edu/ssd/index.htm

Acknowledgements and References - 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/laws/types/disability.cfm
- 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.

Glossary of Nursing Terms and Definitions

Commission on Collegiate Nursing Education (CCNE) Definitions

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.

UW-Eau Claire Nursing Definitions

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 education 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

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

Operational Definition of Simulation—Undergraduate

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).

University of Wisconsin-Eau Claire Department of Nursing supports simulation as a valid pedagogy that supports our purpose and mission, "*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" (*Faculty Handbook, pg 55, revised and approved 11.7.19).

To standardize the implementation of simulation in our curriculum the following principles will be used:

- Simulation development and delivery will be guided by:
    - Wisconsin Board of Nursing and accreditation standards
    - International Nursing Association for Clinical Simulation and Learning (INACSL) The Healthcare Simulation Standards of Best Practice (HSSOBP)
    - Quality educational pedagogy and theory
    - Current clinical guidelines

- Every simulation will include:
    - Objectives
        - *Mapped to course objectives and Essentials*
    - Prework
        - *Materials assigned by educator to prepare the learner for the experience*
    - Prebrief

        - *Communication of expectations and norms*
    - Simulation Activity
        - *Active application of clinical knowledge*
        - *Could be face to face or virtual format*
        - *Aligns with objective and leveled to expected learner's knowledge*
    - Debrief
        - *Intentional reflection of activity guided by educator*
        - *Focus on clinical judgement and critical thinking*
        - *Strive to address all domains of learning: cognitive, affective, and psychomotor*
    - Post work
        - *Materials assigned by educator to promote self-reflection, retention of knowledge, and cognitive growth as learner progresses through the curriculum*
    - Evaluation
        - *Evaluation of the learner:*
            - *May be formative or summative*
            - *Pre-established rubric*
            - *Linked to clinical course grade/performance*
            - *Lasater Clinical Evaluation Rubric*
        - *Evaluation of the simulation and educator:*
            - *Link to clinical course evaluation*
- 1 hour of simulation will equate to 2 hours of undergraduate clinical.
- The execution of face-to-face simulation will be done collaboratively between an educator, and someone trained to operate the technology (e.g., simulation technician).
- A student to educator ratio of 8-10:1 will be used for formative simulations.
- A student to educator ratio of 4-5:1 will be used for summative simulations.
- Educators will receive simulation training and support from the CLC to maintain consistent, high-quality simulation.
- Clinical hours provided by simulation will be separated from the workload of the clinical course allowing for additional staffing flexibility.

The following activities will not be counted as simulation. Although valuable and necessary components of both nursing education and the CLC, the activities described below, do not meet the criteria for simulation.

- Stand-alone skill training and practice; including skills review sessions
- Skill check offs
- Assessment training and practice
- Open lab
- Case review without debriefing

Approved by Department 9/8/22.

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 specialization or functional role preparation.

Cognate: A body of knowledge that augments core knowledge, area of specialization or 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.

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

Department of Nursing Guidelines and Policies

Nursing Learning Environment Visitation Policy

This visitation policy applies to all College of 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 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.*

Thursday/Friday Forums

Thursday/Friday Forums are scheduled times throughout the semester for faculty and staff to meet for professional development activities, discussions regarding department or college concerns/issues/topics, or perhaps voting on a time sensitive matter for either the department or college. All members of the college are welcome to attend, as the topic pertains to them. To request to reserve a Thursday/Friday Forum time for an event, meeting or activity, send the request to the Chair of the Department of Nursing.

1.9.2018

Guidelines for the Retention of Minutes within the College and Department of Nursing

This guideline outlines the process for the retention of minutes from the College of Nursing (CON), Department of Nursing (DON) and respective committees. These guidelines outline who is responsible for the documents being posted on the CON Blugold site, and the format that the minutes should take.

Responsibility

- For CON minutes- the Dean's Assistant will keep minutes in format identified below and load to the designated folder in the CON BluGold Insider site.
- Each CON committee chair (Technology, Nominations and By Laws) will cc the Dean's Assistant when sending out the agenda, minutes and attachments. The Dean's Assistant will then load the respective documents in the Adobe Pro to make one file and load to the CON BluGold Insider website designated area once minutes from that meeting have been approved.
- For DON minutes—the person holding the ADA, Faculty Support, Nursing Department position will keep minutes in format identified below and load to the designated folder in the CON BluGold Insider site
- Each DON committee chair (SAUAC, UGCC, GCAC, and A&E) will cc the person holding the ADA, Faculty Support, Nursing Department position when sending out the agenda, minutes, and attachments. The ADA will then load the respective documents in the Adobe Pro to make one file and load to the CON BluGold Insider website designated area once minutes from that meeting have been approved.
- The DPC Committee will maintain their records as recommended by the University Human Resources department and Associate Vice-Chancellor for Academic Affairs

Process/Format for Saving the Minutes

- Once minutes are approved by the respective committees, the chair of that committee sends the approved minutes to the respective university support staff person responsible (as identified above) who will load into Adobe Pro the following documents to create one adobe file:
    - Agenda for the meeting
    - Approved Minutes from the meeting
    - Attachments from the meeting
- The file name for this document should be in this format, where the date is the date of the meeting: "YYYY-MM-DD_CommitteeName_Meeting"
- The university staff position will load the completed file into designated area on the CON BluGold Insider site.

2/4/16.

Overview of Storage of Committee Minutes

After minutes are approved by each department committee, the chair of the committee will send the following to the Undergraduate Support Staff via email. The undergraduate support staff will combine the word documents into one pdf and load to the BluGold Insider site:

- Agenda
- Approved Minutes
- Attachments used at that meeting

Overview of Storage of Student Evaluations of Courses

Undergraduate Student Evaluation of Courses

- The Undergraduate Support Staff will send out the course evaluations via a Qualtrics survey to the undergraduate students during the last week of class. Please note…
    - Students do prefer to be given time at the beginning of class to complete.

- Faculty who want their course evaluations to be launched for a specific day and time that last week of the semester, should notify the Undergraduate Support Staff one week prior to launch to arrange. Otherwise, all students will receive their course evaluations on the Monday of the final week of class.
- The Department Chair(s) should be contacted directly to arrange a time to visit class to talk about course evaluations with the students.

- Once grades are posted, the undergraduate support staff will pull the Qualtrics survey results and send to Chair(s) of the Department and Director of the Undergraduate Program first.
- Once the Qualtrics survey results have been approved by the Department Chair(s) and Undergraduate Program Director, then the Qualtrics survey results will go to the course coordinator and faculty in that course and UGCC Chair.
- The undergraduate support staff will then load the student course evaluation results into the "Student Evaluations of Courses (limited access)" folder in BluGold Insider/CON/Assessment and Evaluation site.

BSN Completion Student Evaluation of Courses

- Once the BSN Completion Director (as the representative to the Statewide BSN Completion Committee) receives the student evaluations of the CND courses, the Director will forward to the Undergraduate Support Staff to de-identify.
- Once the student evaluation(s) are deidentified, the Undergraduate Support Staff will return to Department Chair(s) and BSN Completion Director for review.
- Once reviewed, the Chair will email to the Undergraduate Support Staff for uploading into the "Student Evaluations of Courses (limited access)" folder in BluGold Insider/CON/Assessment and Evaluation site.

Graduate Student Evaluation of Courses

- The graduate support staff will create the course evaluation tools and make arrangements with the faculty to distribute to the graduate students during their last on-campus class meeting.
- The Graduate Support Staff will collate the survey results and send to the Chair of the Department and Director of Graduate Programs first.
- Once the survey results have been approved by the Chair and Director, then the survey results will go to all instructors in that course and GCAC Chair.
- The Graduate Support Staff will then load the student course evaluation results into the "Student Evaluations of Courses (limited access)" folder in BluGold Insider/CON/Assessment and Evaluation site.

Course Reviews Completed by the Course Coordinator and Faculty in the course.

- Course Coordinators, with input from the faculty who also taught in the course, are expected to complete Course Reviews after receiving the Student Evaluation of Courses results.
- Once completed, these course reviews are to be submitted to the respective curriculum chair (UGCC or GCAC).
- Each curriculum committee will review based on their timeline, providing any feedback to the faculty or note any needed changes to the curriculum, as appropriate.
- Once the course review has been reviewed by the respective curriculum committee, the Chair of that curriculum committee will send the course review form to either the Undergraduate Support Staff or the Graduate Support Staff to post in the "Curriculum Committee Course Reviews" folder on the BluGold Insider CON site.

Reviewed by department 12.6.18; edits 7/12/20, 6/17/22.

Policies Regarding Use of the Nursing Building-Eau Claire Site

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(s), 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.
6. 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: (See Blugold Insider or College Employee Handbook for floor plans.)

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(s).
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
- A gender neutral restroom is 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. Students also are expected to follow the smoking policies (including use of tobacco and e-cigarette products) of clinical agencies.

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).

Updated 8/12

Telephone Services

Long-distance Calls: A reduced rate for long-distance calls is provided to the University through the State Telephone System (STS). STS calls may originate from this campus or from any other state institution. All locations in Wisconsin and the rest of the continental United States can be called on STS. STS service is intended for University or professional business. Long-distance calls not made on STS should be limited to emergency situations. All long-distance calls placed are shown on the monthly chargeback report.

The current procedure for using STS is:

1) Dial "8" (the access code)
2) Dial "1"
3) Dial the area code
4) Dial the telephone number

Reviewed 7/09; updated 6/22.

Guidelines for Video Recording of 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 a 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 Information Systems Coordinator in Eau Claire and by the ADA in Marshfield. The recordings can only be used by the student(s) who made the recording request. The recordings will be erased following their use by the student(s).

Updated 8/12; edited 7/22/24.

Audiovisual Software Purchase Policies

Nursing faculty have responsibility for development and maintenance of a comprehensive and current audiovisual software collection that meets undergraduate and graduate program needs at Eau Claire and Marshfield sites. Requests for new media are made to the media specialist throughout the year. The media specialist determines whether the purchase will be made based on type of format, current holdings, content and cost.

Purchase of Media from McIntyre Funds Allocated to Departments

Nursing faculty members wishing to purchase new media using departmental "book funds" allocated from McIntyre Library will submit a form regarding this intent to the Department Office. Recommendation on purchase is made by the Nursing Department Chair(s). Final determination of purchase is made by McIntyre Library.

September 2009

Educational Facilities

Nursing Department Educational Facilities - Eau Claire Site

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. Room 276 also can serve as a seminar or conference room.

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.

Audio/Video Conferencing Rooms
- Rooms 105, 156, 157, 158, 247, and 276 rooms support/provide:
    - Audio/video conferencing via Zoom.
    - HDMI cord for bringing one's own device.

Miscellaneous Rooms
- Room 110 is the television control room which houses audio and video control and monitoring equipment for rooms 114 and 104.

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, 222, 224, 234, 246A, and 246B. 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—these must be supervised. Students are not allowed to utilize the Clinical Learning Center spaces unless a faculty member is present.

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.

Office and Lounge Space
Office space for administrators, faculty, and support staff exists on both the first and second floors of the Nursing Building. The student lounge is located on the first floor (Room 154) and the faculty/staff lounge is on the second floor. They each have 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 Student Success Center
Located in Room 167, on the 1st floor on the west side of the building. This room also serves as the office of the Eau Claire Prelicensure Academic Success Coordinator.

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.

Audio/Video Conferencing

- Three mobile carts support/provide:
  - Audio/video conferencing via Zoom.
  - HDMI cord for bringing one's own device.

Smoking

Smoking is NOT permitted anywhere on site. Students also are expected to follow the smoking policies (including use of tobacco and e-cigarette products) of clinical agencies.

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. 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 library is also available.

Recommended Content for Department of Nursing Course Syllabi

(Recommendation from the Undergraduate Curriculum Committee)

Required content for every undergraduate nursing course syllabus:

A. Instructor name(s) and contact information (e-mail address, office number, office hours)
B. Course title, number, credits, prerequisites*
C. Location and time of meetings of the course
D. Course description – purpose of the course*
E. Course objectives*
F. Educational philosophies or beliefs upon which the course is founded (e.g., UW-Eau Claire Goals of the Baccalaureate Degree)
G. Topical/content outline*
H. Assignments – textbooks, required and supplementary readings, supplies needed, identification of assignments appropriate for inclusion in students' portfolios
I. Course calendar
J. Instructional methods
K. Evaluation methods and avenues for feedback to students
L. Grading policy
M. Policy regarding requirement for satisfactory clinical performance in order to successfully pass any nursing course with a clinical component, consistent with the published nursing academic standards in the UWEC catalogue and student and faculty handbooks.
N. Learning facilities and resources for students
O. Course policies pertaining to attendance, late work, and make-up work
P. Statement referring students to the student handbooks (especially for the College procedures) and the Dean of Students website for information on academic grievance procedures, academic misconduct, and professional conduct.
Q. Policy pertaining to accommodation of students with disabilities.
R. Statement referring students to additional academic policies in the current *University Catalogue*, *Undergraduate Nursing Student Handbook*, and on the Dean of Students website.
S. Statement on use of technology in your classroom.
T. Nursing Learning Environment Visitation Policy as found in all student and faculty handbooks.

*Asterisked items are components of the course/syllabus that are approved by the entire nursing faculty; those items can only be changed via the appropriate process (see the policy titled, *Making Changes in Nursing Courses*).

NOTE: Some examples of language that might be used for selected items above are included on subsequent pages. Also see *Language the University Requests for Courses Taught for LE Credit* below. Also see Department of Nursing Undergraduate Syllabus Template in Blugold Insider.

Examples

BSN Program Student Learning Outcomes

This course is designed to help you meet the ten BSN Program Student Learning Outcomes. Those Learning Outcomes are published in the Undergraduate Student Handbook, which is available on the College web site.

This clinical course focuses on BSN Program Learning Outcomes _____. (Feel free to give specific examples of assignments in the course that help students meet the BSN Program Learning Outcomes.)

University Academic Goals

This course is designed to help you meet the Academic Goals of UW-Eau Claire. Those goals are

- Knowledge Goal
- Skills Goal
- Responsibility Goal
- Integration Goal

As you complete this course you will be expected to integrate what you have already learned from the natural and social sciences as well as from previous nursing courses. You will need to think critically as you use the nursing process. You will need to be an effective communicator using oral and written communication skills. And you will need to act ethically and respectfully with people who may be very different from you, whether they are your colleagues, patients, or others.

Goals of Baccalaureate Degree:

(Add assignments that help meet each goal; every goal does not need to be addressed)

Goals of Baccalaureate Degree	Assignments that Meet Goal
Knowledge Goal: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, science and technologies, and social sciences.	
Skills Goal: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.	
Responsibility Goal: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.	
Integration Goal: Integrate learning across courses and disciplines, and between campus and community life.	

Example of Teaching and Learning Strategies

Our emphasis in the course is on understanding and application of the content, not memorizing detailed or trivial facts. In addition, we are committed to facilitating your professional and personal development, as you meet your goal of becoming a baccalaureate-prepared registered nurse.

Students are expected to assume responsibility for their own learning, be active participants in the classroom, online, and work collaboratively with others in the course. The role of the faculty is to facilitate students' learning, not to "present the one right answer" or solve all the problems. Student attendance in class is an expectation, and excessive absences may lower the course grade. All course assignments must be completed to pass the course.

Teaching strategies include lecture, online work, discussion, small group work, I clickers, readings/articles, and written assignments. This course is a **hybrid course,** which by definition means that 25% of the course is online. You may complete the online portions of this course any time in the semester but must completed by the scheduled due date. Please note that the time spent on the hybrid modules reflect the amount of time you would spend preparing for a face-to-face class and the actual class time. For example, this is a two credit course. It is assumed that for two credits you

would prepare or study 6 hours a week. Add this to the lecture time of two hours and you have 8 hours of this class. It may not take 8 hours to complete each module, but please note that the modules are not a quick assignment.

Example of Language About Policies Pertaining to Attendance, Late Work, Class Preparation, Etc.

Assigned readings are to be completed before coming to class, and it is expected that students will attend all classes and clinical experiences and will come prepared to actively participate. Attendance will be taken. Please refer to the Class Attendance and Authorized Absence Policies to understand your responsibly as a student, see https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/. Inconsistent performance, unexplained/excessive absences, or habitual tardiness will affect the course grade and can result in failure. Extenuating circumstances are considered.

Tests will consist of objective multiple/choice-type questions and items will be drawn from lectures, readings, and workbook assignments. A few questions may be open-ended. Please note that information contained in reading and workbook assignments and not covered in lecture may be tested.

All written assignments must be submitted by the due dates. Late submissions will result in deductions of two percentage points for each of the days the papers are late. Students facing difficulties in completing assignments are required to speak with faculty prior to the due dates. If you dispute a grade on any course assignments, you must discuss your concerns within one week of receiving your grade on the assignment. After one week, assignment grades can be discussed but grades will not be changed.

Students are expected to take all exams when scheduled. If extenuating circumstances arise, the course coordinator must be contacted prior to exam time and arrangements for taking the exam will be made. Failing to show up for an exam without notifying the course coordinator may result in a zero for that exam.

If there is any student who has need for test-taking, note-taking, or other accommodations, please talk with the faculty or course coordinator. The course coordinator must be aware of special test-taking needs at least one week prior to the first exam. A written note specifying the required accommodations must be obtained from the appropriate University office, e.g., the Services for Students with Disabilities Office.

Example of Language Pertaining to Accommodation of Students with Disabilities

It is the policy of the University of Wisconsin-Eau Claire to provide reasonable accommodations for students with disabilities pursuant to state and federal law. If a student with a disability wishes to make an accommodation request, he or she should consult the Services for Students with Disabilities Office, which is responsible for assisting with appropriate accommodations Students may also discuss accommodation issues with individual instructors or administrators. Please consult the Services for Students with Disabilities Office for additional information regarding disability accommodation policies and procedures.

Example of Statement Referring Students to Additional Academic Policies

Additional Academic Policies and Grievance Procedures:
Additional academic policies are published in the University Undergraduate Catalogue, Nursing Undergraduate Student Handbook, Dean of Students Office website, and Your Right to Know. Students wishing to file an academic grievance are referred to the Dean of Students Office website.

Examples of University Policies: Services for Students with Disabilities

Any student who has a documented disability and is in need of classroom accommodations, contact me as soon as possible. Please send your current VISA (Verification of Individual Services and Accommodations) to me either by mail or via email after scanning.

For additional information about documentation of a disability, please contact the Services for Students with Disabilities (SSD) office at (715) 836-4542 or visit the website at www.uwec.edu/ssd

Examples of University Policies: Academic Misconduct Policy

Academic misconduct such as plagiarism, unauthorized collaboration on academic projects, or cheating is a serious offense and the strongest possible penalties for academic misconduct will be pursued. For more information see https://www.uwec.edu/dean-of-students/dos-faculty/academic-misconduct/

Examples of University Policies: Civility

As members of this class, we are members of a larger learning community where excellence is achieved through civility. Our actions affect everyone in our community. Courtesy is reciprocated and extends beyond our local setting, whether in future jobs, classes, or communities. Civility is not learned individually, it is practiced as a community.

Example of Language about Use of Technology in the Classroom

Students must seek course faculty permission to audio record, video record, or Skype. Failure to seek faculty permission may be considered academic misconduct and result in the initiation of academic misconduct discipline procedures. See Dean of Students website.

Example of Language about Veteran's Services

Students who are Veterans may wish to contact the Veteran's Office regarding additional resources which may be available to you. See the Dean of Students website.

Example of Language to avoid syllabus contract claims and other potential problems

"Syllabus may be appropriately modified at the instructor's discretion." (We must ensure proper notice of modifications to students.)

Example of Language pertaining to the Nursing Learning Environment Visitation Policy

This visitation policy applies to all College of 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 (i.e., Zoom or Skype) is not allowed in College of Nursing 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.*

Example of Language of Expectant Behavior in Skills Lab and on Clinical Units:

Professional appearance and attire including nursing student uniform, lab coats, closed-toe white shoes, and name pins when students are working in the skills lab is required. (Refer to College of Nursing Student Handbook and Skills Lab Guidelines). Students will be sent home from clinical experiences at faculty discretion for inappropriate professional appearance, behavior, and attire.

Students are expected to **attend all** assigned clinical learning experiences (both in skills lab and on clinical units), except when ill. Please **notify your clinical instructor** on the previous evening or as soon as possible if unable to attend. Failure to notify your clinical instructor reflects on accountability and responsibility. Being late for clinical experiences, as well as class and skills lab, also reflects on your accountability and professional behavior. Students are expected to negotiate makeup times with their clinical instructors if hours are missed because of illness.

Clinical Expectations

In order to successfully complete the clinical portion of this course, the following expectations are required:

- Documentation of CPR certification, background check, immunization, and titer requirements,
- Arriving on time and prepared for clinical and remaining for the entire, scheduled clinical experience
- Professionalism---you represent UW-EC College of Nursing and must be professional in all components of your behavior including dress, actions, and conversations,
- Completion of Clinical Evaluation

Failure to meet clinical expectations will result in unsatisfactory clinical performance resulting in failure of the course. **Regardless of performance in classroom work (exams and other assignments), an UNSATISFACTORY grade in clinical will result in COURSE FAILURE. In the event of unsatisfactory clinical performance, students will be required to repeat the entire course.**

Example of Language about Achieving Satisfactory Clinical Performance in Order to Pass a Course:

Clinical performance will be evaluated as being either satisfactory or unsatisfactory. Students must receive a satisfactory clinical evaluation in each of the following critical areas in order to pass the course:

1. Use of the clinical decision-making process
2. Application of theoretical knowledge
3. Use of appropriate communication
4. Maintenance of client safety
5. Demonstration of accountability and responsibility

Example of Grading Policy Language About Achieving a Course Grade of at Least a C and a 75% Exam Average in a Required Course:

Students must achieve a mean score of 75% or better on exam scores to successfully complete the course. This minimum score requirement does not include other course assignments. Vendor standardized exams will not be calculated into the exam average. A cumulative minimum grade of 73% is required to successfully pass the course. *Students unable to achieve the minimum requirements will receive an "F" in the course.*

Grading Scale: Example of Language about Achieving a Course Grade of at Least a C in a Required Course:

To pass the course, students must attain at least a C (73%) when all tests including the comprehensive final exam scores are averaged together. This minimum score requirement does not include the grades from paper assignments. However, written assignments count toward the final course grade, once the minimum test average is reached.

The course grade scale below is the standard course grade scale for all undergraduate required and elective nursing courses. Grades will round up from the "tenths" position to the nearest whole number when the number in the tenths position is five or greater (e.g., 72.5% rounds to 73%).

The grading scale for the course will be as follows:

93 –100 = A	73 – 76 = C
90 – 92 = A-	70 – 72 = C-
87 – 89 = B+	67 – 69 = D+
83 – 86 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	59 and below = F

Students must achieve a mean score of 75% or better on exam scores to successfully complete the course. This minimum score requirement does not include other course assignments. A cumulative minimum grade of 73% is required to successfully pass the course. *Students unable to achieve the minimum requirements will receive an "F" in the course.*

- Include ONLY in course syllabi that have HESI Exams (e.g., NRSG 317, NRSG 359, NRSG 424, NRSG 447, NRSG 477, and NRSG 487): *Vendor's standardized exams will not be calculated into exam average.*
- *A 75% exam average will be calculated as stated in each Undergraduate course syllabus.*

Revised 5/19, 10/8/20.

Language the University Requests for Courses Taught for LE Credit:

All courses being taught for LE credit need to:

- Include the following language and complete list of LE outcomes in the syllabus (the list of LE outcomes is available on the ULEC website and below).

- *The UW-Eau Claire Liberal Education (LE) Core curriculum serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the* ***knowledge AND skills*** **AND** ***responsibility*** *that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop the values essential to becoming a constructive global citizen. The outcomes below will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement.*

- Include a statement at the end of the list of outcomes that identifies which outcome(s) is/are being taught in the course and what assignment(s) is/are designed to allow students to demonstrate their progress toward the outcome(s).
  - Sample language: "This course meets the requirement for the Social Sciences outcome (K2). The outcome will be assessed via questions on in-class exams and the midterm paper."

Liberal Education Core Syllabus Language

The UW-Eau Claire Liberal Education (LE) Core curriculum serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the ***knowledge*** **AND** ***skills*** **AND** ***responsibility*** that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop the values essential to becoming a constructive global citizen. The outcomes below will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement.

Liberal Education core Outcomes

KNOWLEDGE GOAL: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

- Knowledge Outcome 1 (K1): Natural Sciences. Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical or computational methods.
- Knowledge Outcome 2 (K2): Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.
- Knowledge Outcome 3 (K3): Humanities. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.
- Knowledge Outcome 4 (K4): Fine Arts. Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

SKILLS GOAL: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

- Skills Outcome 1 (S1): Written and Oral Communication. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.
- Skills Outcome 2 (S2): Mathematics. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.
- Skills Outcome 3 (S3): Creativity. Create original work, perform original work, or interpret the work of others.

RESPONSIBILITY GOAL: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

- Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

- Responsibility Outcome 2 (R2): Global Perspectives. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.
- Responsibility Outcome 3 (R3): Civic and Environmental Issues. Use critical and creative thinking to address civic, social, and environmental challenges.

INTEGRATION GOAL: Integrate learning across courses and disciplines within and beyond campus.

- Integration Outcome 1 (I1): Integration. Apply knowledge, skills, or responsibilities gained in one academic or experiential context to other contexts.

SERVICE-LEARNING GOAL: Service-Learning. Students will serve their community by applying skills and knowledge gained through university coursework and/or experiences. Note: Service Learning is transitioning to Community Engaged Learning for Fall 2025.

This course helps students meet the following Liberal Education Learning Outcome(s):
[Include a brief statement here that identifies the LE outcomes of the course and how they will be addressed and assessed]
July 2016

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.

Process to Save Artifacts

Faculty should collect 2-4 artifacts per academic year, that include a range of student abilities. Faculty need to remove the student's name and any identifying information from the artifact. Artifacts should be saved electronically, so if in hard copy, please scan or give to the appropriate University Services Associate, to scan. They will need to know which class the artifact has come from, if it is in the TBSN, BSN-Completion, MSN, or DNP program, and the semester it was saved. The file name should reflect the naming rules as outlined in the Guidelines for Assessment and Evaluation SharePoint Site document. Email the document to the appropriate University Services Associate. They will upload it to the SharePoint site. Loading to the SharePoint site allows for retrieval of the artifacts during accreditation visits. Questions should be directed to the Director of Assessment and Evaluation.

Textbook Purchase Recommendations

- Attempt to keep the number of required textbooks to a minimum, with a single book serving multiple purposes whenever possible
    - Use texts from previous semesters rather than require new ones (consider subsequent use of on-line resources the students purchase, as well)
    - When a related set of textbooks (e.g., ANA package, NANDA/NOC/NIC series) is required, consider spreading the purchase out over more than one semester
- Look for textbooks with an across-the-lifespan emphasis whenever possible
- Arrange for rental whenever possible (IRR policy is one rental per course per semester)
- Consider assigning more journal articles to supplement textbooks
- Use electronic (free) resources whenever possible, i.e., through McIntyre Library

Coordinated Department Approach to Adoption Decisions for New Undergraduate Textbooks and Supplemental Teaching/Learning Resources

	Textbooks (*new* textbooks, not new *editions* of currently-used textbooks)	**Supplemental Teaching Resources That Students are Required to Purchase (e.g., companion online study guides, online testing products, case study and scenario products)**
Who May Originate the Request for Purchase	Any member of the faculty/IAS	Any member of the faculty/IAS
Process and Period of Review	• The review period for proposed new textbooks will encompass the first six (6) weeks of every semester, in order to meet Bookstore deadlines • Requester must send an e-mail to the Nursing Department list at the beginning of the review period describing the intent to change the textbook and naming the specific courses the change will particularly affect (i.e., all courses that use the textbook). • Requester must arrange with the publisher's representative to place a review copy in the MF and EC faculty/IAS lounges for the review period. Requester should identify a colleague at the other site who will receive and display the review copy.	• The review period for proposed new textbooks will encompass the first six (6) weeks of every semester, in order to meet Bookstore deadlines • Requester must send an e-mail to the Nursing Department list at the beginning of the review period describing the intent to change the supplemental teaching resources and listing the courses the change will likely impact • Requester must include a link in the e-mail to available online information and effectiveness data about the product. • Requester is encouraged to schedule an informational/demonstration session for all faculty/IAS with the sales representative.
Required Data for Review	• Review copies of the proposed textbook • Price information/comparison with current text price	• Information about the product including effectiveness data (see above) • Price information per student and, if applicable, institutional fees
Overall Criteria for Review	• Written by content experts (consider credentials and expertise of authors and editors) • Based on current science, including epidemiology, validated measurement tools, research and other evidence • Foregrounds theory-based nursing clinical reasoning • Ideally includes the use of case studies, scenarios, and/or vignettes • Uses standardized nursing language(s) as foundational for nursing science and health information technology • Promotes holistic nursing care • Emphasizes cultural competence and respect for diversity in people • Discusses current ethical, legal, and health policy issues • Has clear visuals (e.g., images, tables, figures) that contribute meaningfully to the text • Includes useful student & instructor ancillaries (e.g., practice questions, care planning helps, image libraries, test banks, etc.)	• Created by content experts (consider credentials and expertise of content experts) • Based on current science • Foregrounds theory-based nursing clinical reasoning • Uses standardized nursing language(s) as foundational for nursing science and health information technology • Promotes holistic nursing care • Emphasizes cultural competence and respect for diversity in people • Discusses current ethical, legal, and health policy issues • Company has data to support a positive impact of the product on student learning • User-friendly interface for both students *and* faculty/IAS
Finalizing the Decision	The decision to adopt a new textbook is made by consensus of faculty/IAS with pertinent content expertise and/or who teach in the courses that will be the primary users of the text, based on input received through the review process.	The decision to adopt a new product is made by consensus of faculty/IAS with pertinent content expertise and/or who teach in the courses that will be the primary users of the text, based on input received through the review process.
How Department Faculty/IAS are Notified of the Decision	• Via broadcast e-mail to Department faculty/IAS • Through LRC/Media Specialist's spreadsheet • Via Blugold CampS	• Via broadcast e-mail to Department faculty/IAS • Through LRC/Media Specialist's spreadsheet • Via Blugold CampS

Bibliography:
Altman, W. S., Ericksen, K., & Pena-Shaff, J. B. (2006). An inclusive process for departmental textbook selection. *Teaching of Psychology, 33*(4), 228-231.
Cassata, L. C. & Cox, T. M. (2009). Evaluation tool for clinical nursing textbooks: Bridging content analysis with evidence. *Journal of Nursing Education, 48*(6), 301-309.

Approved 4/17/14.

To request faculty copies of textbooks, please contact the Academic Department Associate in Eau Claire.

Grading Scale

University of Wisconsin- Eau Claire
Department of Nursing

The below course grade scale is the standard course grade scale for all undergraduate required and elective nursing courses. Grades will round up from the "tenths" position to the nearest whole number when the number in the tenths position is 5 or greater (i.e., 72.5% rounds to 73%).

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

Approved 12.16.2010

Academic Policies – Graduate Program

Grading Policy for Courses

Graduate students must earn a grade of "C" or better in courses and practica to successfully progress. Satisfactory performance is required in both the clinical and didactic components of courses. A 3.00 cumulative GPA is required to continue in the graduate program. Graduate students may earn grades of A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), D+ (1.33), D (1.00), D- (0.67), or F (0.00). Also see the Graduate Catalogue.

Written Assignments

Students are expected to know and use the current edition of the *Publication Manual of the American Psychological Association* as the manual of style for all written assignments. This manual is available in the University Bookstore. Papers should be completed on a word processor.

Oral Examination

Successful performance in an oral examination is required of all MSN graduates of the nursing program who elect to do a thesis. The exam focuses on the student's thesis. The exam must be taken at least one week before the end of classes (and at least 10 days prior to graduation) in the semester or summer session in which the student plans to graduate. The oral examination committee consists of graduate faculty, including the academic adviser, the project or thesis adviser, and one member from outside the student's department of specialization. The committee is appointed by the Associate Dean of the College of Nursing upon recommendations from the academic adviser and project or thesis chair and approved by the University Dean of Graduate studies. (See the Graduate Catalog for additional details.)

Students who complete a scholarly project in lieu of a thesis will be expected to make a presentation regarding the project. This presentation must occur at least one week before the end of classes in the semester or summer session in which the student plans to graduate. Announcement of the presentation is given to the Nursing community in sufficient time (one week minimum, at least 2 weeks is recommended) prior to the presentation to allow interested faculty and students to attend.

Final Examinations

Examination week is part of the regular academic semester. Each course offered for credit is concluded with a final examination unless the instructor determines that some other method of evaluation is more appropriate to the objectives of the course. Final examination for graduate nursing students are normally offered during the same time frame during exam week as the class was scheduled during the semester, but may be held at a time and day different from that of regularly scheduled course sessions. Therefore, students should plan to ensure attendance at final examinations. (See University of Wisconsin-Eau Claire Catalog for more details.)

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(s), 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 Regulations" of current University Catalog or the following link: https://www.uwec.edu/blugold-central/academic-planning/final-common-exam-schedules/.

The following points are considered 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 student's absence from campus.

Planned "emergency" or "extraordinary circumstances" 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/

Academic Conduct and Misconduct

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

FALSIFICATION OF ANY PATIENT/CLIENT RECORDS OR MISREPRESENTATION OF A STUDENT'S NURSING ACTIONS IN RELATION TO PATIENTS/CLIENTS IS REGARDED BY THE FACULTY AND ADMINISTRATORS OF THE COLLEGE OF NURSING AS ACADEMIC MISCONDUCT AND SUBJECT TO DISCIPLINARY ACTION.

University policies regarding academic misconduct as well as information regarding student academic grievance procedures and student disciplinary procedures are available on the Dean of Students Office website.

Graduate Clinical Expectations

Students are expected to adhere to national competencies for specific role preparation clinical behaviors.
5/14/15

TOEFL Exam Policy for International, Non-Native Speakers of English

International, non-native speakers of English applying to an undergraduate nursing program must have a TOEFL score as follows: TOEFL Written >560 (or IELTS score of 6.5); or TOEFL (CBT) >220; or TOEFL (iBT) >83. These scores are based on National Council of State Boards of Nursing requirements.

Course grades of B in both English 110/WRIT 116 and CJ 202 will be accepted as an alternative to repeating the TOEFL exam for students who achieve TOEFL scores less than these minimums.

Approved April 16, 2009
Revised February 2010

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.

Attending Eau Claire and Marshfield Sites

Students admitted to a primary site, either Marshfield or Eau Claire, will register for course sections according to the site to which they are admitted. Students are required to attend clinical at the primary site and are expected to attend classes at the primary site. Class site attendance (not clinical attendance) may be negotiated with the course faculty based on the individual student need.

The Marshfield Site is not approved as an instructional site by the Department of Homeland Security (DHS) for international students; therefore, UW-Eau Claire is unable to host F-1 visa holders studying in Marshfield or issue I-20s for students to study in Marshfield.

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(s) must also adjust clinical group sizes and make-up. An appropriate, safe 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. Students admitted to the Eau Claire campus may need to travel to Marshfield for some clinical experiences.

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 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 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(s)).
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(s) (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 through the Dean of Students Office website: https://www.uwec.edu/dean-of-students/dos-faculty/academic-misconduct/.
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.

Other Student Rights

Students have the opportunity to participate in the evaluation of their educational experience. The Department of Nursing operationalizes 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. Students must be provided an opportunity to complete their evaluations without the presence or influence of their instructor(s). The results of student evaluations of

faculty/IAS are not shared with faculty/IAS until after grades have been turned in for that semester. Course evaluations are reviewed on a regular basis by the Department Chair(s), program directors, and by the appropriate Nursing Department curriculum committee. Where needed, recommendations for changes are made to the Nursing Department.

General Suggestions

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(s), Associate Dean, or the CON 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.

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.

Teaching Definition

(Approved by Nursing DPC; March 3, 2011)

- *Teaching engages students and creates a respectful environment so that students achieve learning outcomes.*
- *Teaching is a reflective practice that inspires professionalism and prepares leaders.*
- *Teaching demands a current and evidence-based level of knowledge in practice and education and requires accountability from students and faculty to challenge boundaries.*

Nursing Programs Evaluation Plan: Standards and Key Elements

The Nursing Program Evaluation Plan can be found in Blugold Insider on the web.
(See the "Master Evaluation Plan" and "Master Evaluation Plan Timeline").

Department of Nursing Organizational Guidelines/Bylaws

I. Purpose and Functions:

The purpose of the Department of Nursing is to:

1. Inspire and lead the professional education and role development of undergraduate and graduate nursing students who will assume leadership roles in clinical practice, in their communities, and in the profession of nursing;
2. Foster the highest degree of professionalism through a focus upon scholarship, community service, and leadership, and raise the standard of professionalism through continuing education and professional development;
3. Represent the opinions and concerns of the nursing faculty through active participation in departmental and college operations and through appointed and elected representation on relevant committees;
4. Disseminate information among members of the department, college, and other individuals and entities, as appropriate;
5. Contribute to an environment of trust, mutual respect, and collegiality.

Department functions include, but are not limited to:

1. Participate in determining college and department priorities, goals, and strategic plans;
2. Participate in establishing and/or revising the mission, philosophy, values, conceptual and organizational frameworks, and academic outcomes for the nursing programs, department, and college;
3. Establish and/or revise the governance structure of the department, and participate in establishing and/or revising the governance structure of the college;
4. Review and make recommendations concerning proposals affecting the organizational structure, functions, and activities of the department and college;
5. Review and approve curricular changes, including courses, programs, and other curricular offerings of the department;
6. Coordinate and conduct elections identified in these guidelines.

II. Membership:

The membership of the Department of Nursing shall consist of faculty with administrative appointments ≤ 50%, department chair, faculty, instructional academic staff, administrative professional academic staff, university staff, and other individuals who by their appointment are designated as staff of the Department of Nursing.

Voting Membership and Rules for Voting

Voting members of the Department of Nursing include all nursing faculty and instructional academic staff with at least a 50% appointment. Voice only (non-voting) members include faculty and instructional academic staff with less than a 50% appointment, administrative professional academic staff, university staff, and persons with emeriti appointments. Voting on motions will be decided by a simple majority of those present at voting, unless otherwise agreed at the time of the vote. Voting on curricular matters requires faculty or instructional academic staff status of at least a 50% appointment. Voting on graduate matters requires graduate faculty status.

III. Officers:

Officers and Duties of Officers

The officers of the Department of Nursing shall be the Department Chair (or designee) and the Secretary.

Chair Duties:

The Department Chair(s) or designee shall:

1. Convene and preside at all meetings of the Department of Nursing.
2. Represent the Department of Nursing at relevant university and college meetings.

Secretary Duties:

The Secretary for department meetings will be an Administrative Departmental Associate. The Secretary shall:

1. Prepare minutes of the department meetings.
2. Distribute minutes to the membership for review and approval.
3. Following approval by the membership, maintain a current and complete file of official minutes in the department office.

IV. Meetings:

Meetings of the Department of Nursing

Meetings will be held at least once each month on a date and time established by the Department Chair. Meetings will be called at least one week in advance. Special meetings may be called upon request of members, with notice distributed at least 48 hours prior to the meeting and subject to open meeting laws.

Meetings of the Graduate Faculty

Graduate faculty are a sub group of the overall department. Graduate faculty meetings may be held separately from the overall department meetings. All members of the department who have full or associate graduate faculty status comprise this group. Only members with full graduate status have voting privileges. The graduate program director calls and facilitates these meetings.

V. Committees and Councils:

Committees and councils are established to facilitate the business of the Department of Nursing. Each committee and council identifies needs, studies, takes actions and/or makes recommendations to the department or other appropriate bodies, about areas of need within their scope of interest or responsibility. Each committee or council determines its own meeting schedule and agendas, and keeps a record of its actions to be shared with all members of the department, in keeping with open meetings rules and regulations.

Sub- and ad-hoc committees

Sub- and ad-hoc committees can be created at the discretion of the Department of Nursing, committees, or councils. The department chair will initiate the ballot.

Department of Nursing Committees, Functions, and Membership:

- **Undergraduate Curriculum Committee**

  Functions and responsibilities include but are not limited to:

  - Provide leadership and direction for undergraduate curriculum development, evaluation, improvements, and revisions
  - Provide leadership for undergraduate teaching/learning strategies, pedagogies, and innovations
  - Develop undergraduate academic policies as needed
  - Provide consultation on and approve Department of Nursing undergraduate course revisions, new courses, wellness/diversity/foreign culture/LE/IDIS designations, and program changes.
  - Provide leadership in the development, implementation, and review of undergraduate curricular assessment activities, including implementation of the undergraduate curricular evaluation plan
  - Serve as the official conduit between the Department of Nursing and the University Academic Policies Committee
  - Recommend actions on any of the above to the Department of Nursing, committees or councils, as needed

Membership on the Undergraduate Curriculum Committee
Required: (1 member from the committee should currently be or has recently taught in the BSN Completion program.)

- Committee chair
- Three faculty members
- Two instructional academic staff members

Recommended:

- One traditional undergraduate and one BSN Completion student, appointed

Ex-Officio:

- The College Dean
- Associate Dean
- Department of Nursing Chair
- Director of Assessment and Evaluation
- Skills Lab Coordinator
- Undergraduate Program Director
- BSN Completion Program Director
- Assistant Dean – Marshfield Site
- Marshfield Site Director

The committee chair and faculty/instructional academic staff members will be elected. The committee chair will be a tenured faculty member and shall serve a two year term. Committee members will serve staggered two-year terms.

- **Student Affairs and Undergraduate Admissions Committee**

Functions and responsibilities include but are not limited to:

- Provide leadership for undergraduate and graduate student awards and recognitions
- Provide leadership for the Nursing Honors and Nurse Scholars programs
- Participate in developing criteria, policies, and procedures relative to admission, retention, progression, student welfare, and graduation of undergraduate students.
- Review credentials of applicants to undergraduate programs and make recommendations regarding admission status to the Dean
- Review undergraduate student progression issues, petitions, grievances, and appeals, and make recommendations to the Associate Dean
- Recommend actions on any of the above to the Department of Nursing, committees, or councils as needed
- Coordinates student social activities

Membership on the Student Affairs and Undergraduate Admissions Committee
Required:

- Committee chair
- Two faculty members
- Two instructional academic staff members

Recommended:

- One traditional undergraduate and one BSN Completion student, appointed

Ex-Officio:

- The College Dean
- Associate Dean
- Department of Nursing Chair(s)
- Undergraduate Program Director
- BSN Completion Program Director
- Marshfield Site Director

The committee chair and faculty/instructional academic staff members will be elected. The committee chair will be a tenured faculty member and shall serve a two year term. Committee members will serve staggered two-year terms. Student members will be excused from participating in student-sensitive matters.

- **Graduate Curriculum and Admissions Committee**

  Functions and responsibilities include but are not limited to:

  - Provide leadership and direction for graduate curriculum development, evaluation, improvements, and revisions
  - Provide leadership for graduate teaching / learning strategies, pedagogies, and innovations
  - Develop graduate academic policies as needed
  - Provide consultation on and approve Nursing Department graduate course revisions, new courses, and program changes.
  - Provide leadership in the development, implementation, and review of graduate curricular assessment activities, including implementation of the graduate curricular evaluation plan
  - Serve as the official conduit between the Nursing Department and the University Graduate Council
  - Participate in developing criteria and policies relative to admission, retention, progression, and graduation of graduate students
  - Review credentials of applicants to the graduate program and make recommendations regarding admission status to the Graduate Programs Director
  - Provide consultation to the Graduate Programs Director regarding graduate student progression issues
  - Recommend actions on any of the above to the Nursing Department, committees or councils, as needed
  - Participates in graduate student orientation

  Membership on the Graduate Curriculum and Admissions Committee

  Required:

  - Committee chair
  - Five members with full graduate status

  Recommended:

  - One graduate student, appointed

  Ex-Officio:

  - The College Dean
  - Associate Dean
  - Department of Nursing Chair(s)
  - Graduate Programs Director
  - Assessment and Evaluation Director
  - Skills Lab Coordinator

  The committee chair will be a tenured faculty member and serve a two year term. The committee chair and faculty/instructional academic staff members with graduate faculty status will be elected. Committee members will serve staggered two-year terms.

- **Department of Nursing Assessment and Evaluation Committee**

  Functions and responsibilities include but are not limited to:

  - Assists the department and the Director of Assessment and Evaluation with the development, review, and monitoring of Department of Nursing program evaluation, assessment of student learning, and quality improvement processes and activities
  - Reviews the effectiveness of plans and practices for program evaluation and assessment of student learning

- Monitors and makes recommendations for revisions to the Department of Nursing Evaluation Plan to the department.
- Receives and reviews processed evaluation data, identifying trends and patterns
- Collaborates with appropriate Department of Nursing committee(s) for the review and analysis of evaluation reports, and with the department for discussion, analysis, and quality improvement decision making.
- Recommends Department of Nursing improvement initiatives based on the analysis of assessment/evaluation data
- Facilitates articulation of Department of Nursing assessment/evaluation initiatives with those of the college and university

Membership on the Department of Nursing Assessment and Evaluation Committee
Required:
- Director of Assessment and Evaluation serves as chair of the committee
- Four Department of Nursing members, at least two of whom are faculty

Recommended:
- One undergraduate student
- One graduate student

Ex-Officio:
- The College Dean
- Department of Nursing Chair(s)
- Graduate Programs Director
- Undergraduate Program Director
- BSN Completion Program Director
- Undergraduate Curriculum Committee Chair
- Graduate Curriculum Committee Chair
- Marshfield Site Director

Faculty/instructional academic staff members will be elected. Elected committee members will serve staggered two-year terms.

- **Department Personnel Committee**
  The Department Personnel Committee includes all tenured faculty members of the Department of Nursing. The Department Personnel Committee is self-governing and functions according to the university handbook and the approved Department Evaluation Plan

Department of Nursing Councils, Functions, and Membership

- **Faculty Council**
  Functions and responsibilities include but are not limited to:
  - Collaborate with department and college administration, committees, and councils to provide leadership for the nursing programs
  - Participate in determining department and college priorities, goals, and strategic plans
  - Provide leadership in faculty development
  - Make recommendations regarding staffing and retention/promotion issues
  - Assure shared governance processes are used when appropriate
  - Recommend actions to the Department of Nursing, committees, or councils as needed

  Membership on the Faculty Council:
  All tenured and probationary faculty members in the Department of Nursing. The chair will be a tenured faculty member elected from within the Council. Alternatively, chair responsibilities can be replaced by initiative leaders. Department initiatives will be developed by the faculty council, and leaders will be tenured faculty members elected from within the council.

- **Academic Staff Council**
  Functions and responsibilities include but are not limited to:
  - ♦ Participate in determining department and college priorities, goals, and strategic plans
  - ♦ Provide leadership in academic staff development
  - ♦ Assure shared governance processes are used when appropriate
  - ♦ Recommend actions to the Department of Nursing, committees, or councils as needed

  Membership on the Academic Council:
  All instructional and administrative professional academic staff in the Department of Nursing, or who serve nursing functions within the college. The chair will be elected from within the council.

VI. Learning Communities:

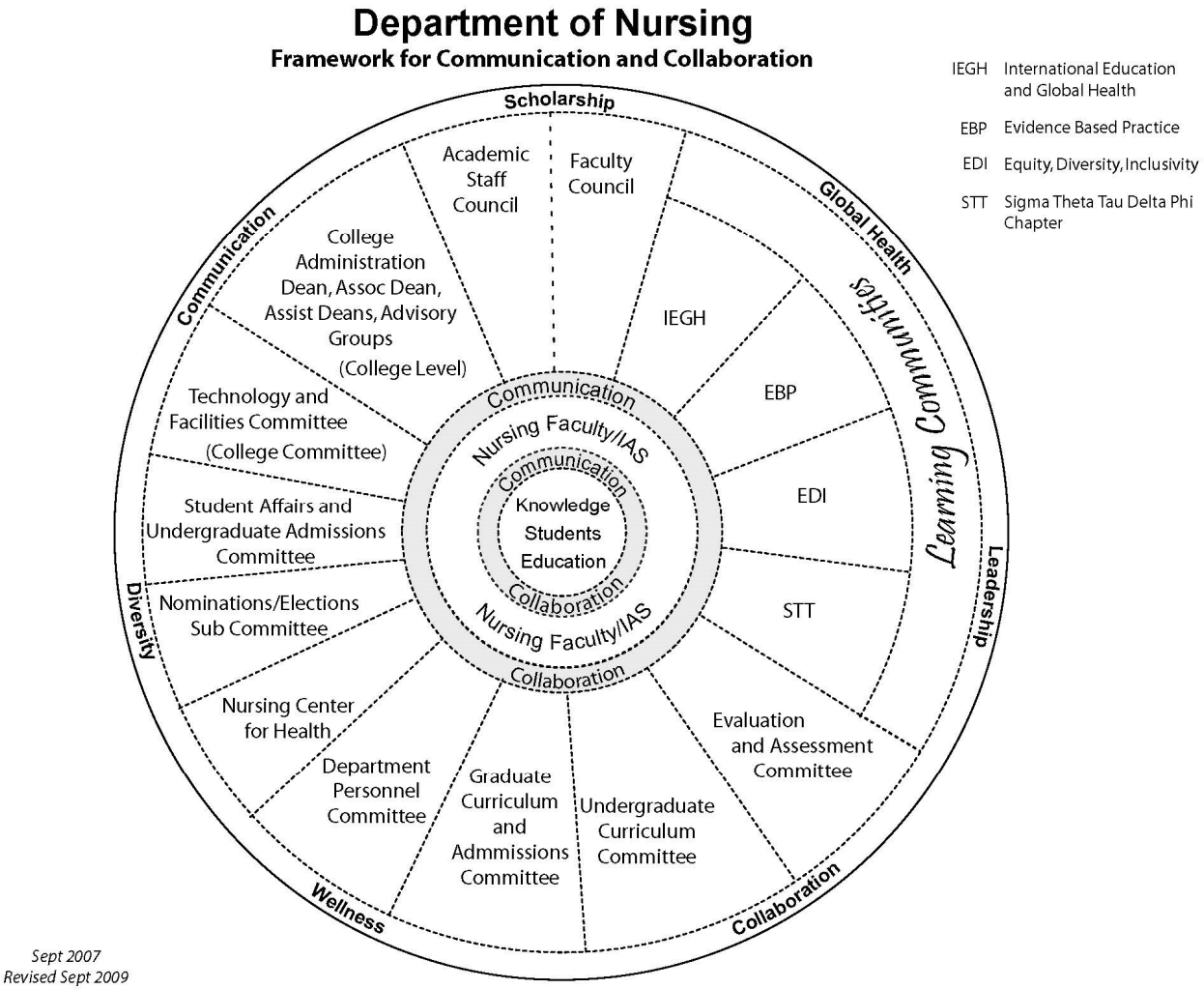
Learning Communities are self-forming, self-directing, and self-administered groups of faculty, academic staff, students, community members, and other constituents who organize around an area of common interest and commitment. Learning Communities come together for inspiration, support, collaborative knowledge development, leadership development, or other mutually beneficial purposes. Learning Communities establish their own meetings, purposes, and activities. They may recommend issues to the Department of Nursing, committees, or councils as needed.

VII. Amendments:

Organizational guidelines may be amended at any meeting if the Nursing Department by a two-thirds vote of the voting members present and voting, provided the suggested amendments have been submitted in writing to the member of the Department of Nursing at least one week in advance.

Approved 9-16-2010
Revised and approved 12-3-2015, 4/8/16, 2/2/17, 2/8/24

Department of Nursing Framework for Communication and Collaboration



Sept 2007
Revised Sept 2009
Revised July 2012

Nursing Research (IRB) Participation

Student Proposals

a. The Nursing Research Participation Review Subcommittee (NRPRS) is a subcommittee of the Graduate Curriculum and Admissions Committee (GCAC). The Subcommittee chair and four graduate faculty members are appointed by GCAC for two year, staggered terms. All graduate faculty members rotate subcommittee membership. Subcommittee members are to provide evidence of completion of the CITI IRB Training for the Social-Behavioral Educational Researchers Course at the start of their term.

b. The single purpose of the NRPRS is to review all student proposals involving human subjects to assure that all studies respect the rights and welfare of the individual(s) involved, utilize appropriate methods to secure informed consent, and have duly considered the risks and potential benefits of the investigation for participants. This includes all proposals submitted for Exempt & Expedited Review, and proposals requiring a full IRB Review prior to their submission to the University. **The NRPRS review is not intended to be a critique of the proposal.**

c. UW-Eau Claire IRB materials are submitted to the NRPRS chair and University IRB via the BPLogix eForm system. Please see the Office of Research and Sponsored Programs (ORSP) IRB web site for information regarding the submission process using the BPLogix eForm system (https://www.uwec.edu/orsp/faculty-academic-staff/research-using-human-subjects/).

d. The following steps are to be followed in the Department of Nursing:

   i. Student completes the CITI IRB Training for the Social-Behavioral Educational Researchers Course if not previously done. This process will only need to be completed before beginning one's very first IRB application.
   ii. Student completes proposal forms in BPLogix and submits them to faculty advisor via the BPLogix system.
   iii. Faculty advisor may edit the forms in BPLogix or send corrections to the student.
   iv. When faculty advisor is satisfied with the proposal changes, the student submits, via e-mail, a PDF copy of all forms and attachments to the NRPRS chair. The forms can be converted to PDF at any time by selecting "Print" at the bottom of the forms and printing to Cute PDF Writer or Adobe PDF. Such PDF files cannot be directly edited without Adobe Acrobat, although comments can be inserted.
   v. The subcommittee chair will distribute (via e-mail) PDF copies to one member of the subcommittee if the proposal qualifies for an exempt or expedited review, and copies to two members if the proposal requires a full review. The members will review the proposal as noted in item "b" above and return the proposal with identified changes, if needed, to the subcommittee chair within one week if possible. The subcommittee chair will review the changes noted, communicate any concerns to the student and faculty advisor, and request changes to the proposal and forms if needed. **The subcommittee chair will notify the student, faculty advisor, and Nursing Department Chair via e-mail when necessary changes are made and the project is approved by the NRPRS**.
   vi. The student and faculty advisor will then forward the IRB forms and attachments to the Nursing Department Chair via BPLogix. If in agreement, the Nursing Department Chair then forwards the materials to the University IRB via BPLogix. Submitting the full research proposal to the University IRB is optional, but can be helpful, particularly if it may add clarity to the forms. The entire process will be completed within two weeks.
   vii. The student must submit a *Project Status Form – Change/Renewal/Termination* at least once per year following initial approval, and then upon termination of the project.

e. Students requiring IRB approval from additional settings, such as a health care agency, must seek UW-Eau Claire IRB approval prior to or concurrently with the agency IRB request.

Faculty proposals

a. Faculty proposals are reviewed for resource implications and are approved by the Department Chair. However, faculty members are encouraged to obtain a preliminary review from a colleague prior to submitting to the Department Chair. **Upon approval, the proposal is signed by the Department Chair in the BPLogix eForm system and forwarded to the University IRB.** Submitting the full research proposal to the University IRB is optional, but can be helpful, particularly if it may add clarity to the forms.
b. The faculty member must submit a *Project Status Form – Change/Renewal/Termination* at least once per year following initial approval, and then upon termination of the project.

Approved 3.06; Revised 8.10, 6.12 and 7.21.18; edited 6/22

Responsibilities of Staff

Department of Nursing Adjunct Faculty Guidelines

Background

Many professionals employed in health care and other educational settings participate in the teaching-learning activities of the Department of Nursing. Adjunct faculty status formally honors these persons and their contributions. These professionals will be individually and judiciously reviewed for recommendation by the Department Personnel Committee (DPC) to the Department Chair and Dean.

Benefits

In lieu of monetary compensation, individuals in this honorary faculty status receive the following benefits:

1. Member card that extends the following privileges:
    - Use of the University Library and Centers facilities
    - Faculty rates for admission to University artists series, forum series, music recitals and concerts, and theatre productions
2. Inclusion of Adjunct Faculty status on one's vita

Qualifications

- Master's degree or higher.
- A well-established record of meaningful contributions to the teaching-learning activities of the Department, in either on-campus or off-campus settings. Examples of contributions include:
    - Assist with classroom or clinical teaching-learning activities.
    - Assist with student and faculty scholarly or clinical projects.
    - Participate in University or Department committee memberships or events.
    - Serve as a consultant, resource person, or adviser for students, faculty, and administrators.

Procedure

1. Individual seeking adjunct faculty status, DPC member, or Department faculty/instructional academic staff member submits:
    - A letter of nomination which highlights the meaningful contributions
    - A professional vita
2. DPC reviews material and forwards recommendation to the Department Chair. Recommendations will be for 3-year appointments.
3. Department Chair forwards recommendation to the Dean for approval.
4. Department Chair forwards list of approved recipients to the Academic Department Associate (ADA).
5. ADA responsibilities:
    - Sends notification letter and University member card (from Office of the Provost) to each recipient.
    - Submits list of recipients and a sample letter to the Office of the Provost (cc to the Dean).

- Maintains an accessible updated list of adjunct faculty with name, contact information, term, and nominator.
- Every September, mails new University member cards to all adjunct faculty.

6. Every April and September, the DPC reviews the list of adjunct faculty to determine renewals and additions. An updated vita is needed for renewal.

Approved May 1, 2015 by DPC

Teaching Responsibilities of Faculty/IAS/Adjunct (Classroom and Clinical)

1. Present lectures, conduct seminars and discussions.
2. Submit test items on assigned content to course coordinator.
3. Plan, implement, and evaluate classroom and clinical learning experiences (and other course assignments).
4. Maintain a classroom and clinical learning environment conducive to learning.
5. Report classroom and clinical absences of students to course coordinator.
6. Inform course coordinator of students' progress, course implementation, and situations in extended units which might affect the students or nursing program.
7. Participate in teaching team meetings for course planning, progression, and evaluation:
    a. provide readings, content for course syllabi
    b. provide input on tools for evaluation of student progress and course
    c. provide input on end of course summary
    d. other course-related responsibilities
8. Conduct midterm and final student evaluations. Submit written student clinical performance evaluations to course coordinator at end of course.

August 2009

Teaching Requirements of Nursing Faculty, Instructional Academic Staff, and Adjunct

Nursing Faculty, Instructional Academic Staff, and Adjunct Licensure

All nursing faculty, instructional academic staff, and adjuncts are required to be licensed as registered nurses in the state of Wisconsin. All nursing faculty, instructional academic staff, and adjuncts are required to submit documentation regarding licensure as registered nurses in the state of Wisconsin. Nursing faculty, instructional academic staff, and adjuncts who teach clinical in other states are required to maintain and submit documentation according to state licensure requirements in that state. If any issues with registered nurse licensure occur, it is the responsibility of the faculty, instructional academic staff, and/or adjunct to notify the Dean of the College of Nursing and the Department Chair(s) immediately.

Advanced Practice Registered Nurses

Nursing faculty, instructional academic staff, and adjuncts who are required to be advanced practice registered nurses for their teaching in the graduate programs must maintain and submit proof of licensure at the advanced practice level in accordance with state requirements. If any issues with advanced practice registered nurse licensure occur, it is the responsibility of the faculty, instructional academic staff, and/or adjunct to notify the Dean of the College of Nursing and the Department Chair(s) immediately.

Undergraduate Course Coordinator Guidelines *(Clinical and Classroom)*

I. **Lead and Collaborate with Course Faculty/IAS in Ongoing Course Design.**
A. Develop & revise course syllabus and schedule. 1. Develop/revise the syllabus using the undergraduate syllabus template (*in Blugold Insider).* 2. Revise the syllabus based upon previous semesters' student course evaluations, course member(s) input, and/or changes in content based upon curriculum development. 3. Utilize UWEC academic calendar for current semester dates (e.g., start, end, breaks) and for the University's final exam schedule. 4. Send an electronic copy of the course syllabus & schedule to the designated support staff by the start of the semester.
B. Review and revise teaching and learning assignments and course activities. 1. Include course descriptions of the assignments and/or activities. 2. Identify course assignments that are designated artifacts for assessment of the undergraduate program outcomes. 3. Describe the assessment method(s) with all assignments used to evaluate student learning (e.g., exams, quizzes, written papers, presentation).
C. Review and revise course evaluation methods. 1. Utilize undergraduate curriculum process for revision of assignments and/or evaluation methods: a. Student assignments and evaluation methods identified as "course or program artifacts" are collected as evidence of achieving PSLSOs. b. NOTE: Changes suggested by educators in course artifacts or evaluation methods collected for the undergraduate program assessment must first be brought to UGCC for approval and then to the Nursing Department for approval prior to official change being made in the course. c.Significant changes made to course and/or course assignments are expected to be communicated to Undergraduate Program Director and UGCC chair.
D. Review textbook and update as appropriate. 1. Ensure course faculty/IAS have course textbook(s) and notify Media Specialist if copies are needed. 2. Media Specialist will notify coordinator regarding textbook order due date. 3. Discuss any anticipated textbook changes at Course Coordinator meeting. 4. Planned textbook changes need to be submitted to UGCC for approval. 5. Textbook changes must be approved prior to ordering.
E. Coordinate with the Media Specialist to obtain any support materials for course.
F. Create and Maintain the course Learning Management System (LMS) and communicate with the LTS staff, as needed. 1. Make request to combine all sections of the course into a single site before semester begins. 2. Create the organizational structure of the LMS in a timely manner to facilitate contribution of other course member(s) materials to build the course.
G. Negotiate responsibilities of the teaching team based on the staffing designated by the Department Chair.
H. Orient new faculty/IAS to course and teaching responsibilities. 1. Describe course within context of overall curriculum. 2. Reinforce course objectives, developmental level of students, assignments, evaluation, and grading criteria. 3. Emphasize General Faculty/IAS teaching behaviors in faculty handbook. 4. Refer to university teaching/learning resources (i.e., CETL, LTS, ASK Center).
II. **Communicate Course Information to Colleagues & Nursing Leadership.**

A. Coordinate with UG Program Director, Department Chair, and/or Clinical Agency Coordinator for course arrangements.

1. Didactic Theory courses
   a. Course faculty/IAS members and designated workload in course.
   b. Room reservations as applicable.
2. Clinical courses
   a. Agencies to be used, specific units in settings.
   b. Dates/days of the week/ time for clinical experiences.
   c. Identify changes or new sites for clinical experiences.

B. Demonstrate effective communication.

1. Facilitate course communication as needed for planning and evaluation.
2. Cultivate collegial working relationships with students, faculty, and clinical agency personnel to promote a positive learning environment.
3. Collaborate with course faculty/IAS to problem-solve challenging situations or student performance concerns.
4. Consult UG Program Director, Department Chair. and/or Associate Dean with faculty/ student concerns as appropriate.
   a. Develop accountability contracts in collaboration with course faculty, as needed.
5. Document consultation with students to promote student success in advising database, as appropriate.

C. Participate in scheduled Undergraduate Course Coordinator meetings

1. Problem-solve with undergraduate course coordinators to maintain or improve fulfillment of undergraduate program learning outcomes.

III. **Complete Course Evaluation Requirements by the End of Semester.**

A. Assure completion of end of semester course activities (i.e., assignments, grades).

1. Submit course grades to registrar for theory courses.
2. Clinical course coordinators ensure that grades from each clinical section are submitted.
3. Collect and review student clinical performance evaluations (Lasater Clinical Judgment Rubric) from faculty/IAS.
4. Submit all student clinical performance evaluations to the Department Chair.

B. Lead course meetings.

1. Collaborate with course faculty/IAS to evaluate effectiveness of achieving course specific outcomes.
2. Discuss course successes, challenges, and potential changes in collaboration with course faculty/IAS.

C. End of semester responsibilities.

1. Complete Undergraduate Curriculum Committee End of Semester Course Review.
   a. Submit completed survey to UGCC Chair by **Oct 1st** for previous spring semester or **March 1st** for previous fall course offering.
2. Undergraduate Courses with Exams
   a. Send excel spreadsheet of exam grades to Director of Assessment and Evaluation at end of semester.
3. Submit course and/or program artifact(s) by end of semester.
   a. Please see description and process for submitting course and/or program artifacts in the document “Process to Collect Artifacts for Accreditation Requirements” located in Assessment & Evaluation site in Nursing Blugold Insider.
4. Undergraduate Nursing Courses meeting Liberal Education Outcomes.
   a. Complete Liberal Education Survey for designated courses in BP Logix.

Making Changes in Nursing Courses

NOTE: Existing University and Department academic policies and operational guidelines already dictate much of the policy around making changes in courses (i.e., Faculty and Academic Staff Rules and Procedures, Department of Nursing Organizational Guidelines). This policy is intended to fill gaps in those existing policies and guidelines.

Any faculty member may propose a revision to existing courses or the development of a new course. It is assumed that faculty teaching a given course as a team will have discussed proposed revisions and achieved some level of consensus on the proposal before forwarding it.

Procedure for Making Changes in Courses

1. **Category 1** - Changes that *must* be approved by the appropriate curriculum committee and the Nursing Department *before the change can be made*
    - Examples of such changes
        - Offering a new course
        - Eliminating a course
        - Changing course title, credits, or prerequisites
        - Changing a course description
        - Changing objectives
        - Changing course-specific artifacts for program evaluation
    - Procedure
        - Present the proposed change to UGCC/GCAC for discussion and action
        - UGCC/GCAC will present to Nursing Department Faculty (or Graduate Faculty) for discussion and action
2. **Category 2** - Changes that must be *reviewed* by the appropriate curriculum committee Chair *before the change is made*, for determination as to whether the change requires approval by UGCC/GCAC and the Nursing Department before the change can be made
    - Examples of such changes
        - Changing the course content/topical outline
        - Changing the balance of content areas in a course
        - Changing the pedagogy of the course, including
            - Changing the course delivery mode (e.g., hybridizing 25% or more of the course; changing to an online delivery mode)
            - So significantly revising the teaching methodologies that it's possible students' ability to meet student learning outcomes is affected.
        - Changing student evaluation measures that are specifically included in the Program Assessment Plan.
        - Changing the required purchase and rental texts, handbooks, simulation resources, etc. This does not apply to updated editions of the same texts; updated editions need not be *approved* but should be *communicated* to faculty of subsequent courses (see Category 3 below).
    - Procedure
        - Present the proposed change with rationale to the Chair of UGCC/GCAC
        - The Chair will determine whether the proposed change may be implemented immediately or requires review/approval by UGCC/GCAC and the Nursing Department Faculty. The Chair and, if involved, UGCC/GCAC and the Nursing Department Faculty, will act on proposed changes as soon as possible.
3. **Category 3** - Changes that can be made *without* formal approval through Department faculty governance but which must be *passed along for information in the annual Course Snapshot.*
    - Examples of such changes
        - Changing the clinical setting(s) used in the course as long as the new settings are of the same type as those previously used (e.g., hospitals, public health departments, community settings)

        - Making less significant changes in pedagogy (e.g., adding simulations, incorporating case-based instruction, hybridizing up to 25% of the course)
        - Updating editions of previously-used textbooks. Please communicate updated editions to the Academic Department Associate in Eau Claire.
    - Procedure
        - Describe the change(s) in the Annual Course Snapshot that is submitted to UGCC/GCAC for information and assessment purposes
        - UGCC/GCAC will present to Nursing Department Faculty (or Graduate Faculty) for information

Information on Category 2 and 3 changes, if they do not require Nursing Department Faculty approval, will be reported to the Nursing Department Faculty at regular monthly Department meetings.

Faculty/IAS Requirements for Clinical Teaching/Clinical Agency Participation

In keeping with clinical agency and state board of nursing requirements, faculty and instructional academic staff are required to complete and submit documentation of health and clinical record requirements and RN licensure. See Blugold Insider for specific requirements.

Documentation for these requirements is submitted to CastleBranch. New faculty/IAS are required to submit health record information to CastleBranch, complete a caregiver background check, release of information, and submit verification of RN licensure. The Undergraduate Program Support Department Assistant reaches out to new employees with the details for setting up CastleBranch and the requirements that need to be met. All faculty/IAS must also complete the Annual Safety Training once per academic year per affiliation agreements. The Undergraduate Program Support Department Assistant manages and tracks all faculty health requirements and communicates compliance issues with the Department Chairs. The Chairs will determine what requirements apply to new hires, review any items as needed, and make final decisions for all employees if there are any issues or extenuating circumstances.

August 2009
Clarification: June 2013, May 2017; edits 7/21, August 2022; revised 1/17/24.

Departmental Evaluation Plan (DEP) – Personnel

For the full text of the DEP, see Nursing Blugold Insider.

Chippewa Valley Nursing Education/Practice Advisory Committee

Purpose:
The purpose of the Education/Practice Advisory Committee is to provide nurse leaders in academic and health care agencies a vehicle for responding collectively and proactively to the health care and health care education challenges facing the region. [Note: This committee has transitioned to also serve as an advisory group for the Chippewa Valley Technical College.]

Objectives:

1. To promote current, immediate information exchange among all participants.
2. To generate the development, implementation and evaluation of collaborative projects and relationships.
3. To facilitate the influence of nursing practice on nursing education and nursing education on nursing practice.
4. To ensure that all curricula are consistent with current and future nursing practice needs/trends and include clinical and/or managerial learning experiences.
5. To discuss and address nursing education, nursing practice and nursing administration issues and problems.
6. To monitor the community need for nurses and recommend new education program development and/or expansion/deletions.

Membership:
The chief nurse executive employed by agencies providing clinical experiences for students enrolled in the nursing programs at Chippewa Valley Technical College and/or the University of Wisconsin-Eau Claire, the Dean/Director of nursing education programs, three faculty, and 1-2 graduates from each of the nursing education programs.

Meetings:
The committee will meet three times a year.

Minutes:
Minutes will be distributed to all committee members who may share or distribute them to others as needed.

Chair:
The chair of the committee will be selected annually at the spring meeting for the following year.

Academic Advising Information - BSN

Academic advisors are responsible for ensuring, to the best of their ability, that students' university and nursing program requirements and academic policies are being met, and that students are progressing appropriately through the program. Undergraduate students in the traditional undergraduate program in Eau Claire are assigned an academic adviser through the Advising, Retention & Career Center (ARCC); following admission to the nursing program, students are additionally assigned a nursing faculty adviser to provide career guidance. Students at the Marshfield Site, second degree students, and BSN Completion students typically do not have an ARCC adviser, but do have a faculty or instructional academic staff member assigned to them as an adviser for academic and career guidance. Faculty are expected to begin advising in their 2nd year of service to the department. Instructional Academic Staff may be assigned to academic advising as part of their contract responsibilities.

Detailed advising information is provided to faculty/instructional academic staff as they assume advising responsibilities. Advising assistance/consultation can be obtained from Dr. Debra Jansen, Associate Dean; the Nursing Department Chairs; the TBSN, BSN Completion, and Graduate Programs directors; Dr. Rachel Merkel, Marshfield Site Director; or Ms. Marcia St. Germaine, Student Services Coordinator. The Advising, Retention & Career Center (ARCC) also is an advising resource. Advising updates are provided to all faculty/IAS as needed.

Prospective Students

Each month, scheduled "Nursing Spotlights" are hosted for prospective students and their parents. In addition the university organizes "Blugold Spotlight" events and Scholar Days. Student Nurse Ambassadors and the Eau Claire Student Nurses' Association assists with providing tours and informational sessions.

Student advising files

Advising files for TBSN students are housed in NRSG 127 (Eau Claire), and in the Nursing Program Office (Marshfield). Graduate and BSN Completion student files also are housed in NRSG 127 (Eau Claire). Please check out the files using the file card system provided and return the files when finished, as others may need access to students' academic information.

As a rule, an undergraduate advising notation should be made with each advising contact via the electronic Nursing Advising Database. The Nursing Advising Database can be accessed from the Nursing Blugold Insider for this purpose. If the advising contact included information or planning with unique implications for the student, please also print a copy of the electronic notation and include the printed copy in the student's paper file. Course faculty/clinical instructors also are asked to document meetings and communications with students regarding course and clinical concerns, e.g., low exam averages, progression issues, etc.

Sample Program Plans

Sample program plans provide a general guideline and example program to follow for the typical nursing student at UW-Eau Claire. Sample Program Plans are revised with some frequency. Please be sure you are referring to the latest version in your work with students. The latest version is available on the college website and in Blugold Insider. See: https://www.uwec.edu/academics/college-nursing-health-sciences/admissions-requirements/.

Variance from the sample program plan may be appropriate or necessary under a variety of circumstances, particularly for the non-nursing pre-requisite courses. Please be aware that any such variance may have significant consequences for the ability to schedule necessary courses, as course schedules are coordinated with other departments on campus based on the sample program plan. Students with scheduling conflicts involving a nursing course need to obtain permission to proceed with the planned schedule from both Nursing and the other department. In Nursing, course instructor and department chair(s), associate dean, or graduate nursing programs director permission is required for variances in program plans.

New Student Orientation/Summer Advising

New student orientation/summer advising is held in June and July each year. Students newly admitted to the university are scheduled to attend a summer orientation session which includes academic advising and course selection for fall. A final day of summer orientation advising is held in August, prior to the start of the academic year. The Advising, Retention & Center advisers serve as the new student orientation/summer advisers.

Opening Day **(formerly referred to as Phase II orientation advising)**

Opening Day is a student welcome day held just prior to the start of classes. This is a program of information and activities for new first-year and transfer students, including a Department Major Meet and Greet for all incoming pre-nursing students. At this session the nuts and bolts of admission into nursing are further explored. The Associate Dean and Student Services Coordinator have been conducting the nursing session.

Substitution/Waiver Petitions

Students requesting to substitute a course for one of the required non-nursing courses or to meet a university requirement must complete a Petition for Partial Waiver or Substitution of Baccalaureate Graduation Requirements. This form is available electronically from the Registrar's Office web site. The form is typically completed with the academic advisor. Rationale for the substitution must be provided. Waivers of university requirements are less frequently approved but will be considered in special circumstances. Students can also request moving into a newer catalogue year, which is frequently appropriate if nursing or university requirements have been changed—this is usually done via e-mail requests to the adviser and Associate Dean. Substitution/waiver petitions require associate dean approval.

Course Withdrawal (Dropping a Course)

Students wishing to withdraw from a course may do so without penalty or additional permissions during the first two weeks of class (for regular term classes). After the second week of class a Change of Registration eForm is required. This form is obtained from the Registrar's office/Blugold Central website or the Advising, Retention & Career Center. Students who stop attending class without officially withdrawing may receive a grade of F for the course and may owe repayment on financial aid. The deadline for course withdrawal during the normal semester is approximately week 11 of class (see academic calendar for specific dates). In shorter academic sessions the withdrawal date is moved up accordingly. In special extreme circumstances it is possible for the student to request a late withdrawal (for withdrawals after the withdrawal period has ended). Late withdrawal requires associate dean approval. Tuition refunds may be sought for extremely extenuating and unexpected circumstances and require an appeal to the Tuition Refund Appeals Committee through the Dean of Students Office (see Blugold Central/Registrar's Office for form and information).

Students wishing to withdraw from all classes will be withdrawing from the university. Withdrawal from the university presumes that the student is also withdrawing from the nursing program. University withdrawal requires completion of

electronic paperwork through the Advising, Retention, and Career Center and cannot be done using a Change of Registration eform.

Academic and program progression implications of course withdrawal need to be carefully considered by the student and academic advisor. Withdrawal from a professional nursing course may significantly affect academic standing and program progressions. For admitted students in the traditional undergraduate nursing program, approval of a Nursing Program Plan Change form (available via Blugold Insider) may be required as part of progression planning. The ability to repeat a course and the term in which students may take nursing courses due to altered plans are not guaranteed. For students in the traditional program, students are expected to be enrolled full-time in the required nursing courses while completing the 60 credits of nursing courses in the program (i.e., students are not to drop individual nursing courses while staying enrolled in others).

University Withdrawal

Students wishing to withdraw from all classes will be withdrawing from the university. Withdrawal from the university presumes that the student is also withdrawing from the nursing program. University withdrawal requires completion of electronic paperwork through the Advising, Retention, and Career Center and cannot be done using a Change of Registration eForm. Notification of the Nursing Department Chair and CON Dean's Office is essential. Readmission to the university does not result in readmission to the nursing program. Consideration for re-admission into nursing must be specifically requested in a letter to the Associate Dean at least three months in advance of the desired readmission date. Reapplication to the nursing program may be required. Approval of the readmission request will depend upon the reasons for withdrawal, the student's academic standing, program capacity, the length of absence, the student's ability to achieve, and progress made to rectify any previous concerns or difficulties. Documentation of readiness to return may be required.

Students at Risk

Students at risk due to personal or family difficulties, mental health concerns, illness, behavioral concerns, legal difficulties, or poor academic performance need to be responded to quickly and directed to services appropriate to their needs. Sources of support include the Dean of Students office, Counseling Services, Health Services, Nontraditional Student Services office, Veterans and Military Education Benefits Office, Multicultural Student Services office, and the Academic Skills Center. Faculty/IAS, by virtue of their responsibilities as course/clinical instructors and academic advisors, are authorized to contact students for whom they have direct teaching/advising responsibilities and in whom they observe risk indicators. Notification of the Department Chair(s) and Dean's Office is important and advised in many of these circumstances.

Counseling Services

Main Campus: Counseling Services, located in Vicki Lord Larson Hall 2122, is 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.

Dean of Students Office

The Dean of Students Office is located in Schofield 240, https://www.uwec.edu/DOS/index.htm. Its website provides a number of policies related to academic **misconduct and absences. A link is also provided to Report a Student of Concern.**

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: https://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.

Pronouns

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.

Multicultural Student Services (MSS) Office

The Multicultural Student Services Office https://www.uwec.edu/equity-diversity-inclusion/edi-services-programs/multicultural-affairs/, is located in Centennial Hall, Room 1106. Multicultural students are assigned an

additional adviser/resource person—this person is listed as one of the student's advisers in CAMPS. MSS provides services and programs to support and enhance the collegiate experience, particularly for students of color.

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.

Options for Non-Admitted Students

Pre-nursing students who are not successful in being admitted to nursing have several options available to them. They can re-apply to nursing, consider a change of major, consider transferring to another BSN nursing program, or consider applying to one of the Alliance programs. Students who are highly qualified for baccalaureate nursing education should generally be encouraged to continue pursuing admission to a BSN program as a first option.

The Alliance programs (Chippewa Valley Nursing Alliance – CVNA – with Chippewa Valley Technical College in Eau Claire and Black River Falls; Western Technical College Alliance – WTC – in Black River Falls; Northwest Nursing Alliance with Wisconsin Indianhead Technical College -- WITC -- in Rice Lake and New Richmond; Nicolet Nursing Alliance with Nicolet Area Technical College in Rhinelander) provide the opportunity for many non-admitted UWEC nursing students to attend an associate degree nursing program. Eligibility requires that students have met all minimum requirements for the UWEC nursing program, applied once, and been denied due to lack of space in the program, and be currently enrolled. Students admitted to one of the alliance programs receive advising to facilitate BSN completion.

Non-admitted students frequently require considerable support and information. Careful consideration needs to be given to their academic status, any difficulties encountered, options they are interested in pursuing, and strategies for success. Early in the student advising process it can be helpful to support students in their understanding of options for nursing education or in exploring alternative majors. This can assist students to think about their needs and better understand the implications of competitive admissions into nursing.

Nursing Assistant Certification

Certification as a nursing assistant (NA) is required for admitted students, prior to registering for the first clinical courses. Certification may be expired and does not need to be from the state of WI. NA certification is not required to apply to the program. Due to the fast turn-around time after admission, it is important to assist students in planning ahead for NA certification. Please identify early whether or not the student has NA certification. Those who are not NA certified need to be informed of their certification options in the area, or encouraged to identify options in their home community. Completion of NA certification generally requires 3-8 weeks with costs ranging from $350 – $900 or more. Courses tend to fill quickly once registration opens.

Program Plan Change Form

Once admitted to the program, students requesting to change their course sequencing from the typical program are required to complete a Program Plan Change Form. This form is available in Nursing Blugold Insider. Completion of this form is required for admitted students participating in study abroad and national student exchange. It is also required

for any changes in the traditional sequencing or timing of the nursing courses or if a course repeat is required. Students changing their program plan are carefully tracked to ensure that course and clinical capacity are available. Department chair and associate dean approval are required. Approval of the plans is not guaranteed. Students newly admitted to the traditional undergraduate nursing program must be able to start the nursing courses with their admission cohort; they would be asked to reapply to the nursing program if wishing to delay the start of the sophomore nursing courses.

Study Abroad/National Exchange

A nursing study abroad program is available at Harlaxton, England, in partnership with University of Evansville. This program occurs in the 1st semester of the senior year (fall semesters only). Other study abroad programs of interest to nursing students include the Puebla, Mexico; Valladolid, Spain; and Costa Rica summer programs. All other full-semester study abroad/national exchange programs require that the student step out of the nursing program for the semester of study.

Students applying for admission to the TBSN program must be able to start the sophomore nursing courses with their admission cohort, if admitted. If they are expecting to study abroad and will not be able to begin the nursing courses with their admission cohort, they will need to delay submission of their nursing application.

Students interested in study abroad need to contact the Center for International Education at their earliest opportunity. For national exchange, students work through the Dean of Students office. The program plan change form needs to be completed prior to the application to the study abroad or national exchange program, preferably one year in advance of the planned program. The Department of Nursing voted on November 3, 2016 to not place a cap on the number of students able to apply for the Harlaxton experience; however, the University of Evansville may place limits.

Nurse Scholar Students

Nurse Scholars are pre-nursing students meeting the criteria for the UWEC Honors program who have accepted an invitation to participate in the Nurse Scholars program and UWEC Honors program, immediately following admission to the University. The Nurse Scholars program provides conditional admission into the traditional undergraduate nursing program upon admission to UW-Eau Claire. The purpose of the program is to identify highly motivated and academically capable students with a strong interest in nursing and encourage them to undertake a challenging undergraduate university program, i.e., University Honors, thereby attenuating the pressures of grade competition for admission to the nursing program. Nurse scholar conditional admission to the undergraduate nursing program is available exclusively to new college first-year-students who are declared nursing majors at the time of admission to the University. Students switching majors from or to nursing are not eligible. To maintain Nurse Scholar eligibility for admission to the nursing program, the pre-nursing student must continue to major in nursing (cannot switch majors) and maintain a credit load of at least 15 credits per semester of the pre-nursing year at UW-Eau Claire or register for and earn 30 new credits at UW-Eau Claire by the end of the second semester, complete all of the pre-nursing courses and requirements needed for admission including the application, maintain an overall GPA of at least 3.50, and participate in the UWEC Honors program, including completing HNRS 100 and 2 Honors colloquia or electives (excluding AP courses). Note: HRNS 100 is waived for those students completing an Honors FYE Colloquia course. Formal application to the Nursing program is required for these students by May 1st of the first-year-student year.

University Honors

Please see the University Honors website for current information.

Departmental Honors in Nursing

(currently on hold, pending resources)
Students admitted to nursing with a GPA of 3.5 or higher are eligible for Nursing Honors. After receiving a letter of invitation to participate in Nursing Honors, the students will meet with their Nursing Advisors to discuss their interests and motivations for application. The academic advisor will assist interested students in completing the Nursing Honors Acceptance Form. See the Departmental Honors In Nursing web site or Department Chair(s) for further information.

2nd Degree Students

A second degree program plan must be completed, signed by the faculty advisor, and submitted to the Associate Dean in Eau Claire. Forms specific for traditional BSN and BSN completion program students are available electronically in Blugold Insider and at e-form1.uwec.edu.

Students interested in a Minor or Certification Program

Students interested in completing a minor or certification program must review the minor/ certification program requirements in the university catalogue and make plans to meet those program requirements. Students must work with the Advising, Retention & Career Center to declare the minor and obtain a minor advisor from the appropriate department. Students who are delayed in their admission into nursing may be interested in pursuing a minor or certificate program. Additionally students with high potential or advanced standing in a subject area may wish to formalize their learning with an earned minor/certificate.

Spanish for Health Professions

The Spanish for Health Professions minor was developed specifically for nursing and other health majors interested in advancing their Spanish language expertise. The program requires completion of 24 credits beyond Spanish 102. Students should be referred to the Advising, Retention & Career Center and Languages department or the university catalogue for further information.

RN/BSN/MSN Option*

Students in the BSN Completion program are allowed to take: NRSG 701, Nursing Research: Methods (4 credits); NRSG 715, Leadership and Health Policy in Nursing (3 credits); and a cognate (2 credits) which may include another core course, in lieu of the BSN Completion courses: CND 446 Nursing Research & Evidence Based Practice (3 credits); CND 447 Leadership and Management (3 credits); and an elective (2 credits). Only a total of 9 credits is allowed. Interested students must meet with their BSN Completion advisor to complete the proper forms. This opportunity is dependent on space availability in the courses.

*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
- If a second degree student, pre-requisites for nursing, University requirements for a second degree, two courses in upper division nursing, and an undergraduate statistics course (grade of C or higher) completed.
- Approval of the Nursing Graduate Programs Director
- 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.
07/22/10; 6/26/15; 1/16, 7/19.

Best Faculty Advising Practices Suggestions

For Retention of Underrepresented Students

While these practices are highly recommended for advising students in underrepresented groups, they are applicable to all students.

Make it an Ongoing Dialogue

- **Get to know students and show that you care.** Do continuous follow-up, checking in or touching base with underrepresented students every week to week-and-a-half. The check-in doesn't have to be about a specific advising issue—it could be as simple as saying hello.
- **Ask open ended questions**, e.g., How are things going? Do you need help with anything? How many hours are you working? Do not assume there are or aren't financial or other issues. Ask probing questions.
- **Offer procedural information.** Faculty assume students know procedures, e.g., how to add/drop classes, how to identify registration holds, where to find names of academic and faculty advisers, the steps to follow if a class is full/wait-listed, etc. Do not assume students know this information. They may not realize the information they are lacking.
- **Inform students of course resources**, e.g., the Academic Skills Center, mentors and tutors, the availability of supplemental instruction (SI) sections for some classes, the importance of meeting with their professors, etc.
- **Be aware that student issues may stem from financial concerns that are not readily apparent.** For instance, students may be too embarrassed to say they have financial issues or family hardships and therefore, lack money for textbooks and required class activities; are unable to register because of financial holds; have insufficient funds to participate in extracurricular activities or volunteer service; may need to work extra hours; or lack transportation, etc.
- **Be honest with students and do not sugar coat.** Be honest about consequences, program requirements (e.g., GPA for grad school), etc. Lay out choices for students to make them aware of information they may not have and let them make their own decisions; whatever the student decides, let them know we are still there for them.

Avoid Being a Dream Killer

- **Avoid making snap judgments regarding a student's ability.** Students talk about "**dream killers**"—faculty who tell students they should change a major because of poor performance in a single course or situation.
- **Frame any changes to a career path or major as a potentially positive opportunity.** Ask questions that expand on options rather than limit them. Ask students if they are enjoying their major or classes to help them tease out other career paths. Help the students identify ways to explore other interests, e.g., meeting with faculty or chairs from other departments, visiting Career Services, etc.
- **Continue to support the students while they explore other paths.**

Small Signs Matter

- **Small signs and symbols have great meaning for students and can make a difference regarding feeling welcome.** Examples of welcoming signs and symbols include:
    - Safe Space Training icons on doors
    - Use of inclusive language and pronoun preference in e-mail signatures
    - Use of preferred names for students
    - Recognizing advisees (utilize photos from CAMPS)
    - Saying students' first and last names correctly
    - Maintaining classrooms and spaces that are gender neutral so students of all genders feel welcome
- **Be sensitive to and avoid microaggressions, which are the conscious or unconscious casual degradations of marginalized groups.** Some examples include:
    - **Microinsults**—Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity, e.g., asking colleagues of color how they got their jobs, implying that they may have landed them through an affirmative action or quota system; or trying to complement someone by telling them "You are so articulate."

- **Microinvalidations**—Communications that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of a person of color, e.g., white people often ask Asian-Americans where they were born, conveying the message they are perpetual foreigners in their own land.
- **Microassaults**—Conscious and intentional actions or slurs, e.g., using racial epithets, displaying swastikas, or deliberately serving a white person before a person of color in a restaurant.

- **As faculty advisers, take advantage of professional development opportunities**, e.g., Safe Space Training, microaggression training, webinars related to EDI, Veterans Awareness Training, etc.

Developed by University Faculty Advising Role Task Force, 2018.

Nursing Advising Database

Purpose of the Nursing Advising Database

The Nursing Advising Database was created for a number of reasons. The first of which was to allow a single interface that all advisors and course instructors could use to keep track of appointments, clinical evaluations, etc. It also serves a purpose by keeping all entries in a centralized location, making it easy for any advisor or instructor to look up past meetings with a student, while allowing the entire program to move toward a paperless state. This system isn't restricted to only admitted UW - Eau Claire nursing students. Appointments with prospective high school and transfer students at other institutions who may be considering transferring to UW - Eau Claire, or who are applying to the nursing program, should also be tracked on this site. If the student is later admitted to the nursing program, their past meetings can be merged with their new UW - Eau Claire username. In addition to being used by advisers, course faculty/clinical instructors are encouraged to document meetings and communications with students regarding course and clinical concerns, e.g., low exam averages, progression issues, etc.

Accessing the Nursing Advising Database

The link to this site can be found in Blugold Insider and can be accessed directly at: https://nursingadvising.apps.uwec.edu/. You will be asked to log in with your UW - Eau Claire username and password. Be assured that this page is secure. This site uses the Centralized Authentication Service (CAS) login page. Advisers and instructors having difficulty accessing the site should contact the Associate Dean to be added to the system. Once logged in, an information page and tutorial within the site provide directions for adding and searching for students, documenting, reviewing notes, uploading forms, etc.

Traditional BSN Program – General Information

Enrollment

Students wishing to pursue a nursing degree register as pre-nursing students. Formal application to the professional program must be made. Students are encouraged to apply during the semester in which 30 credits will be completed. Deadline dates for filing admission applications to the nursing program are **DECEMBER 1** and **MAY 1**. Students must select the Eau Claire Campus.

Admission Requirements

In order to be considered for admission to the nursing program, applicants must have:

1. Been accepted as a pre-nursing student at the University in good standing.
2. Completed at least 30 semester credits*, not including courses for nursing assistant certification or remedial work (e.g., Math 20), with an overall grade point average of at least 3.00.
3. Completed at least three of the five required natural science courses**, two of which are laboratory science courses, with a grade point average of at least 2.50.
4. Earned a grade of "C" or better in all courses required for nursing.
5. Completed all application materials including but not limited to quality essay and nonrefundable application fee(s).
6. Completed all clinical and health record, CPR certification, background check, and other related requirements upon admission to the program.

Other data used by the Admissions Committee are derived from a variety of sources that include admission applications to the University and the nursing program, high school transcript showing rank in class, previous college records, and standardized tests such as ACT or SAT. International, non-native speakers of English applying to the program must have a TOEFL score as follows: TOEFL Written >560; TOEFL (CBT) >220; TOEFL (iBT) >83.

CNA, CPR and Health Records

1. Evidence of Health Care Provider level CPR certification (Basic Life Support for Healthcare Providers—American Red Cross or Basic Life Support (BLS) Provider—American Heart Association) and all required health information and background check information must be submitted at the time of admission to the program.
2. Evidence of current or previous certification (from any of the 50 states) as a Nursing Assistant must be submitted prior to registering for NRSG 267.

*Remedial coursework (e.g., Math 20) does not count towards the 30 required credits. **Chem 105 & Chem 106 together meet the nursing general chemistry requirement and constitute one course for the purpose of the nursing admission criteria.

Requirements for Bachelor of Science in Nursing – Total of 120 semester credits

Overall Requirements

Writing Requirement – 5 credits
Design for Diversity (DD) Requirement – one 3 credit course
Service Learning** – 30 hours

Required Non-nursing Courses

Chemistry 105 General Chemistry I Lecture & Chem 106* Lab (provides K1)	5 credits
Chemistry 150 Survey of Biochemistry (provides K1)	3 credits
Biology 214 Human Anatomy and Physiology 1 (provides K1)	4 credits
Biology 250 Microbiology	3 credits
Biology 314 Human Anatomy and Physiology 2	4 credits
Psychology 230 Human Development (provides K2, R1)	3 credits
Math 246 Statistics (provides S2)	4 credits
S1 Communications course (excludes Writing Requirement courses)	3 credits

Liberal Education Requirements

K1 Knowledge: Natural Sciences (2 experiences, one with lab)	Chem 105 & 106*, Chem 150, Biol 214
K2 Knowledge: Social Sciences (2 experiences)	Psyc 100 and Psyc 230
K3 Knowledge: Humanities (2 experiences)	Two K3 experiences/courses
K4 Knowledge: Fine Arts (1 experience)	One K4 experience/course
S1 Skills: Written & Oral Communication (2 experiences)	WRIT 116 or appropriate Blugold seminar, plus 2nd S1 experience
S2 Skills: Mathematics (1 experience)	Math 246
S3 Skills: Creativity (1 experience)	NRSG 428
R1 Responsibility: Equity, Diversity, & Inclusivity (2 experiences, including one Design for Diversity-DD)	Psyc 230 and 2nd R1 course including DD
R2 Responsibility: Global Perspectives (1 experience)	One R2 experience/course
R3 Responsibility: Civic & Environmental Issues (1 experience)	One R3 experience/course
I1 Integration (2 experiences)	NRSG 428 and 2nd I1 experience/course
Service Learning** (30 hours)	NRSG 428

Nursing Courses — 60 credits, including NRSG 428

Program Costs: In addition to the regular university and course fees, students are responsible for the costs associated with (1) purchase of uniforms and selected equipment and supplies, (2) purchase of textbooks, (3) transportation to and from clinical experiences, (4) immunizations and health and background check monitoring practices and requirements including personal health insurance, (5) non-refundable application fee of about $35.00, and 6) wireless laptop access (with webcam & microphone, not a Chromebook, tablet, iPad, or Surface Pro due to software compatibility issues). Nursing students also may be charged additional differential tuition.

*Chem 105 with Chem 106 meet the nursing general chemistry requirement and constitute one course for the purpose of the nursing admission criteria. A grade of C or better must be earned in each course (not an average).

** Service Learning is transitioning to Community Engaged Learning for the 2025-2026 academic year.

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.

Nurse Scholars Program

For Pre-nursing University Honors Students

The Nurse Scholars Program provides a mechanism for involvement in an academically rigorous and satisfying course of study while giving some assurance of admission to the undergraduate nursing program. The Nurse Scholars Program gives eligible pre-nursing students who participate in University Honors, and meet the requirements listed below, conditional admission to the nursing program, immediately upon their admission to UW-Eau Claire. Academically accomplished and highly motivated students who accept this opportunity are able to lessen the competitive pressure for admission to the nursing program.

Invitation to the Nurse Scholars Program is extended, upon admission to the University of Wisconsin-Eau Claire, to students declaring nursing as a major (students switching majors from or to nursing are not eligible), and having a:

Composite ACT score of 28 or higher and ranking in the **upper 5%** of high school graduation class,
OR
Composite ACT score of 29 or higher and ranking in the **upper 10%** of high school graduation class,
OR
Composite ACT score of 30 or higher and ranking in the **upper 15%** of high school graduation class.

In the case of unranked students, an ACT composite score of 28 or higher along with a GPA of 3.95 on a scale of 4.00 is required. Pre-nursing students admitted to the University Honors Program using other University Honors Program criteria (e.g., through holistic admissions) immediately upon their admission to the University may be invited to the Nurse Scholars Program.

To maintain Nurse Scholar eligibility for admission to the nursing program, the pre-nursing student must continue to major in nursing (cannot switch majors) and meet the following requirements during the first two semesters in the pre-professional year:

Maintain a credit load of at least 15 credits per semester at UW-Eau Claire
OR
Earn 30 new credits (fall and spring combined credit load of 30 credits) at UW-Eau Claire by the end of the second semester
AND
Maintain at least a 3.50 cumulative grade point average during the first-year-student year and with the application to the nursing program
AND
Participate in the University of Wisconsin-Eau Claire Honors program, including completing HNRS 100* and 2 Honors colloquia or electives (excluding AP courses).

Additional admission requirements as applicable to all students, for example, completing at least three of the required sciences (two of which are laboratory courses) with a GPA of 2.50, and the admission application, including quality essay.

*HNRS 100 waived for those students completing Honors FYE Colloquia Course.
Formal application to the Nursing program is required by May 1st.

The College of Nursing program admissions are based largely on cumulative and science GPA and application essay. Normally students are not eligible to apply to the program until they have completed 30 credits including 3 required science classes (two with labs). The nursing program admits only a limited number of students each semester; as a result, admission to the program becomes a competitive process. Participation in the Nurse Scholars Program can reduce some of the competitive aspects of the first-year-student year while providing an intellectually challenging and stimulating course of study.
11/8/13, edited 9/13/17, 1/19, 12/21, 12/22.

Credit by Examination - Undergraduate Nursing Courses

Assumptions

1. There are students with exceptional motivation and backgrounds who wish to earn credit by examination.
2. The Nursing Program may improve relationships with these students/potential students by offering a credit by examination option for required nursing courses.
3. Credit by examination may offer flexibility in the baccalaureate program for students who have expertise in an aspect of nursing.
4. It is possible to create an examination which evaluates the candidate's ability to meet all course objectives. The examination may include such tools as:
    a. objective and essay tests
    b. clinical performance
    c. assignments such as care plans, papers, critiques, video or audio recordings
    d. portfolios
5. Faculty members have the ability to design discriminating examinations and to determine that successful completion reflects knowledge and skill similar to that of students earning credit by completion of the course.

Policy

1. Course faculty, with the department chair, determine which undergraduate nursing courses are available for credit by examination.
2. A student may earn credit for a maximum of two clinical nursing courses. No more than 20 credits in nursing may be earned through credit by examination.
3. Credit by examination results in a grade of CR for credit or no credit, and does not affect grade point. A blanket waiver is in place to accept credits through Department of Nursing testing/credit by exam for which a grade of satisfactory was received.
4. Prerequisite courses must be completed prior to pursuing credit by examination. Student and adviser need to be mindful of course scheduling when pursuing credit by examination.
5. Each clinical nursing course examination includes instructor observation of student clinical performance, along with other examinations, check-offs, or portfolio reviews, as needed.
6. Objective and/or essay components of the examination must be completed successfully before assignment, clinical examination and/or portfolio evaluation is attempted.
7. Course faculty have autonomy in decisions about the type of examination, identification of critical behaviors, if appropriate, and passing requirements.

Procedure

1. Student meets with academic adviser to determine if credit by examination would be appropriate.
2. If appropriate, the Department Chair, in consultation with the course coordinator/faculty meets with the student to determine eligibility for and availability of credit by examination.
3. As needed, course coordinator provides the student with current syllabus, requirements, and timelines, etc.
4. Department chair completes and submits Credit by Exam eform.

5. Student pays fee to Business Office, Schofield 108.
6. After payment is received, student makes arrangement with Department Chair (course coordinator/faculty, as appropriate) to complete the credit by examination requirements. Credit by examination must be completed prior to registration for the semester when the course would otherwise be taken.
7. Department Chair completes eform, indicating if credit or no credit was earned.

Note: Please watch Academic Testing web site for updates in procedure and forms.
Revised by SAUAC, November 8, 2012. Approved by Department 11/15/12.

Policy and Procedure for Coordinating International Study

…within the UW-Eau Claire Nursing Program. As a licensed practice discipline, nursing's highest commitment is to excellence in patient care. Because nurses are educated in a variety of ways and systems worldwide, a single approach to the management of the educational experience would likely be unhelpful. However, the Ad Hoc Committee on International Education/Global Health in the Department of Nursing recommends that a routine approach be developed and implemented to facilitate the student experience.

Policy

1. Communication regarding an international student's interest in studying nursing at UW-Eau Claire is to include the CON Dean, UW-Eau Claire Office of International Education, Nursing Department Chair, and the Chair of the International Education and Global Health Ad Hoc Committee. Initiating communication between people in these positions is initially the responsibility of the faculty or staff member first learning of a student's or students' interest. International students cannot apply to the Marshfield site at this time.

2. It is requested that international students applying to study in the Nursing Program should apply one year in advance of their proposed study period. Students will not be accepted unless there is a minimum of six months' advance time for preparation.

3. Visiting students will be asked to develop a written list of goals for the UW-Eau Claire experience which is submitted at the time of application to their primary contact, Office of International Education.

4. Students applying to study at the UW-Eau Claire Nursing Program will be assigned a faculty/IAS advisor from the Nursing Department, preferably a member of the Committee on International Education/Global Health. This advisor will serve as the liaison for the student in all matters pertaining to student placement; communication with the student prior to arrival and once here; coordination of needs of the student with the Office for International Education and/or the student's home institution; and identification of student learning needs. The faculty/IAS advisor will collaborate with course coordinators, departments and, as indicated, the Undergraduate or Graduate Curriculum Committees, in order to determine the most educationally sound placement for the student in the program. In this way the advisor, the department, course coordinators and, if indicated, the Curriculum Committee, will recommend to the CON Dean the best "fit" for the international student within the program. The student will therefore be assigned to courses/experiences on a case-by-case basis, based on the student-developed list of learning goals and the Dean's decision regarding the most appropriate student placement. The advisor will be responsible for communicating these decisions both to the student before their arrival, to Nursing Department and CON personnel, and to the Office of International Studies. The Office of International Studies will also be kept abreast of student's needs/concerns (if any). The advisor will make arrangements for special transportation for required off-campus experiences as needed.

5. Clinical placement and issues (e.g., immunization, licensure, legal issues) will be addressed on a case-by-case basis.

6. The faculty advisor will keep an abbreviated log of activities in support of the international student in order to determine the nature of assistance needed by the student and to document the amount of time required to perform the role of faculty advisor to the international student.

7. Upon approval of this policy, a form outlining the requirements contained herein will be developed for distribution to appropriate faculty, staff, prospective international students and the Office of International Education.

Approved by Ad Hoc Committee 5/8/01
Rev. FASO 5/02; Editorial updates 7/09, 7/12

Teaching in the Graduate Program

All faculty who teach in the graduate program must have a terminal degree or must complete their terminal degree within the academic year of hire.
Approved by Department 9/15.22,

Academic Advising Information – Graduate

Advising of Doctoral Students in the DNP Program

Only full members of the nursing graduate faculty (tenured/tenure track in nursing and hold a doctoral degree) can serve as academic advisors to DNP students. The academic advisor is also the DNP Project Council Chair for the student. However, prior to serving as an advisor, the graduate faculty member must have been a second reader for at least two DNP projects. Associate members of the nursing graduate faculty (nursing IAS with doctoral degrees holding at least a 50% appointment in the department) may be second readers for DNP projects but may not serve as doctoral student advisors, and therefore not as DNP Project Council Chairs. Advisors are assigned by the Nursing Graduate Programs Director (who makes a recommendation to the Dean of Graduate Studies) at the time of admission based on the student's area of interest and faculty availability. Advisor adjustments are made, as needed, prior to registration to the DNP Project courses to ensure adequate time for each student and reasonable workloads for each faculty member.

Advising of Master's Degree Students in the MSN Program

Only full members of the nursing graduate faculty (tenured/tenure track in nursing and hold a doctoral degree) can serve as academic advisors and scholarly project advisors for students in the MSN program. The academic advisor is not necessarily the Scholarly Project advisor. Academic advisors are assigned by the Nursing Graduate Programs Director (who makes a recommendation to the Dean of Graduate Studies) at the time of admission based on the student's area of interest and faculty availability. The student in consultation with the academic advisor determines the faculty member who will serve as the supervisor/advisor of the Scholarly project with consent of that faculty member.

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. Students must 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 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 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 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.

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, 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 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. Graduate students must have current WI RN licensure. 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. TB test requirement for graduate students to be completed by April 1st of the year they begin their clinical site role preparation courses; all other requirements to be met upon admission to 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.

Clinical Immersion Experiences

Students who participate in international immersion clinical experiences will adhere to the protocol developed by the 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.

Undergraduate BSN Students taking MSN Courses

The conditions for an undergraduate student to apply for graduate coursework are as follows:

- Must be a UWEC undergraduate student, with 90 credits completed.
- Second degree students are not eligible (exception: BSN Completion Students; please see adviser for details if a BSN Completion Student).
- The student's total undergraduate, cumulative grade point average must be at least a 3.0.

No exceptions can be made for students who do not meet these conditions. Undergraduate students interested in taking graduate nursing course should discuss this option with their academic advisor, and then contact the Graduate Nursing Programs Director for the proper form ("Application for an Undergraduate Student to Enroll in Graduate Coursework") and approval. BSN Completion students must also complete and have approved the "Application to the RN/BSN/MSN Option" (blue) form which is submitted to the Registrar's Office, along with the "Application for an Undergraduate Student to Enroll in Graduate Coursework."

After form approval, students must remember to register for the requested class.

Only selected graduate nursing courses are available; permission to enroll will be dependent on seat availability in the courses and the potential for success by the student.

Department of Nursing: Sample Program Plan of Undergraduate Study

A sample program plan for the traditional undergraduate nursing program can be found on the College of Nursing web site, within the intranet, and in the catalog.

Resources and Responsibilities for University of Wisconsin-Eau Claire Nursing Students Participating in Alliance Agreements with Wisconsin Technical Schools

Pre-nursing students accepted into a Wisconsin Technical School Associate Degree Nursing Program as part of a nursing alliance agreement with the University of Wisconsin (UW)-Eau Claire, will have access to a number of privileges at the University.

UW-Eau Claire will provide:

- Chippewa Valley Nursing Affiliate User access, which enables the following to remain active:
    - Username
    - E-mail account
    - OneDrive
    - Blugold Card

- Library access
- Eligibility to apply for UW-Eau Claire housing
- Adviser for pre-BSN Completion students

The following would no longer be available, unless a student is actively enrolled in a UW-Eau Claire course or else paying fees (for recreation use):

- Health Services
- Recreation (would require a fee)
- Listing in the campus directory

While completing the Associate Degree program at the technical school, students may take liberal education, pre-requisite, and elective courses concurrently at UW-Eau Claire. If a student has not enrolled in a course at UW-Eau Claire for two consecutive full-term semesters, the student will need to complete a re-entry application (no fee required) in order to receive permission to enroll in courses. The purpose of the re-entry application is to update addresses, phone numbers, and transcripts (the University will still have any previously submitted transcripts). Alternatively, a student may apply as a special student in order to take courses at UW-Eau Claire. The advantage of completing a re-entry application is that the student will be able to register for classes sooner than would a special student. Note: A student will not need to complete a re-entry application or apply as a special student if a student has enrolled in a course during the prior year. After one full-term semester of non-enrollment, students remain active and eligible to enroll and will automatically receive an enrollment date to register. See Re-entry Student Enrollment for more information: https://www.uwec.edu/admissions/other-student/

As early as the final term of the Associate Degree program, students may apply for admission to the BSN Completion program at UW-Eau Claire and must meet the BSN Completion admission criteria in order to be fully admitted. If a student has not enrolled in a course at UW-Eau Claire for two consecutive full-term semesters, the student will need to complete a re-entry application in order to update demographic and course transfer information at UW-Eau Claire. Students are to contact Dr. Catherine Kenney (715-836-3638; kromricc@uwec.edu) for a BSN Completion program application.

College of Nursing Responsibilities

- The BSN Completion Pre-Program Advisor will notify the BSN Completion Director, Nursing Department Chair, and Associate Dean of the list of students admitted to an alliance program (and revise the information as changes occur).
- The BSN Completion Director/Associate Dean/Department Chair will provide the list of alliance student names to the Director of Housing and Residence Life (Quincy Chapman*) and Learning and Technology Services (LTS, Sally Eckwright, IS Supervisor 2). The names also must be sent to the library (Dan Hillis).
    - Note: *Shana German is the appropriate contact for Housing & Residence Life.

10/30/17; updated 3/27/18 & 6/21/18.

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.

UW-Eau Claire participates in the BSN@HOME collaboration, which is a joint effort of six Universities of Wisconsin (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 Universities of Wisconsin 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 Universities of Wisconsin 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 ADN nursing coursework, upper division nursing courses taken at UW-Eau Claire, and online courses offered through the Universities of Wisconsin BSN@Home collaboration (on campus classes are scheduled on Wednesdays only).

DEGREE REQUIREMENTS - 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
- S1 Communications course (excludes Writing Requirement courses) 3 credits
- Liberal Education *(see Liberal Education requirements for BSN Completion table for 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 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 must 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.

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.

Students with an encumbered license:

- must provide the Clinical Agency Coordinator for post-licensure programs and the Dean of the College of Nursing 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 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 Universities of Wisconsin policy on academic misconduct.

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

Advising of BSN Completion Students

Students are assigned to a UW-Eau Claire BSN Completion adviser. Students will find it helpful to make an appointment for a face-to-face meeting with the adviser for initial program planning. Regular contact with the adviser by telephone, videoconference, or email serves to keep both the student and the adviser informed. A 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.

CONDITIONAL ADMISSION--BSN Completion Students
Students who do not meet resident GPA requirements may receive conditional academic admission. If the applicant has completed all electives and the resident GPA is between 2.2 and 2.49, the BSN Completion Admissions Committee will recommend conditional admission. Once admitted conditionally and enrolled in courses, the BSN Completion student must achieve academic standards for good standing in the College of Nursing upon completion of the first 12 credits. Students are not to be conditionally admitted if it is not mathematically possible for them to achieve a resident GPA of 2.50 within the first 12 credits. The student will be fully admitted once all admission requirements are met. Approved by Department of Nursing 12/8/23.

In practice, students who are in the process of completing the Associate Degree in Nursing (ADN) and are in the last semester of their ADN program; and students who have successfully completed their ADN but still need to take the licensure exam have been conditionally admitted. The RN licensure exam is to be taken either before or during the first semester of the BSN Completion Program for these conditionally admitted students. All requirements for admission must be met before being fully admitted.

BSN Completion Schedule of Courses by Teaching Institution

Please see the BSN@Home website for scheduled course offerings: http://academic.son.wisc.edu/bsnathome/

Departmental Honors in Nursing (currently on hold, pending resources)

Philosophy: The philosophy of the Department of Nursing aligns with the philosophy of the University. All nursing students are provided a broad educational base for intellectual, aesthetic, social, emotional, and physical development as the foundation upon which the professional program is built. Nursing also believes in providing opportunities for qualified and motivated students to enhance their scholarship abilities within their academic professional program.

Purpose and Outcomes: The purpose of Departmental Honors in Nursing is to provide an opportunity for students to discover nursing knowledge in a specific topic area **using advanced scholarship abilities** beyond the student learning outcomes of the baccalaureate nursing program.

Nursing Honors student will:

1. Demonstrate professional motivation and commitment to the contribution of nursing knowledge by participating in a scholarly project that engages the student in any of the following formats: research, evidence-based practice, service project with a health care/ community partner, and/or leadership.
2. Demonstrate some or all of the following scholarly behaviors with abundant depth and breadth through the scholarly project:
    a. Formation of a focused practice/ academic/ management problem or need
    b. Retrieval, appraisal, analysis, and synthesis of scholarly literature/ evidence
    c. Collaboratively design a scholarly project to meet the identified need
    d. Implement the honors scholarly project
    e. Disseminate results of the scholarly project in a professional format (oral/ poster presentation, manuscript, or other).
3. Cultivate professional relationship(s) with Nursing Honors Advisor and/ or other significant professional partners.

Criteria for Participating in Departmental Honors in Nursing

- Admitted UWEC baccalaureate nursing students with a minimum GPA of 3.5 will be invited to apply for participation in Departmental Honors in Nursing.
- Acceptance and initiation of participation in Departmental Honors in Nursing is required by the start of the Junior 1 semester. Application with written rationale to the Departmental Honors in Nursing after Junior 1 semester may be submitted to the Nursing Honors Chair for consideration by the Nursing Honors Committee.
- Nursing honors students must maintain a minimum GPA of 3.3 in nursing courses throughout the nursing honors program.
- Demonstrated ongoing active participation with honors work through submission and approval of progress reports and successful completion of scholarly project.

Student Learning Outcome- Artifacts—Departmental Honors in Nursing

1. Departmental Honors in Nursing Acceptance form
2. Nursing Honors Scholarly Project Proposal
3. Nursing Honors Scholarly Project Progress Reports
4. Nursing Honors Scholarly Project Product (poster, written paper, presentation documents, etc)
5. Nursing Honors Scholarly Project Completion form (Nursing Honors Advisor signature)
6. Product of Scholarly Project (manuscript, scholarly poster, written oral presentation, etc)
7. Supporting documentation of Scholarly Project Dissemination (abstract, acceptance to present at conference, recognition of submitted manuscript, etc)
8. Completed evaluation by Nursing Honors student/ and Nursing Honors Advisor/ Professional Partner(s)

Approved by Dept of Nursing 12.5.14; Revised 5.12.15

- Notification of completion must occur by April 15/November 15 in order for Departmental Honors in Nursing recognition to appear on commencement and convocation programs.
- Contact the Nursing Department Chair(s) regarding the availability and requirements of Departmental Honors. The option has been on hold due to insufficient faculty resources.

Sophomore 2 Exploration and Application to the Departmental Honors in Nursing	**Junior 1** Honors Topic Exploration and Scholarly Project Development	**Junior 2 and Senior 1** Scholarly Project Implementation	**Senior 2** Scholarly Project Dissemination
Student Requirements: 1. After receiving letter of invitation to participate in Nursing Honors, student will meet with Academic Advisor to discuss interests and motivation for application.	Student Requirements: 1. Attend Nursing Honors Student Forum 1.* 2. Complete the Nursing Honors Acceptance form and return to the Nursing Honors Chair. 3. Collaborate with Academic Advisor to select Nursing Honors Advisor. 4. Design scholarly project in collaboration with Nursing Honors Advisor. 5. Complete Scholarly Project Proposal and submit to Nursing Honors Committee for approval.	Student Requirements: 1. Establish goals, activities and timeline for implementation of scholarly project in collaboration with Nursing Honors Advisor. 2. Submit Scholarly Project Progress Report to Nursing Honors Committee at the end of each semester prior to dissemination.	Student Requirements: 1. Attend Nursing Honors Student Forum II.* (offered once per semester) 2. Demonstrate professional dissemination of Scholarly Project with Nursing Honors Advisor guidance. 3. Complete Nursing Honors Scholarly Project Completion Form (with Nursing Honors Advisor signature). Submit form and product of Scholarly Project (copy of manuscript, poster, abstract of presentation, etc.) to Nursing Honors Chair by November 12 (fall semester) or April 12 (spring semester.

*The Student Nursing Honors Forum I and Forum II will be scheduled at a designated time arranged by the faculty facilitator. The Forum is not for credit, but is required for development through the Departmental Honors in Nursing program.

12.5.14 Approved by Dept of Nursing; Revised 5/7/15

Harlaxton Study Abroad (University of Evansville at Harlaxton)

HARLAXTON FALL NURSING COURSE EQUIVALENCIES & REGISTRATION

For Students who would be in the 1st semester senior nursing courses in a fall semester.

Eligibility

In order to be eligible, one must:

- Be in the first semester of the senior year of the nursing program during a fall term.
- Be in good academic standing.
- Have a minimum resident GPA of at least 2.50 and semester GPA of at least 2.25, to be in good standing in the nursing program.

Procedural Notes:

1. Application to the Harlaxton program must be made through the UW-Eau Claire Center for International Education one year in advance of the anticipated semester abroad.
2. Prior to the application to the Harlaxton program, the student completes the Department of Nursing Program Plan Change Form. Please contact your adviser or Dr. Debra Jansen, Associate Dean, for assistance (jansenda@uwec.edu).
3. Arrangements must be made with the traditional undergraduate program director in the spring semester prior to the fall Harlaxton experience for the winterim one credit directed study.
4. Students attending the Harlaxton program will be registered into a specific NRSG 477 clinical section in order to facilitate completion of NRSG 446. They complete the HESI RN Pediatric specialty exam near the end of the Senior 2 semester.

Course Descriptions:

NURS 463 Professional Leadership (3) Focuses on principles of leadership and management as they are practiced in nursing. Concepts of organizational behavior, transformational and transactional leadership are emphasized along with client advocacy, change agency, power, and politics.

NURS 467 Dynamic Integration: Health Promotion within the Community (3) Focuses on individuals, families and groups within the community. Emphasis on vulnerable populations, their health and the provision of health care. Examines health of the community including communicable disease, environmental health hazards, mortality and morbidity and epidemiology. Placement: Senior. Prerequisites: All 300 level nursing courses. Co requisite: Nursing 468. Fall.

NURS 468 Nursing Modalities for the Community (4) Clinical laboratory includes instruction and practice with the modalities of teaching, counseling, alternative health, social support and augmented social support. Focuses on vulnerable groups within the community who require health promotion and/or suffer chronicity. Primary emphasis on teaching and augmented social support. Prerequisites: All 300 level nursing courses. Course includes care of adults and children in the community. Co requisite: Nursing 467. Fall.

BRIT 220/320 British Studies: Historical Perspectives (3) BRIT 320H also is available for University Honors credit. British Studies offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with a British national identity. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales and Ireland. 220 will equal HIST 980 Lower Division elective, LE-K3, R2; 320/320H = HIST 980 Upper Division Elective, LE-K3, R2 (Students need to verify with the Transfer Credit Wizard in CampS.).

BRIT 230/330 British Studies: Literary Perspectives (3) BRIT 330H also is available for University Honors credit. This course introduces students to a range of literary perspectives in relation to the development of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the ways in which literature has both shaped and questioned British identity. We will consider how national identity intersects with

other key themes including gender, race, class and belonging. Includes field trips to locations of literary interest and experiential learning opportunities. 230 will equal ENGL 259 Perspectives on British Literature After 1790 (LE-K3, R2); 330/330H = ENGL 359 Topics in British Literature After 1790 (Students need to verify with the Transfer Credit Wizard in CampS.).

Course Schedule for Nursing Students who study abroad at Harlaxton
Senior 1 term (fall semester):
U of Evansville at Harlaxton courses, in place of UW-Eau Claire courses NRSG 424, 428, & 447

- Nurs 463 Professional Leadership I (3 cr)
- Nurs 467 Dynamic Integration: Health Promotion within the community (3 cr)
- Nurs 468 Nursing Modalities for the Community (4 cr – clinical)
- BRIT 220/320 British Studies Historical Perspectives (3 cr) AND
- BRIT 230/330 British Studies Literary Perspectives (3 cr)
    - Both BRIT courses are available for University Honors; intended for students needing upper division liberal education credit; involves additional writing assignments in comparison to 220/230.

Semester Total: 16 credits (both British Studies courses are required by the College of Nursing).
    - **In addition**, students can also enroll in the 1 cr Harlaxton College Choir

Winterim between Senior 1 and Senior 2:

- NRSG 495 Directed Study (1 credit)
    - Objectives pertain to achievement of NRSG 428 Integration (I1), S3 Creativity, and Service Learning** requirements. The HESI Exit I Exam is 10% of the NRSG 495 Directed Study course grade.

Winterim Total: 1 credit

Senior 2 term:

- NRSG 446 (4 cr) – a first-semester senior UW-EC nursing course for which the UE/Harlaxton experience does not have an approximate equivalent.
- NRSG 457 Chronically Ill Patients and Families (3 cr)
- NRSG 467 Innovative Solutions to Complex Healthcare Problems (2 cr)
- NRSG 477 Practicum: Leadership II (4 cr)
- NRSG 487 Transition to Practice (3 cr)

Total: 16 credits

It is acknowledged that the students who have the University of Evansville/Harlaxton experience will not take NRSG 447 Practicum: Children & Families (2 cr).

This program plan will insure students have at least 60 nursing credits.

Note: Students should pack their UW-Eau Claire name tags, as these will be used at Harlaxton.

UGCC & Dept: 5/13, 2/17, 1/19, 5/19, 1/20; updated 1/25/21.
**Note: Service Learning is transitioning to Community Engaged Learning for the 2025-2026 academic year.

School Nurse Certification Program

School Nurse Certification can be obtained through the UW-Madison School of Nursing in cooperation with the UWM School of Education. Nursing students who wish to meet requirements for school nurse certification should meet with their academic advisor to determine the feasibility of completing the UW-Madison certification program. Registered nurses with a degree may apply to enter the certification program as "Special Students." All candidates apply to enter the certification program through the UW-Madison School of Nursing.

For further information contact the UW-Madison School of Nursing, Director of advising and admissions for undergraduate programs.

Academic Policies – BSN Program

Academic Standards and Progression Issues

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 "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. For the traditional undergraduate nursing program, students are not allowed to progress further in the nursing program until the course with the less than satisfactory grade is successfully completed. No more than one instance of probation within the nursing programs 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.
- All required traditional undergraduate program nursing courses with exams require a 75% minimum exam average in order for a student to successfully pass the course; a grade of F will be earned if the minimum exam average is not reached. This minimum exam average score requirement does not include the grades from course assignments. Vendor standardized exams will not be calculated into the exam average. The 75% exam average will be calculated as stated in each Undergraduate course syllabus.
- Once the minimum 75% exam average is reached, in order to pass a course, students must earn a C (73%) when scores for all exams, papers, and other assignments are calculated together. Written and other assignments count toward the final course grade, once the minimum exam average is reached.

Sample Syllabus Language:
Attendance and Submission of Assignments Policy:

Attendance at all clinical sessions and activities is required. If you are ill or encounter an emergency please notify your instructor in advance unless you are at risk and unable to do so. Make-up clinical time will be arranged for missed clinical days, at the discretion of the faculty.

Course assignments must be submitted by the posted due date/time. If you encounter unforeseen circumstances any change in assignment due dates/times must be negotiated with your clinical instructor.

Evaluation: Successful completion of this clinical experience is dependent upon achieving

1. A satisfactory clinical performance evaluation. Clinical performance will be evaluated using both the Lasater Clinical Judgment Rubric and the Professional Conduct in Clinical Experiences Rubric.

And

2. A final grade of at least "C" (minimum of 73%) for the course written assignments.

Therefore, a "satisfactory" performance evaluation is required for successful completion of the course **as well as** at least a "C" final grade on the written work.

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 a 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. A second instance of probation within the College will result in termination from the program.
7. 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.
8. Students must earn a grade of C or better in required nursing and required non-nursing courses (e.g., biology, chemistry, stats, human development).

Clinical Evaluation Policy

- Use the Lasater Clinical Judgment Rubric (LCJR) (modified) at all levels for evaluating clinical performance in all clinical experiences, with the additional Professional Conduct in Clinical Experiences rubric (derived from the Undergraduate Student Handbook)
    - As per current practice, state attendance policies, make-up policies, etc. in the syllabus
    - The entire tool, containing both Rubrics, will be published in every clinical course syllabus
- Performance benchmarks (<u>minimum</u> standard for progression) –
    - For the LCJR component
        - Unsatisfactory is unacceptable performance in any category at any level and the student will fail the experience
        - Accomplished 1 is sophomore 2 and junior level performance expectation and if a student does not achieve this in all categories, the student will fail the experience
        - Accomplished 2 is senior 1 and 2 performance expectation and if a student does not achieve this in all categories, the student will fail the experience
        - The Exemplary designation is reserved for students who meet the exemplary criteria; it is anticipated that very few students will achieve this performance level
    - For the Professional Conduct in Clinical Experiences component
        - Unsatisfactory is unacceptable performance at any level, and the student will fail the experience
- Grading
    - It is suggested that faculty use the Scoring Sheets for both Rubrics to document students' performance across the semester and to serve as a summative evaluation report
    - Students can use the Scoring Sheets for both Rubrics to document their own performance, both as formative and summative self-evaluations
    - Grading of clinical performance is Satisfactory/Unsatisfactory
    - Unsatisfactory clinical performance results in a failure of the entire course

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 earn at least a 75% minimum exam average in required nursing courses in the traditional undergraduate nursing program
3. Failure to submit course assignments or projects
4. Failure to meet make-up requirements in relation to course work missed
5. 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.
6. Offenses as defined by the Universities of Wisconsin Board of Regents in Chapter UWS 17 and published on the Dean of Students website.
7. 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 student'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. For the traditional undergraduate nursing program, students are not allowed to progress further in the nursing program until the course with the incomplete grade is successfully completed.

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 (if covered under parents' plan), athletic eligibility, veteran's benefits, financial aid, 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 the need to withdraw from a class. For students in the traditional program, students are expected to be enrolled full-time in the required nursing courses while completing the 60 credits of nursing courses in the program (i.e., students are not to drop individual nursing courses while staying enrolled in others). The ability to repeat a course and the term in which students may take nursing courses due to altered plans are not guaranteed.

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 student'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 student'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 Dean's Office.

Academic Conduct and Misconduct

The student'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 use of quotation marks for short quotations, setting off of longer quotations, and identification of the sources of both direct quotations and materials paraphrased or summarized. Failure to acknowledge such resources is considered academic dishonesty, and will be handled according to University policy.

FALSIFICATION OF ANY PATIENT/CLIENT RECORDS OR MISREPRESENTATION OF A STUDENT'S NURSING ACTIONS IN RELATION TO PATIENTS/CLIENTS ASSIGNED FOR CLINICAL PRACTICE ARE REGARDED BY THE FACULTY AND ADMINISTRATORS OF THE COLLEGE OF NURSING AND HEALTH SCICENCES AS ACADEMIC MISCONDUCT AND SUBJECT TO DISCIPLINARY ACTION.

Classroom Expectations, Assignments, Schedule Changes

Classroom Behavior Expectations

The classroom is considered an extension of the professional practice environment. Students are expected to extend the usual common courtesies to the faculty and others in the classroom of attentiveness to what is being said or demonstrated, and refraining from behaviors that may be distracting to others. Faculty may request students whose behavior is distracting, disruptive, or disengaged from the teaching-learning activities in process to leave the classroom.

Written Assignments

Students are expected to know and use appropriate literary style for written reports and papers or to follow format designated by faculty. Faculty request that students be guided by: Publication Manual of the American Psychological Association (Current edition). It is available in the University Bookstore for purchase and in the library.

Absences

Students are expected to attend all sessions of nursing courses in which they are enrolled. Instructors should be contacted concerning class absences. For clinical absences, please provide students with information on how to report both to the instructor and to the clinical site. When absences are anticipated and approved, make-up work should be negotiated as reasonable and possible. It may not be possible for faculty to provide make-up opportunities for all experiences. Students are responsible for arranging for make-up work with their course instructor. This includes absences planned/required as a member of university athletics, music and other extramural activities, etc. Extended absences must be reported to the UW-Eau Claire Office of the Dean of Students. If the absences are extensive, it may not be possible to successfully complete the course. *See Class Attendance Policy and Authorized Absence Policy* available online from the Dean of Students website.

Outcome-Present State-Test (OPT) Model

Faculty in the Department of Nursing use the Outcome-Present State-Test (OPT) Model as the clinical reasoning process, for use across the undergraduate curriculum in teaching students and modeling the nursing process.

Nursing Program Sponsored Examinations

Selected professional examinations are administered to students in the traditional undergraduate program for special purposes.

As part of NRSG 337, NRSG 357, NRSG 424, NRSG 446, NRSG 457, and NRSG 487, nursing program assessment exams (Elsevier HESI exams) are administered. The exams have been prepared by a national testing service and provide information regarding areas in which remediation may be needed. They assist in preparing for the national nursing licensure (NCLEX) exam as they cover similar content. The HESI examinations are administered during scheduled classroom hours or during the university-assigned final exam times for the courses in which an exam is administered. Two longer HESI exams are administered in the final year of the program (Exit exams) and may be scheduled to begin or end prior to or after classroom hours. Students will be notified in advance and need to plan ahead to reserve this extra time.

Students receive their exam results confidentially with an interpretation on how they are progressing toward building knowledge needed for the nursing licensure exam. Students will have an opportunity to talk with faculty members about their results and areas in which improvement may be needed.

Students are encouraged to spend some time reviewing past nursing course content in preparation for these exams. Additional preparation and remediation activities will be assigned and outlined in individual course syllabi. HESI preparation assignment and exam scores are incorporated into nursing course grades and therefore may affect the ability to pass a course. Course fees are associated with these exams. Note: Vendor standardized exams are not calculated into the regular course exam 75% minimum average required to pass a course.

As specified in the course syllabi, students are required to take the HESI RN Fundamentals specialty exam in NRSG 337 (5% of course grade), the HESI RN Medical-Surgical specialty exam in NRSG 357 (5% of course grade), the HESI RN Pediatric specialty exam in NRSG 446 (5% of course grade), the HESI RN Gerontology specialty exam in NRSG 457 (5% of course grade), the HESI Exit Version 1 exam in NRSG 424 (5% of course grade), and the HESI RN Pharmacology specialty exam (5% of course grade) and the HESI Exit Version 2 exam (10% of course grade) in NRSG 487. The HESI Exit Version I Exam is worth 5% of the course grade in the NRSG 495 Directed Study for the students returning from Harlaxton. Additional HESI exam preparation assignments are also assigned and graded in each of these courses.

Students repeating a course are expected to retake the HESI exam associated with that course and pay the course fee.

HESI Testing Policy

While nursing students are evaluated in multiple ways throughout the course of their program (simulation, observation of clinical performance, quizzes, and testing), an additional way of helping students be prepared for practice and passing the National Council Licensure Examination (NCLEX) is to take standardized tests. Standardized tests are normed so that a student's score on these exams can help a student determine if they understand and can apply the required content as well as predict how they might do on NCLEX (Hyland, 2012; Lavandera et al, 2011; Shah et al., 2022). After an extensive review of the literature and available research, the UWEC faculty has decided to use HESI standardized exams through Elsevier. A nursing student will take a total of 7 standardized HESI exams once they are admitted to the nursing program. Student scores on the standardized exams will be factored into the student's course grades.

Two of the HESI exams are Exit exams, which are designed to test all content areas and simulate taking an NCLEX exam. The RN Exit Version 1 is given in the Senior 1 semester (NRSG 424), and the RN Exit Version 2 is given in the Senior 2 semester (NRSG 487). Students are given 4 hours to complete these exams. Five of the HESI exams are specialty exams which cover a single content area. Students are given 1 hour and 50 minutes to complete each of the specialty exams. Each exam is only taken once as follows*:

- Fundamentals in the Jr. 1 Semester (NRSG 337)
- Medical-Surgical in the Jr. 2 Semester (NRSG 357)
- Pediatric in the Sr. 1 Semester (NRSG 446)
- Gerontology in the Sr. 2 Semester (NRSG 457)
- Pharmacology in the Sr. 2 Semester (NRSG 487)

Standardized exam preparation, practice, and remediation activities support success in passing the NCLEX exam (Mee & Schreiner, 2016; Olsen et al., 2022; Shah et al., 2022). Department of Nursing faculty have identified 850 as the benchmark (target) score for HESI exams based on prior studies in which scores of 850 or higher were associated with increased success on the NCLEX exam (Shah et al., 2022). All students may benefit from remediation activities based on exam results; however, students with lower scores may need more time and practice. Remediation is defined as, "The process of identifying the need to take action to remedy a situation that, if left unresolved, will result in unfavorable outcomes, whereas implementing intervention strategies will successfully address the situation" (Cullieton, 2009). No single method of remediation has been found to be most effective for NCLEX exam success; rather, evidence supports the value of using multiple strategies including self-guided assignments and activities; faculty-guided group activities; and faculty-guided activities with individual students (Olsen et al., 2022). Based on this evidence, students are encouraged to informally remediate on their own using a wide variety of materials and resources to help them expand their understanding and application of the content they are learning. In addition, standardized exam preparation assignments, which include remediation based on prior and practice exams, are integrated in course HESI testing grades. Extra faculty-guided group and individual activities are integrated in some courses. HESI preparation assignments for

each exam are described below. Since several of the HESI specialty exams are administered during finals week, completion of exam remediation is carried forward as a requirement when preparing for the next HESI exam. Preparation assignments are intended to incentivize and reward students for their efforts preparing for HESI exams and, ultimately, the NCLEX exam. HESI testing preparation assignments and exam score details for each specialty and exit exam are outlined in the first table below. Details regarding how points will be awarded for the preparation assignment portion of the HESI grade may vary across courses and will be specified in course syllabi. Details regarding how HESI exam scores will be graded are outlined in the second table below.

HESI Testing Preparation Assignment and Exam Score Details for each HESI Specialty and Exit Exam

Exam	Preparation Assignment	Exam Score
Fundamentals (NRSG 337) 10% of course grade (5% from preparation assignment and 5% from exam score)	• One-hour remote asynchronous HESI preparation learning module • Fundamentals *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource) • HESI Case Studies: number based on Fundamentals Assignment Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	• See HESI exam score conversion table below
Medical-Surgical (NRSG 357) 10% of course grade (5% from preparation assignment and 5% from exam score)	• Remediation based on Fundamentals exam score (completed online in Evolve): ○ 850+: remediation encouraged, not required ○ 750 – 849: 1 hour ○ Under 750: 2 hours • Medical-Surgical *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource) • HESI Case Studies: number based on Medical-Surgical Assignment Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	• See HESI exam score conversion table below
Pediatrics (NRSG 446) 10% of course grade (5% from preparation assignment and 5% from exam score)	• Remediation based on Medical-Surgical exam score (completed online in Evolve): ○ 850+: remediation encouraged, not required ○ 750 – 849: 1 hour ○ Under 750: 2 hours • Pediatrics *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource) • HESI Case Studies: number based on Pediatrics Assignment Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	• See HESI exam score conversion table below
Gerontological (NRSG 457) 10% of course grade (5% from preparation assignment and 5% from exam score)	• Remediation based on Pediatrics score (completed online in Evolve): ○ 850+: remediation encouraged, not required ○ 750 – 849: 1 hour ○ Under 750: 2 hours • Gerontology *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource)	• See HESI exam score conversion table below

Exam	Preparation Assignment	Exam Score
	• HESI Case Studies: number based on Gerontology Assignment Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	
Pharmacology (NRSG 487) 10% of course grade (5% from preparation assignment and 5% from exam score)	• Remediation based on Exit 1 score (completed online in Evolve): ○ 850+: remediation encouraged, not required ○ 750 – 849: 1 hour ○ Under 750: 2 hours • Pharmacology *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource) • HESI Case Studies: number based on Pharmacology Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	• See HESI exam score conversion table below
Exit 1 (NRSG 424) 10% of course grade (5% from preparation assignment and 5% from exam score)	• One-hour remote asynchronous HESI preparation learning module • Comprehensive 2 *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource) • HESI Case Studies: number based on Comprehensive 2 Assignment Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	• See HESI exam score conversion table below
Exit 2 (NRSG 487) 20% of course grade (10% from preparation assignment and 10% from exam score)	• Remediation based on Pharmacology score (completed online in Evolve): ○ 850+: remediation encouraged, not required ○ 750 – 849: 1 hour ○ Under 750: 2 hours • Comprehensive 3 *Assignment* Exam (a practice test in the HESI Case Studies and Practice Tests online resource) • HESI Case Studies: number based on Comprehensive 3 Assignment Exam score (0 for score of 80-100%; 1 for score of 60-79%; 2 for score below 60%)	• See HESI exam score conversion table below

*Note: Students who started NRSG courses prior to Spring 2023 may experience some adjustments in the schedule for the specialty exams as we transition to the outlined plan. Please contact your course instructors or Dr. Jeanette Olsen regarding questions or for more information.

HESI Exam Score Conversion Table

HESI Score	Grade Earned
Greater than or equal to 850	100%
800 - 849	90%
750 - 799	80%
700 - 749	70%
650 - 699	60%
Less than 650	50%

References

Culleiton, A. L. (2009). Remediation: A closer look in an educational context. *Teaching and Learning in Nursing*, *4*(1), 22–27.

Hyland, J. R. (2012) Building on the evidence: Interventions promoting NCLEX success. *Open Journal of Nursing*, *2*(3), 23-238. DOI:10.4236/ojn.2012.23036

Lavandera, R., Whalen, D. M., Perkel, L. K., Hackett, V., Molnar, D., Steffey, C., . . . Harris, J. (2011). Value-added of HESI Exam as a predictor of timely first-time RN licensure. *International Journal of Nursing Education Scholarship*, *8*(1). Retrieved from http://www.degruyter.com/view/j/ijnes.

Mee, C.L., & Schreiner, B. (2016). Remediation in nursing education today: Review of the literature and considerations for future research. *Journal of Nursing Regulation*, 7(1), 37-45.

Olsen, J., Mota, D., Wildenberg, C., Donahue, R., & Thomas, R. (2022). Evidence-based strategies for standardized exam remediation in nursing: An integrative review. *Teaching and Learning in Nursing.* Advance online publication. https://doi.org/10.1016/j.teln.2022.05.007

Shah, M., Fuller, B., Gouveia, C., Mee, C. L., Baker, R. S., & San Pedro, M. O. Z. (2022). NCLEX-RN readiness: HESI exit exam validity and nursing program policies. *Journal of Professional Nursing, 39,* 131–138. https://doi.org/10.1016/j.profnurs.2022.01.010

12/22.

Graduate Course Eligibility

Upon the recommendation of the student's advisor, course instructor, and Nursing Department Chair, a senior may be allowed to enroll in a limited number of graduate courses. Consult the University Catalog under "Academic Policies and Regulations" and the Graduate Catalog for information. Seniors may wish to plan their programs to include some of the courses offered in the Master of Science in Nursing program. To be eligible for this privilege, students must have earned a 3.0 cumulative grade point average. Permission must be received from the Nursing Graduate Programs Director to enroll in a nursing graduate course.

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.

Students are expected to follow the policies of the clinical agencies; this includes policies regarding smoking and the use of tobacco and e-cigarette products.

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

Student Participation in Situations of Extraordinary Legal Consequence

Consents and Wills

Consent is defined as a free, rational act which presupposes knowledge of the thing to which the consent is given. The person witnessing the signing of a consent or will verifies that the person signing did in fact sign the form and was in a condition to give valid authorization.

In accord with customary practice within medicine, a person consents to medical treatment after being informed of its nature and consequences. This consent should be obtained by the physician with the assistance of the hospital personnel. Although the responsibility for securing consent is that of the physician, for the sake of expediency the nursing staff often secures the permission of the patient.

- *Recommendation:* The student will not witness the signing of consents or wills.

Testimony

Testimony is defined as an oral statement made under oath, at a trial.
Eyewitness is defined as a person, under oath, reporting what he/she saw or heard (what happened in a particular instance). This is factual testimony of observations.

- *Recommendation:* A student may give testimony as an eyewitness but is not qualified to be an expert witness. The instructor will accompany the student to any session involving legal inquiry or counsel as well as to the trial.

Involuntary Admission

Involuntary admission is "compulsory hospitalization of an individual when medical reasons indicate such need for his [sic] own welfare or act of society." Procedure for involuntary admission requires the signature of three persons, who may or may not be relatives, to petition the court to evaluate and determine action.

- *Recommendation:* If the involuntary admission is not urgent, the student and the instructor will jointly notify the agency of their observations so that the responsible person in the agency may evaluate the situation and initiate action. If the admission is an emergency, the student, at the request of the agency and with the approval of the instructor, may be one of the three persons signing the petition.

"Patient Rights"

There are different types of "patient's rights" for the voluntary and involuntary types of admission of the mentally ill or incompetent patients. Each patient must be given a written copy of their rights, in addition to a verbal explanation of them. This "Patient's Rights" form must be signed by patient and the person presenting the information.

- *Recommendation:* A staff member should explain and sign "Patient's Rights" forms to ensure better uniformity in explanations for rationale for any interventions that may seem to violate these rights.

Abused Child

An abused child is any minor who has been neglected physically or abused physically, sexually and/or emotionally. A physician, coroner, medical examiner, nurse, dentist, chiropractor, optometrist or any other medical or mental health professional, social or public assistance worker, school teacher, administrator or counselor, child care worker in any day care center or child caring institution or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected, shall report to the Eau Claire County Department of Human Services (839-2300), Marshfield Department of Social Services (387-6374), sheriff, or city police. Penalties for not reporting may include fines and/or incarceration.

- *Recommendation:* The student and the instructor will jointly notify the agency of their observations and request the responsible person(s) in the agency to evaluate the situation and initiate action.

4/84
Revised 9/91; 8/09

Accountability Contract Agreement Policy for At-Risk Performance

Students enrolled in a nursing course with a didactic and/or clinical component are expected to follow the policies and procedures of the nursing program, course and assigned clinical agency. Professional, academic and performance behaviors all need to be followed. Violations may result in failure of the nursing course and possible dismissal from the nursing program.

An accountability contract is a joint agreement between the course faculty and a nursing student. The student's academic advisor and the department chair are notified of the contract. This agreement is entered into when a student has been found to demonstrate action that is not consistent with university, nursing program, clinical agency or course policies/expectations or policies and procedures. Through dialog with the faculty, the student is able to reflect on ways to meet course outcomes. The student will earn a failing grade in the course if the outcomes are not met. The "Accountability Contract Agreement" form is located in Blugold Insider on the Department of Nursing website.

1. A student who demonstrates behavior not consistent with course and/or clinical agency policies/expectations will receive warning notification from the course faculty.

2. An Accountability Contract Agreement will be developed if the behavior continues or at the time of initial notification, if warranted. The agreement will include conditions for progression and services/resources recommended to the student. The student will meet with course faculty and their academic advisor, as appropriate. In egregious situations immediate course dismissal may occur.
3. The student and course faculty must sign and date the Accountability Contract Agreement. The agreement must be signed by the student in order for the student to continue in the course or the student will receive a grade of F for the course. The student may respond with written comments.
4. An original agreement will be placed in the advising file. The student will receive a copy of the agreement. Copies will also be forwarded to the academic advisor, Department Chair, Marshfield Site Director (as appropriate), and to the Associate Dean.
5. A student can be placed on an Accountability Contract Agreement a maximum of two (2) times while in the nursing program. At the time of initiating the contract, course faculty will review the student's academic file for previous contracts. If previous contracts have been written the student, academic advisor, department chair, and assistant/associate dean will be notified.
6. If course faculty need to place a student on an accountability agreement for a third time, a performance review will be conducted by the Department Chair and the Dean's office, and may be grounds for dismissal from the nursing program. The Dean of the College of Nursing will notify the student of dismissal from the nursing program.

UW-Eau Claire Uniform Policy – Clinical Experiences and Clinical Learning Center

Uniform

Traditional baccalaureate nursing students engaged in clinical experiences must wear the official College of Nursing nursing uniform. The uniform visibly differentiates students from clients and others in health care settings. The uniform consists of a royal blue top and pants.

Uniforms are to fit appropriately and be in good condition. Uniforms pants are not to be altered by pinning or rolling and **may not drag on the floor**. No substitutions of color or style are acceptable. The uniform top must have the modified UWEC Nursing seal embroidered (gold embroidery on the tops) on the upper LEFT chest and the name pin is worn on the upper RIGHT chest.

A plain white, grey, black, or beige tee shirt, short or long sleeve, may be worn under the top. Sleeves must be able to be pushed to the elbow. The uniform is to be laundered after each wearing and ironed, if needed, to provide a neat, professional appearance. The uniform is worn ONLY in clinical settings or in the Clinical Learning Center.

Name pin

A UWEC College of Nursing name pin (with legal first and last names) 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.

Attire in Clinical Learning Center and Clinical Practice:

Practice and open lab

The uniform scrubs and name pin must be worn when in the lab. Hair must be contained as in the clinical setting. Clothing should cover abdomen and torso front and back with no visible cleavage, tattoos, or underwear. **Pant legs may not drag on the floor.** Closed-toed and closed-heeled shoes are required. The lab is supervised when open for clinical practice.

Hospital Units

Attire must comply with College and agency policies. Contact your instructor with questions.

Community Health visits and agencies

Attire is determined by the clinical instructor and the agency and is expected to be consistent with professional street clothes. Lab coats and/or name pins may be required. The lab coats may be checked out from the CLC if available; otherwise, white lab coats may be purchased from any retailer.* Contact your clinical instructor for questions.

Professional appearance

Meticulous personal cleanliness, good grooming, and neat appearance are essential. No strong fragrances in perfume, cologne, lotions, or other personal care products.

Shoes

Shoes are to be white, cleanable, and worn ONLY in the lab or clinical setting. No open-toed or open-heeled shoes, crocs, or clogs are acceptable. Athletic-type shoes are acceptable if they fit the above criteria and do not detract from professional appearance.

Hosiery

Socks or hosiery must be white or neutral (beige) and cover the ankle.

Jewelry

Rings other than plain wedding bands are not acceptable for patient care. Other jewelry including pendants, necklaces, dangling earrings, and jewelry for other body parts (i.e., pierced eyebrows, nose, tongue, lip) may not be worn. Some jewelry may scratch clients, serve as a reservoir of infection, or in other ways be offensive. Students with pierced ears may wear ONE small stud earring in each ear lobe. Tattoos must not be visible.

Nails

Nails should be clean, smooth, and of a length that does not interfere with client care, scratch, or injure clients. No artificial nails, nail jewelry, or nail polish.

Hair

HAIR MUST BE CLEAN AND CONTROLLED so that it remains in place when leaning forward, and so that the hands need not be used to push it back during client care. Extreme hair colors and styles are not acceptable. Plain pins or clasps may be used to anchor the hair. Beards and moustaches must be short, neatly trimmed, well groomed, and if applicable, allow for fitted respiratory isolation/protection masks.

Undergarments

Required and discreet.

Equipment

Beginning with the first clinical laboratory course (NRSG 267), a watch with a second hand and plain band, black pen, bandage scissors, penlight, ruler, **OSHA approved eye protection**, and a stethoscope (with an interchangeable bell and diaphragm) are required. Students receive a skills pack in NRSG 267 that contains a bandage scissors, exam gloves,

penlight, 6-inch ruler, pain assessment card, calculator, and drawstring bag. Students entering NRSG 317 will purchase a skills bag containing clinical practice supplies and equipment.

STUDENTS NOT DRESSED APPROPRIATELY OR IN PROFESSIONAL APPEARANCE MAY BE ASKED TO LEAVE THE CLINICAL SETTING OR SKILLS LAB AT THE DISCRETION OF THE CLINICAL INSTRUCTOR.

12/09; 7/12; 6/13; 5/17; 5/20; 9/20; 5/11/23; 3/14/24.
*Note: Lab coats are still being purchased from Scrubs Direct for TBSN students starting Nursing courses Fall 2024.

Clinical Affiliation Agreements

A formal C*linical Affiliation Agreement* is required for all clinical sites used in the Nursing program. New affiliations are requested by completing the "Request to Initiate Affiliation Agreement," and for undergraduate clinical sites, the "For Clinical Facility Selection."

The *Agreement* uses common language for all campuses, as dictated by the Universities of Wisconsin Board of Regents, primarily addressing liability and discrimination issues. The *Program Memorandum* is much more specific and details the responsibilities of both the College of Nursing and the facility. Within this document, you will find reference to the sharing of information, certifications, immunization standards, assignments, facilities, and oversight.

Requests for new affiliations are submitted to the Department Chair. The affiliation agreement must be requested with sufficient advance notice to allow processing and completion of the affiliation request, prior to students being present on site.

The following Clinical Affiliation forms and documents are included in the Department of Nursing Website, in Blugold Insider.

- Request to Initiate Nursing Affiliation Agreement Form
- Agreement Form
- Form for Clinical Facility Selection
- Program Memorandum Form
- Time Line for Staffing Schedules, Affiliation Agreements and Securement of Graduate and Undergraduate Clinical Sites

Guidelines for the Use of Preceptors in Undergraduate Clinicals

Clinical preceptors are registered or advanced practice nurses or other appropriate healthcare providers who practice in a variety of clinical, administrative, and/or academic settings and work in a one-to-one relationship with a student for an extended period of time. Preceptors guide students in the development of enhanced critical thinking, clinical performance, decision making, leadership, and professional skills in the clinical care, academic, or administrative setting. The preceptor serves as teacher, role model, and on-site supervisor of the clinical learning experience.

Procedural Notes:

1. Preceptorships are generally longer term student-clinician relationships, consisting of several student-clinician interactions over a length of time, as opposed to single shift or single encounter interactions.
2. If the precepted clinical is not part of an established clinical course, the student must be registered for independent or directed study credit, as appropriate.
3. The Preceptor Biographical Form must be completed by the preceptor; the completed form is housed in the Nursing Department Office.
4. For all precepted experiences, upon conclusion the student completes the Student Evaluation of Preceptor. The evaluation is stored with the Preceptor Biographical Form in the Nursing Department Office.

Aims of Precepted Clinical Experiences:

- Provide an enrichment opportunity for nursing students
- Assist students to gain insight into practice roles of the professional nurse
- Expand students' clinical nursing knowledge base
- Increase students' clinical decision-making and care-management skills
- Foster students' intentional use of critical and reflective thinking
- Facilitate the student's professional growth

Principles of Precepting - Preceptors:

- Act as role models of competent practitioners using best practice approaches
- Create a thinking/learning environment with the student
- Create a teaching/learning relationship directed toward achieving the student's learning objectives
- Foster the development of learning that supports student independence, initiative, professional comportment, accountability, and collaboration
- Critically choose learning experiences appropriate to the student's learning needs and objectives
- Provide positive and growth-focused feedback to enhance student learning and development
- Maintain productive, ongoing communication with the student
- Follow through with faculty communications and initiate faculty communications as needed

Responsibilities of the Preceptor:

- Return the Preceptor Biographical Data form indicating willingness to serve in the preceptor role
- Orient the student to the nurse's practice role
- Become familiar with the clinical objectives and focus clinical experiences toward their achievement
- Share observations regarding the student's progress toward achieving clinical objectives with the course faculty. This may include completion of a formal evaluation of the student's performance.

Qualifications of the Preceptor:

- Demonstrated knowledge and skills in the practice of clinical nursing
- Interest in clinical teaching
- Demonstrated professional commitment and performance
- Knowledge of the agency's internal organization and functioning
- BSN educational preparation preferred (or higher as appropriate to the student's academic program)
- Minimum one year of nursing practice experience preferred

Benefit to Preceptors:

- Personal and professional growth
- Satisfaction in having contributed to a nursing student's clinical and professional development
- Opportunity to cultivate a highly productive team member

Student Responsibilities:

- Advise the preceptor of your strengths, competencies, and areas for growth/learning needs
- Limit your practice to that which is within legal and organizational parameters for a student nurse
- Demonstrate accountability to the client, preceptor, organization, course faculty, and to the profession
- Evaluate your own experience, achievements, and areas for growth
- Demonstrate appropriate self-direction for your identified learning needs
- Participate fully as a member of the healthcare team

Benefit to Students:

- Increased independence in the clinical setting
- Development of professional collegial relationships

- Transition from faculty-directed clinical supervision to more self-directed learning
- Transition from accountability to clinical faculty, to collaboration with and accountability to professional colleagues

Faculty Responsibilities:

- Establish, coordinate and maintain indirect supervision of the precepted clinical experience
- Provide the preceptor with written documentation about the clinical experience, including objectives, requirements, student competencies, and responsibilities of all parties
- Communicate clearly and regularly with the student on their progress in the clinical setting
- Communicate as needed with the preceptor regarding the preceptor's needs and/or concerns
- Provide assistance to the student and preceptor as needed
- Make on-site visits to evaluate student performance as needed
- Receive student and preceptor input on the student's performance in the clinical setting
- Determine the student's level of accomplishment toward clinical objectives and provide the final evaluation of the student's performance

Benefit to Faculty and to the Nursing Program:

- Enhances communication and collaboration with practice partners
- Provides faculty with direct assistance with the clinical education process
- Facilitates students' professional development
- Provides opportunities for a wide range of student clinical experiences with expert practicing nurses, including specialty care and areas requiring advanced knowledge

Benefit to the Healthcare Organization:

- Strengthens the student-healthcare agency relationship
- Facilitates ongoing staff development and expertise
- Assists students with role transition from student to highly accountable professional
- Helps fulfill organizational missions of teaching, outreach, and academic-practice partnership**s**

UGCC: February 10, 2011; Dept of Nursing: February 17, 2011

Guidelines for Administration of Influenza Vaccinations by Nursing Students on UWEC Campus

A Memorandum of Understanding exists between UWEC Student Health Services and the College of Nursing pertaining to the administration of influenza vaccine by nursing students at flu shot clinics on the UW-Eau Claire campus, effective with the 2016-2017 academic year. The MOU serves to clarify the responsibilities of the Department of Nursing and Student Health Services when supervising nursing students at the clinics. In the event the RN from Student Health Services is also the course faculty supervising the students, they must be designated as either nursing faculty or an employee of Student Health Services. Review of the MOU will take place annually. Per the MOU each unit commits to the terms as defined below.

1. When the flu clinic is part of a course requirement for the Department of Nursing, course faculty must be present to supervise the students in the administration of the flu vaccine. Course faculty assume responsibility for the student experience. Student Health Services will have responsibility for overall management of the flu clinic, whether the provider is a medical assistant or RN.
2. When the flu clinic is not a course requirement for the Department of Nursing, Student Health Services may request nursing student volunteers to assist the RN from Student Health Services in the clinic. In this situation, Student Health Services assumes responsibility for the students. An RN from Student Health Services must be present at the clinic.

3. Supplies for flu clinics held in the nursing building are the joint responsibility of Student Health Services and CON. The CON will supply needle boxes and gloves of various sizes. Student Health services will provide the paperwork, vaccine, syringes, alcohol wipes, 2x2 gauzes, and bandaids.

Signed 8/29/16

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.

Guidelines for Evaluating Clinical Areas for Students in Nursing

A desirable learning environment for students in a baccalaureate or graduate nursing program is contingent on an agency that can provide the kind of quality of nursing services that patients have a right to expect. To acquire the desired attitudes and skills requisite for professional nursing, the student must have the opportunity to engage in and witness high quality nursing care given by the nursing staff. The agency, through its philosophy, organization, administrative policies and practices, staff, equipment and materials, provides for those conditions which enable students to achieve program objectives.

The Agency

1. Is approved by the appropriate accrediting agency.
2. Has adequate clinical resources and clients available for students to meet course/program objectives.
3. Has sound administrative policies and practices.
    a. Nursing department has the authority and responsibility for nursing practice.
    b. Nursing department participates in the planning and decision making which affects the operation of the nursing department and the care of patients.
4. Is receptive to becoming an extended unit of the University and is willing to accept its role in the education of professional nurses.

Nursing Department

1. Has a statement of philosophy and objectives which:
    a. Reflects the changing nature of nursing in society and attaches high value to innovative nursing practices.
    b. Is consistent with the overall purpose and philosophy of the institution and is approved by the administrative or controlling body of the agency.
    c. Has been developed by the nursing personnel and has been distributed to other departments of the institution.
    d. Is being used as a basis for organizing and planning the department as a whole and in making decisions.
    e. Is reviewed by personnel periodically and evaluated realistically in terms of long and short-range goals.
2. Has an organizational plan for the functioning of the department.
    a. The plan is in writing and defines the authority, responsibility, and relationships of all positions in the nursing department.
    b. The organization plan defines inter-departmental relationships and relationships with extramural agencies.

c. A system of communication has been established for transmitting verbal and written information within the department, between departments, and between the department and agency administration.

3. Provides an adequate nursing staff.
    a. A staffing plan for the department has been prepared based on the philosophy and objectives of the department.
    b. The actual staffing provides adequate professional nurse coverage as required by the appropriate accrediting agency.
    c. Written policies are established for the recruitment, selection and placement of qualified personnel.
    d. Newly employed staff members are provided an orientation to the agency, the department and to their jobs. Each employee at time of employment is given a written job description as well as a copy of the personnel policies.
    e. The development and continued growth of the nursing staff is promoted through in-service education, attendance at special programs, workshops, etc. Encouragement is given to enroll in academic courses.
4. Provides for safe working conditions, has a system for reporting accidents and incidents, provides for employee health supervision and is responsive to injury and illness on the job.

Qualifications

1. All professional and practical nurses will be currently registered in state.
2. Nursing director and supervisory personnel should be qualified by preparation and experience and possess necessary leadership qualities.
3. Advanced practice nurses and staff nurses are assigned responsibilities that are commensurate with their qualifications and abilities to perform.

Quality of nursing care and factors that affect quality

1. There is evidence that the facility has a planned program of nursing care adequate to meet the needs of the patients. This program shall include:
    a. A current nursing plan for each patient, including nursing diagnosis.
    b. A program for assisting patients to achieve and maintain an optimum level of self-care.
2. Records provide needed client information, giving evidence of the nursing care provided and progress made by patient.
3. The dignity of the individual is maintained at all times and independence is encouraged to the extent possible.
4. A proper environment is maintained for the patient which protects them from infections, accidents and other hazards.
5. Professional nursing practice is within the legal scope of the state Nursing Practice Code.
6. An effective system of communication exists which provides for continuity of patient care.
7. The quality of client care is monitored through evaluative programs and action is taken based on findings.

Facilities for teaching

1. Space for conferences and resources to meet needs of students is adequate.
2. Access to client records and other informational resources is appropriate.

8/94, Reviewed 8/09; rev 7/12

Faculty Guidelines for the Clinical Learning Center (CLC)

The CLC includes the simulation, skills lab, and clinical rooms
A “Safe” Place to learn

GOAL: Provide a realistic setting in which the student can learn and practice nursing skills in an environment in which the instructor and student have adequate resources.

AIM: Provide a foundation from which to launch clinical practice, decrease anxiety, and build self-esteem.

GENERAL POLICIES:

1. CLC staff will be responsible for orienting faculty to use of the space, equipment, and supplies in the CLC. Faculty are responsible for orienting students to use of the lab and clinic area.
2. Evaluation will be done regularly to assess how effectively these resources support the College of Nursing programs.
3. There is no eating or drinking (other than water in closed containers).
4. Learners and Faculty are responsible for maintenance of the area following established procedures. Allow enough time for the students to clean up the lab before leaving. It should look as good as or better than it did when you arrived.
5. Remove shoes when lying on the beds.
6. Room requests should be submitted to the Director of the Clinical Learning Center and/or the Marshfield Clinical Learning Center Coordinator.
7. Clinic area rooms are available for individual or small group use on a first come first serve basis. Course use or scheduled use should be required through the Director of the Clinical Learning Center.
8. Faculty responsible for CLC activities will lock those areas when leaving.
9. Course faculty who wish to make changes and/or introduce new skills, laboratory experience, or equipment will present a proposal to the Director of the Clinical Learning Center and course coordinator.
10. Course coordinators will inform the Director of the Clinical Learning Center when changes in learning experiences will cause variation in needs for supplies.
11. Equipment will be maintained in working order and cleaned on a regular basis and/or after use by the lab staff.
12. Equipment may be checked out of the CLC using the "Nursing Equipment Checkout Agreement" form. Equipment will be returned in clean and working order within 24 hours or by arrangement.
13. Lost/Found: There is a box labeled "Lost/Found" in room 234 (in Eau Claire). Any item(s) left in the lab will be placed in this box.
14. Used linen will be placed in linen bags.
15. Room supplies will be restocked by the CLC staff. Students are responsible to bring their own stethoscope, penlight, pen, paper, and course specific supplies as directed by course faculty.
16. CLC will be clean and stocked with appropriate supplies prior to scheduled lab by CLC staff.
17. Models and equipment will be operated and maintained according to manufacturer's directions.

SAFETY:

1. Gloves will be worn when practicing technical skills involving skin contact with blood or mucous membranes.
2. Disposable syringes, needles and other sharp items will be disposed in puncture-resistant containers. Containers will be removed and processed by agreement with appropriate departments.
3. If an injury occurs, refer to "Policies Relating to Injuries and Risk in Clinical and Skills Lab Settings."
4. **If there is a body fluid exposure or spill of blood or other bodily fluid, refer to "Policy regarding Bloodborne Pathogens."**

Revised 9/09; 7/12; 5/17; 7/21

Policies Regarding Professional Relationships

Clinical Laboratory Experience

Students should not be assigned to care for members of their own family or close friends. Students are requested to refrain from accepting employment and entering into social contacts with the clients or the client's family while maintaining a professional relationship.

Acceptance of Gifts

Students should be discouraged from giving gifts to faculty or accepting gifts from clients. Faculty/IAS are expected to guide students so that a climate of gift giving is not created.

Home/Cell Telephone Numbers

Students are not to give their home or cell phone numbers to clients. They should be told to have the clients contact them either through the agency or the Department of Nursing. This will prevent unnecessary and/or unwanted contacts. Cards are available from the department office for students to share a department contact number.

Calling of Clients

Students should call their clients during the regular workday whenever possible. Unscheduled calls should not be made after 9:00 p.m. or on the weekend.

Confidentiality

Special caution should be taken to maintain client confidentiality. Students should exercise caution concerning any papers that contain information regarding the health needs or other personal information about the client. The client's situation should not be discussed in other than a private professional setting.

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 if they work in a nurse related position outside of their student responsibilities.

Witnessing Legal Documents

Students should not sign as witnesses for legal documents such as surgery permits. It is also recommended that students not witness wills or other similar legal documents. Refer any such requests to the instructor or appropriate nursing personnel in the clinical agency.

Transportation of Clients

Students must not transport clients in their personal vehicle. Students should arrange to meet the client as needed at the health care agency.

4/84
Reviewed 9/91; 8/00; 7/09; revised 8/2012; edited 7/22/24.

Policies Related to Medical and Safety Issues

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 student'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, 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 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 employee while **ON SITE AT A CLINICAL AGENCY**:
        a. Complete the clinical agency incident report. Do not submit this form to the CON. 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 CON 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 CON 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 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 positive - A person who has serum antibody to Human Immunodeficiency Virus as confirmed by reliable testing.

Bloodborne pathogens - 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 CON 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(s) 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 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.
2. Puncture-resistant containers will be used for the disposal of potentially infectious disposable items.
3. All reusable items used in the Clinical Learning Lab will be cleaned and/or replaced according to standard best practices.

4. All invasive procedures performed by students on humans in the Clinical Learning Center require faculty supervision.
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 CON 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.

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 fluids 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 exists.

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 fluids.

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

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

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

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 procedures.

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

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 area.

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

Wisconsin Administrative Code Chapter N 1 Program Approval for School of Nursing

Chapter N 1
APPROVAL FOR SCHOOLS OF NURSING
See the following direct link for the latest version (August 2018):
https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf or
https://dsps.wi.gov/pages/RulesStatutes/Nursing.aspx for the Wisconsin Board of Nursing Administrative Codes, including Chapter N 1.

Nursing Center for Health

The mission statement of the Universities of Wisconsin describes the broad mission as one of "instruction, research, extended education, and public service designed to educate people and improve the human condition." The mission statement of the University cluster, of which UW-Eau Claire is a member, places first priority on teaching excellence and reiterates a commitment to scholarly activity and public service. The Department of Nursing has identified its purpose as providing a scholarly environment in which faculty and students gain and extend knowledge of health, health care, and professional nursing. The Department of Nursing mission statement specifically delineates excellence in teaching, scholarly activity, and contribution to the health care of the community through faculty and student involvement in health-focused activities.

Consistent with these missions, the Nursing Center for Health fosters excellence in teaching, provides an environment for learning, and the opportunity for scholarly activity and service. The faculty believe that faculty practice and scholarly activity are important means of facilitating excellence in teaching. Faculty who teach, conduct research, or practice in the Nursing Center serve as expert role models for graduate and undergraduate students. Clinical practice and scholarly activity in an Academic Nursing Center support a focus on diagnosis and treatment of human responses to actual or potential health problems, are theory-based, and expand nursing knowledge while advancing clinical skills. The Center provides nursing faculty with the opportunity for interdisciplinary collaboration and linkages with other health care agencies. The Center directs its services toward health maintenance and restoration for clients across the life span, particularly those who are underserved by existing health care services.

PURPOSE
The purpose of the Nursing Center for Health at UW-Eau Claire is to enhance the College of Nursing's ability to provide excellence in education, opportunities for scholarly activity, and service to the community.

GOALS
The Center:
1. Provides a learning environment that facilitates excellence in nursing education for graduate and undergraduate students.
2. Facilitates scholarly activity of faculty and students.
3. Contributes to expansion of nursing knowledge through the delivery and evaluation of theory-based nursing care.
4. Increases nursing's credibility and visibility, demonstrating nursing's contribution to health care.
5. Provides faculty with access to clients and, therefore, opportunities to maintain faculty expertise in clinical practice.
6. Provides a means for individuals, families, communities, and regional agencies to access the expertise of the nursing faculty.
7. Provides health care for selected client populations in the regions served by UWEC and the College of Nursing.

Approved:2/19/87
Rev. 4/9/99

Review Process for Project Applications Nursing Center for Health

Upon receiving a project application, the Director will forward it to two Advisory Board members with expertise in the proposed subject area. One Advisory Board member will be the primary reviewer. The primary and secondary reviewers will review the application in its entirety. The primary reviewer will be responsible for presenting a summary of the proposed project which will include purpose, goals, and methods at a review meeting. The primary and secondary reviewers will also provide a written critique of the proposed project based upon the evaluation criteria with strengths and limitations identified.

If additional expertise is required for evaluation of the proposed project, a consulting member will be asked to provide a written critique. After the summary and critique are presented, discussion by the full Advisory Board is entertained. The primary reviewer will move for action by the full Advisory Board after all discussion is heard. A majority must approve. A summary of the discussion will be written.

Any proposed project requiring funds external to the College for support, which is not fully funded after approval by the Advisory Board, or conditionally approved, must be re-submitted and re-evaluated by the same process. Until a Director and advisory board are approved, proposals are submitted to the Chair of the Nursing Center for Health Committee and reviewed by committee members according to review process.

Approved: 10/13/88, Deans Ad Hoc Committee, Nursing Center for Health.
Revised: 5/24/95; 4/25/97; 5/15/97; FASO; 6/25/97

Procedures for Project Application Nursing Center for Health

1. Secure application materials from the office of the Director, Nursing Center for Health. (Until the Director is appointed, please obtain materials from the Program Assistant supporting the committee.)
2. After application has been completed, return the original and three copies to the Chair, NCH, until the Director is appointed.
3. The Director and the Advisory Board will review the project application. (Until a Director and advisory board are appointed, the Dean and the Nursing Center for Health Committee will review proposals.)
4. Following approval from number 3, the application will be forwarded to the Department Chair(s) and to the Dean of the College of Nursing for administrative approval.
5. Projects approved and funded in full may continue for a period of two years. The proposer must submit a progress report at the end of one year. If the project will continue beyond two years, reapplication and evaluative data must be submitted.
6. The project applications will be kept in the office of the NCH Director or Dean's Office until Director is appointed.
7. One copy, a letter of transmittal, and suggestions along with a statement regarding approval status will be returned to the proposer.

Approved 10/13/88, Dean's Ad Hoc Committee, Nursing Center for Health.
Rev: 5/24/95; 4/25/97; 5/15/97; FASO; 6/25/97

Criteria for Project Application Review Nursing Center for Health

Project application for Nursing Center for Health must be completed. Project applications submitted for approval will be evaluated upon the following criteria:

1. Adequate protection of the rights of human subjects.
2. Contribution to the goals of the Nursing Center for Health.
3. Focus on nursing care.
4. Clarity, detail and concise description of the purpose, methods and evaluation of the project. All instruments, methods and statistics must be described.
5. Expertise of the investigator/project developer.
6. Efficient use of resources (money, time, support services).
7. The plan for evaluation needs to include quality indicators to be evaluated.

Approved, Dean's Ad Hoc Committee on
Nursing Center for Health 10/13/88
Rev. 4/25/97; 5/15/97
Rev. FASO 6/26/97

UNIVERSITY OF WISCONSIN-EAU CLAIRE
College of Nursing

Nursing Center for Health Project Application

A. IDENTIFYING INFORMATION:

_____
Last Name First Name Middle Initial

_____ _____
Office Address Office Phone

_____ _____
Home Address Home Phone

Current Academic Rank, UW-Eau Claire _____

B. PROFESSIONAL and/or EDUCATIONAL EXPERIENCE RELEVANT TO PROJECT:

C. LICENSURE AND CERTIFICATION:

1. _____ _____
Wisconsin Licensure Number Expiration Date

2. List professional certification(s) that pertain to this project with expiration date of certification.

D. LIABILITY INSURANCE:

_____ _____
Insurance Carrier Amount of Coverage

_____ _____
Policy Number Expiration Date
(Attach verification of policy coverage)

PROJECT

1. Project Title:_____

2. Description of Project: (1-3 Pages)

   Dates of proposed project implementation _____ to _____.

   Specify the details of your proposed Nursing Center for Health Project including purpose, scope of faculty practice if applicable (category of clients, theoretical framework, nursing diagnoses or phenomena, proposed interventions or methodology and plans for evaluation). Describe whether the project will emphasize education, scholarship/research and/or service components. If educational in nature, also specify student population, undergraduate or graduate course, educational objectives and proposed plan for faculty supervision as well as evaluation of student learning. (Please attach any necessary documentation such as data collection forms, informed consent statement, tools to be used or course proposal.) Include plans for IRB approval (if appropriate), and a statement of how this project will adhere to the ANA Code of Ethics.

3. Plans for dissemination of results (if appropriate). (Limit to 1-2 sentences.)

E. Proposed Budget. Include income and expenditures considering the following:
   1. client fees;
   2. plans for obtaining services and supplies;
   3. faculty reimbursement'
   4. contributions to the Nursing Center for Health (between 5-30% of collected fees should be contributed to the Nursing Center for Health for ongoing needs and development). (See Fiscal Policies, Nursing Center for Health).

F. Attach UW-Eau Claire Faculty Biography to application.

G. STATEMENT OF RESPONSIBILITES:

Implementation of a Nursing Center for Health Project based on acceptance of the project by the Dean, Director, and Advisory Board is a privilege which will be extended only to registered nurses who are faculty of the UW-Eau Claire College of Nursing, who continuously meet the qualifications, standards and requirements set forth in this application. Acceptance of this project will constitute the agreement of the proposers to strictly abide by the code of ethics of the American Nurses' Association. Privileges extend to faculty will be granted in specified areas of autonomous practice based on the educational experience and competence of faculty. Nursing research conducted under the auspices of the Nursing Center for Health must be approved by the UW-Eau Claire Institutional Review Board prior to implementation.

I understand the above and agree to abide by the requirements if granted this privilege. I affirm that I have requested acceptance of a project for which I am qualified. I am familiar with the laws of the state governing the practice of nursing and pledge to abide by these laws.

_____
Signature of Applicant

_____
Date

Applicant: _____

Project Title: _____

ADVISORY BOARD RECOMMENDATION:

1. Approved _____
2. Conditionally Approved _____ (Explanation and/or recommendations on attached sheet)
3. Not Approved _____ (Rationale on attached sheet)

DEPARTMENT CHAIR RECOMMENDATION:

1. Approved _____
2. Conditionally Approved _____ (Explanation and/or recommendations on attached sheet)
3. Deferred _____ (Rationale on attached sheet)
4. Not Approved _____ (Rationale on attached sheet)

Signature of Chair _____ Date _____

DEAN, COLLEGE OF NURSING:

1. Approved _____
2. Conditionally Approved _____ (Explanation and/or recommendations on attached sheet)
3. Deferred _____ (Rationale on attached sheet)
4. Not Approved _____ (Rationale on attached sheet)

Portion of F.T.E. which applicant may use for Nursing Center for Health activities _____

Signature of Dean _____ Date _____

Signature of Director _____ Date _____

Copies to:

Director, NCH
Dean
Department Chair(s)
Applicant

Approved 5/6/88 Dean's Ad Hoc Committee, Nursing Center for Health
Editing approved 4/20/89
Rev. 12/7/93l; 5/24/95; 4/25/97 Nursing Center for health Committee
Rev. 5/15/97, FASO; 6/25/97, Associate Dean, M. Bottoms

Student Records Retention Policy

The undergraduate and graduate nursing programs in the College of Nursing necessitate policies pertaining to the retention of student and alumni records within the College that differ from those of the *University of Wisconsin System Student Records General Records Schedule* and the *Academic Advising General Records Schedule*. For each admitted student, advising files, which frequently include nursing application materials, must be retained for extended periods of time. Many of the documents within those advising files are needed for data collection for accreditation purposes, including the completion of mandatory surveys that are submitted to the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN), as well as reports for the National League for Nursing (NLN), the Health Resources and Services Administration (HRSA), and the Wisconsin Center for Nursing (WCN). Additionally, for many years following graduation, materials within those files frequently are used to provide references, letters, and verification documents as requested by alumni for certifying, credentialing, and licensing bodies as well as for admission to graduate programs. Providing information to state licensure boards 20-30 years following graduation has not been unusual.

Therefore, the following policy outlines the student records retention and maintenance practices in operation within the College of Nursing undergraduate and graduate nursing programs:

- Individual Advising Files are maintained for each prospective and admitted student. These files may include and are not limited to nursing application materials; official and unofficial transcripts; logs of clinical site activities (e.g., locations of clinical practica, types of patients seen, and numbers of hours of patient care engagement); clinical evaluations of students by preceptors and nursing faculty/instructors; copies of letters sent to students related to academic standing, Dean's List recognition, honors invitations, and scholarships; scholarship applications; forms and letters submitted on behalf of the students to certifying and licensing bodies, as well as employers and scholarship committees; and documentation of communications by advisers, faculty, and administrators with students.
- Individual Advising Files may be paper files and/or they may be electronic files, such as those within our electronic Nursing Advising Database.
- Paper files are maintained in locked file cabinets in locked file rooms within the Nursing Building. Electronic files are maintained within the Nursing Advising Database; the Database was created by Learning and Technology Services (LTS) and requires a UW-Eau Claire username and password in order to gain access; additionally, the Associate Dean for the College of Nursing grants access to the site, thereby limiting the users of the site to selected active members of the College.
- Individual Advising Files are maintained for each graduate of the nursing programs for a period of 50 years following graduation. Documents are confidentially destroyed following this period.
- Records, including paper nursing application materials, for undergraduate and graduate students not admitted to the nursing programs are confidentially destroyed after a minimum period of two years beyond the last contact with the individual.
- Records for admitted undergraduate students who later leave the program without completing the BSN degree are confidentially destroyed after a minimum period of five years beyond the final semester of attendance within the College.
- Records for admitted graduate students who later leave the program without completing a graduate nursing degree or post-master's certificate in nursing are confidentially destroyed after a minimum period of 7 years beyond the final semester of attendance within the College.

1/20/15; Approved per G. Kocken (Archives & Records Management) & T. O'Halloran (Legal Custodian of Records) 2/6/15.