

WASHBURNTM
UNIVERSITY

SCHOOL OF NURSING

**GRADUATE STUDENT
HANDBOOK
2018-2019**

TABLE OF CONTENTS

| | |
|--|-----------|
| Welcome from the Dean and Program Directors | 1 |
| Chapter I - School of Nursing Information | 5 |
| Mission Statement | |
| Statement of Philosophy | |
| Description of Graduate Programs | |
| End-of-Program Outcomes | |
| School of Nursing Accreditation | |
| Chapter II - School of Nursing Policies | 9 |
| ANA Code of Ethics for Nurses with Interpretive Statements | |
| Code of Professional Conduct for Nursing Students | |
| Student Conduct Pledge | |
| Class Participation | |
| Tests and Examinations | |
| Student/Faculty Conferences | |
| HIPAA Requirements | |
| Policy Statement on Chemical Dependency | |
| Washburn University Student Conduct Code and Academic Impropriety Policy | |
| Washburn University Statements and Disclosures | |
| Chapter III - Academic Policies for Graduate Program | 17 |
| Conditional Admission | |
| Advisement | |
| Criminal Record | |
| Transfer Credits | |
| Time Limit for Completion of Program | |
| Part-Time and Full-Time Study | |
| On-Campus Experiences | |
| Retention and Progression in the Program | |
| Requests to Change Tracks or Sequencing of Courses | |
| Grading Policies | |
| Letter Grade Values | |
| Grade of Incomplete | |
| Progression after Failing Grade | |
| Academic Warning and Dismissal | |
| Grade Appeal Procedure | |
| Withdrawal from Nursing Courses | |
| Non-Academic Dismissal | |
| Continuous Enrollment | |

Withdrawal from a Nursing Program
Leave of Absence
Readmission to the School
Appeal Procedure for Students Denied Admission/Readmission to a Graduate Program
Review and Maintenance of Records of Student Satisfaction & Formal Complaints
Graduation/Licensure/Certification

Chapter IV - **Health Policies and Information**27

Health Clearance Requirements
Infectious Disease Policy
Student Incident Report Form Guidelines

Chapter V - **Academic Recognition of Graduates** 31

Doctoral Student Excellence Award
Outstanding Doctor of Nursing Practice Poster Award
Master of Science in Nursing Clinical Excellence Award
Outstanding Master of Science in Nursing Poster Award
Eta Kappa-at-Large Chapter of Sigma Theta Tau International
The Honor Society of Phi Kappa Phi (PKP)

Chapter VI - **General Information** 32

Financial Aid Opportunities
Dress Code
Facilities
Communication
Washburn University Student Services

WELCOME FROM THE DEAN

Dear Graduate Nursing Student,

Welcome to the School of Nursing at Washburn University. The School of Nursing is committed to providing you with the highest quality graduate nursing education. From all of us who work for the School of Nursing please know that we are here to assist you in every way possible. We all have an investment in your learning, and we want you to have an outstanding experience as a nursing student.

The student handbook has been prepared for you by the School of Nursing faculty, staff and administration as an information guide and resource manual. The handbook is designed to supplement, not replace, the *Washburn University Catalog* and the *Washburn University Student Handbook*. Consequently, all policies and regulations stated in those documents are to be observed in addition to those provided in the following pages.

Well prepared nurses who complete their graduate studies in nursing have a significant leadership role within health care delivery systems. Health care organizations are highly-developed complex-systems that demand vision and leadership from each and every nurse working within the organization. The Quadruple Aim of the American health care systems is to control per capita costs, improve the experience of care, improve the overall health of a populations, and improving the work life of health care providers. Today's leaders have to be engaged in effecting positive change by managing the various resources within these organizations so that costs can be controlled and quality of health services will continue to improve. The School of Nursing embraces the goals of the Quadruple Aim and we are serious about educating the next generation of professional nurses to advance the efforts to improve health for all citizens.

Washburn University nurse graduates are making significant contributions in the delivery of health care across the nation and the world. Soon you will be one of our treasured alumni. Until that time, we want you to take advantage of the many opportunities for learning and personal enrichment that await you as a nursing student. We look forward to sharing many experiences with you.

Sincerely,

Monica Scheibmeir, PhD, FAANP
Dean, School of Nursing

WELCOME FROM THE DIRECTOR OF THE DOCTOR OF NURSING PRACTICE PROGRAM

Greetings Ichabods,

Welcome to the Doctor of Nursing Practice (DNP) Program. Doctoral-prepared nurse practitioners are the future of healthcare. In today's complex and rapidly changing health care environment, DNPs must be equipped to lead clinically and organizationally. Ours is the first DNP program in the nation to offer students enrollment in Master of Business Administration courses as part of the DNP curriculum. With a strong emphasis on entrepreneurship, the DNP graduate is able to blend advanced practice knowledge and skills with strong business acumen. Your chosen track as a family nurse practitioner or psychiatric/mental health nurse practitioner is designed to prepare you to lead healthcare into the future.

Faculty are invested in student success and work together with students to co-create the educational experience. We are dedicated to creating a learning environment that helps you reach your professional goals. We are content experts, skilled in scholarship, and well versed in the pedagogy of education. Those of us who are nurse practitioners maintain an active faculty practice. We have firsthand knowledge of the importance of bringing real-world practice into the "classroom." As a result, we have designed a curriculum that focuses on providing high quality, safe, affordable, and accessible services to diverse populations and that positively impacts health outcomes.

Our DNP Program blends online courses with on-campus experiences and is designed with the working professional in mind. Our dynamic curriculum balances asynchronous activities with synchronous virtual classes that provide opportunities to learn with faculty and peers. On-campus experiences offer a wide variety of activities that augment online courses. For example, experts in healthcare are invited to present state-of-the-science information about healthcare topics such as the future of healthcare technology and ethical implications for practice. On-campus activities also include experiences that enhance professional practice such as office procedures and yellow-belt certification in Lean Six Sigma. The DNP curriculum reflects the use of professional standards and guidelines developed by multiple professional organizations. Using these professional standards and guidelines, faculty regularly update the curriculum to maintain academic rigor and to prepare candidates for national board certification and practice.

Our learning community is here to help you expand your network of peers and scholars so that you can achieve your professional goals in a supportive and professional environment. We are pleased you have become part of the Washburn team and wish you all our best as you embark on your new professional journey. Again, welcome to Washburn!

Shirley Dinkel, PhD, APRN, FNP-BC, ANP-BC, CNS, FAANP
Associate Dean of Graduate Programs and Director of the DNP Program
Washburn University School of Nursing

WELCOME FROM THE DIRECTOR OF THE MASTER'S OF SCIENCE IN NURSING PROGRAM

Welcome future clinical nurse leaders,

Congratulations on your decision to embark on a new and exciting journey at Washburn University School of Nursing. Our Master's of Science in Nursing (MSN) Program is designed to prepare you for the role of clinical nurse leader (CNL), which is an emerging role developed and championed by the American Association of Colleges of Nursing (AACN) in collaboration with leaders from the practice environment. While CNL practice varies across settings, CNLs provide lateral integration at the clinical level. Many managers think of CNLs as process experts who coordinate processes to promote greater efficiency and effectiveness. Our goal is to prepare you for CNL practice across the continuum of care within any health care setting in today's complex and changing healthcare environment.

We are excited to work with professional students who have a desire to make a difference in our often fragmented health care system. With the transition away from traditional fee-for-service reimbursement toward value-based reimbursement, health care organizations are looking for nurses who are prepared to assume responsibility for patient-care outcomes and lead efforts to design, implement, and evaluate new processes and models of care delivery using the best available evidence. The current health care system has never had a greater need for nurses with the skills and competencies associated with the CNL role.

The CNL master's curriculum is delivered online to facilitate the schedules of nurses working full-time. Our teaching practices and learning activities provide ample opportunity to interact with faculty and peers, including nurse practitioner students. The curriculum reflects the use of professional standards and guidelines developed by AACN. Using these professional standards and guidelines, faculty regularly update the curriculum to maintain academic rigor and to prepare students for the Commission on Nurse Certification (CNC) national CNL certification examination and practice.

We are delighted that you have decided to pursue your educational goals at Washburn University and we are dedicated to your success. The faculty are available, responsive, and willing to assist you to successfully progress through the program. As a CNL student at Washburn, you are joining a small but growing network of CNL's in the area, most of which have obtained their education at this institution, and who are committed to making a difference to individuals, clinical populations, and communities. We wish you the best!

Marian Jamison, PhD, RN, MBA
Professor, Washburn School of Nursing
Acting Director, MSN Program

WELCOME FROM THE DIRECTOR OF THE POST-GRADUATE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE PROGRAM

Dear Post-graduate Certificate Nursing Student,

The Psychiatric Mental Health Nurse Practitioner (PMHNP) faculty welcome you to the online PMHNP Certificate Program. We recognize that you have options in your education and we are delighted you have chosen to pursue your education at Washburn. We are dedicated to working with professional students who are interested in caring for the mental health needs of individuals, families and communities. The field of mental health is growing rapidly as the science of neurobiology expands the understanding of psychiatric/behavioral disorders and evidence-based psychotherapeutic treatments.

There is a great demand for highly trained specialists in this field, especially in health provider shortage areas. While there remains a debate over scope of practice issues in over half of the states in the U.S., individuals and their families lack access to care. Because PMHNPs are often willing to work in underserved areas, and studies have shown that advanced practice nurses are well suited to provide high quality, cost effective care, this is an auspicious time to enter this interesting and rewarding specialty and further develop the scope of independent practice of the PMHNP.

In keeping with the mission of Washburn School of Nursing, of transforming the professional nursing workforce to improve health, enhance the experience of care, and maximize the value of health services to a diverse population, the Post-graduate PMHNP Certificate Program adapts to the unique challenges professional graduate nursing students face. Our program's online format is designed with the working professional in mind. Faculty blend asynchronous with limited synchronous virtual live classes that provide students with self-paced learning activities and social learning with faculty and peers. The curriculum reflects professional standards and guidelines that have been developed by multiple professional organizations and that are relevant to the role and/or population focus. Faculty regularly update the curriculum to maintain academic rigor to prepare candidates for the PMHNP national board certification exam.

The PMHNP faculty are invested in student success. We are available and responsive to students and willing to assist them with successfully progressing through the program. Our community of learning allows students to build a supportive network of faculty and peers. We are pleased you have entrusted us with your educational goals and wish you all our best as you embark on your journey into the field of mental health.

Sincerely,

Tracy Davies, DNP, AGNP-BC, PMNHP-BC
Director, Post Graduate PMHNP Certificate Program
Assistant Professor, Washburn School of Nursing

CHAPTER I - SCHOOL OF NURSING INFORMATION

MISSION STATEMENT

To transform the professional nursing workforce to improve health, enhance the experience of care, and maximize the value of health services to a diverse population. Revised Spring 2016

STATEMENT OF PHILOSOPHY

The nursing faculty believe each human being is a unitary, living open system and is continually engaged in a mutual dynamic process with the environment. Individuals are unique, have inherent worth, and strive to maintain system integrity while progressing through the life process from conception through death. Individuals, families, and communities are open systems engaged in mutual dynamic process with the environment.

Nursing is a health profession which is concerned with promoting the quality of life in individuals, families, and communities. The deliberative and creative use of knowledge for the betterment of human beings is expressed in the science and art of nursing. The nurse, at all levels of preparation, is responsible for assisting the client in recognizing and coping with health needs throughout the life process. Through application of the nursing process, the nurse functions as a provider of care, a designer/ coordinator/manager of care, and as a member of the profession.

Nursing is a practice profession that values clinical expertise and the application of scientific knowledge. Professional education in nursing begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge, skills, and attitudes necessary for the student to become a professional nurse and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

The student who attains a graduate degree in nursing becomes a specialized practice expert who demonstrates expanded accountability and responsibility for the care of patients, populations, and systems. In addition to the direct practice role, the graduate also demonstrates expertise in the following competencies:

- Scientific underpinnings for practice,
- Organizational and systems leadership for quality improvement and systems thinking,
- Clinical scholarship and analytical methods for evidence-based practice,
- Information systems/technology for the improvement and transformation of health care,
- Health care policy for advocacy in health care,
- Interpersonal collaboration for improving patient and population health outcomes,
- Prevention of disease and promotion of population health, and
- Advancing nursing practice

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for students to meet individual learning needs. The role of the nurse educator is to facilitate the learning process. Students are responsible for learning.

The philosophy and purposes of the School of Nursing are consistent with the mission of Washburn University. The School of Nursing is a major academic unit within the University and is responsible for determining its own professional curriculum and instruction. The richness of resources within the university and community provide opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

Revised Fall 2014

DESCRIPTION OF GRADUATE PROGRAMS

The School operates as one of the five major academic units of the University. Graduate programs are offered for nurses based upon educational level and practice interest:

- Doctor of Nursing Practice (DNP)
 - Family Nurse Practitioner
 - Psychiatric Mental Health Nurse Practitioner
- Master of Science in Nursing (MSN)
 - Clinical Nurse Leader
- Post-Graduate Certificate Programs
 - Psychiatric Mental Health Nurse Practitioner

The nurse practitioner tracks meet the Kansas State Board of Nursing requirements for advanced practice registered nurse (APRN) as advanced practice specialists. The CNL track does not prepare students for APRN licensure. CNL practice is governed under the registered nurse (RN) licensure.

END-OF-PROGRAM OUTCOMES

Doctor of Nursing Practice (DNP) Program

At the completion of the DNP program, the learner will be able to:

1. integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing.
2. support quality healthcare innovations through systems-level leadership.
3. use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.
4. integrate technology with nursing practice to improve quality and accessibility of care.
5. advocate health care policies that seek to improve social justice, equity, and ethical treatment.
6. collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.
7. synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.
8. demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.

Master of Science Degree in Nursing (MSN) Program

At the completion of the MSN program, the learner will be able to:

1. provide organizational leadership demonstrating knowledge of health policy and health care systems.
2. integrate knowledge and theory into evidence-based practice and research.
3. collaborate with interdisciplinary groups within the role and scope of advanced practice nursing.
4. demonstrate sound clinical decision making for prevention and population health.
5. provide holistic care that is culturally proficient to individuals and populations.
6. integrate principles of ethics, quality, and safety into practice.
7. use communication technologies and skills to integrate and coordinate care.

**Post-Graduate
Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate Program**

At the completion of the Post-Graduate PMHNP Certificate program, the learner will be able to:

1. integrate knowledge and theory into evidence-based advanced psychiatric mental health nursing practice.
2. collaborate with interdisciplinary groups within the role and scope of advanced psychiatric mental health nursing practice.
3. demonstrate sound critical thinking and clinical decision-making.
4. provide holistic care that is culturally proficient with diverse groups and communities.
5. incorporate ethical and legal principles in advanced psychiatric mental health nursing practice.
6. integrate effective communication in the advanced psychiatric mental health nursing role.
7. build on graduate level nursing education to acquire essential competencies for advanced psychiatric mental health nursing practice.

SCHOOL OF NURSING ACCREDITATION

The Baccalaureate Degree program in Nursing, Master's Degree program in Nursing, Doctor of Nursing Practice Degree program and post-graduate APRN Certificate program at Washburn University are accredited by the Commission on Collegiate Nursing Education, (<http://www.ccneaccreditation.org>).

All graduate APRN Programs are approved by the Kansas State Board of Nursing.

CHAPTER II - SCHOOL OF NURSING POLICIES

ANA CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS

As stated in the preface of *Code of Ethics for Nurses with Interpretive Statements (2015)*,

The *Code of Ethics for Nurses with Interpretive Statements* (the Code) establishes the ethical standard for the profession and provides a guide for nurses to use in ethical analysis and decision-making. The Code is nonnegotiable in any setting. It may be revised or amended only by formal processes established by the American Nurses Association (ANA). The Code arises from the long, distinguished, and enduring moral tradition of modern nursing in the United States. It is foundational to nursing theory, practice, and praxis in its expression of the values, virtues, and obligations that shape, guide, and inform nursing as a profession.

Nursing encompasses the protection, promotion, and restoration of health and well-being; the prevention of illness and injury; and the alleviation of suffering, in the care of individuals, families, groups, communities, and populations. All of this is reflected, in part, in nursing's persisting commitment both to the welfare of the sick, injured, and vulnerable in society, and to social justice.

Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses, as well as the professional organizations that represent them, are expected not only to adhere to the values, moral norms, and ideals of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary obligations, values, and ideals of the profession. In fact, it informs every aspect of the nurse's life.

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimum care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environments of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The professional of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*, Silver Spring, MD; author

CODE OF PROFESSIONAL CONDUCT FOR NURSING STUDENTS

The professional nurse is responsible for maintaining and promoting health, caring for people in acute and chronic illness, alleviating suffering whenever possible and providing supportive and restorative measures for individuals and families to realize their maximum health potential. Inherent in nursing is respect for life and the dignity and rights of all persons. Nursing practice is unrestricted by considerations of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, sexual orientation, political affiliation or social status.

These fundamental beliefs are inherent in the profession of nursing. The development of a code of conducts is an essential characteristic of a profession and provides one means for the exercise of professional self-regulation. The conduct of nursing students is part of the evaluation process in nursing education.

This code of professional conduct specifies for nursing students what is meant by appropriate professional conduct and will be used as a means to better prepare graduates to enter the profession of nursing. The following list of behaviors will be incorporated into each nursing course and will be a part of every clinical evaluation.

Professional conduct for nursing students includes, but is not limited to, the following behaviors:

1. Students in the clinical setting are representing Washburn University School of Nursing as well as the profession of nursing. They will always present themselves in appropriate professional clothes with a name tag clearly visible.
2. Students will demonstrate physically and psychologically stable behavior so that clients can be the focus of care.
3. Students will communicate with clients, clinical agency personnel, other students and the faculty in a manner that is respectful, is receptive to feedback and promotes open communication.
4. Students will provide care that is client-centered and shows respect for human dignity and the uniqueness of the client, free from all bias and discrimination, and without consideration for personal attributes or the nature of health problems.
5. Students will maintain confidentiality of protected patient information.
6. Students, when acting in a professional capacity, will at all times, maintain standards of professional conduct.
7. Students will always place client care and safety as the primary concern in any clinical situation.
8. Students who are unable to attend class, clinical or client meeting, are responsible for contacting appropriate persons in a timely manner and arranging make up assignments as required.

STUDENT CONDUCT PLEDGE

All nursing students admitted to the graduate program are required to sign a student conduct pledge found in Verified Credentials indicating that they have read, understood, and agree to abide by the policies, rules, and/or expectations set forth by the School of Nursing. The pledge addresses academic integrity, honesty, and confidentiality. The School of Nursing reserves the right to deny any student who refuses or fails to sign the pledge admission to the graduate program. Furthermore, any student who fails to comply with the policies and/or rules set forth may be suspended and/or dismissed from the graduate program.

CLASS PARTICIPATION

Students are expected to notify the instructor in advance when they need to be absent from course activities or are unable to meet course due dates. Students are required to complete all required practicum hours. Students who have missed an excessive portion of a given course may be withdrawn from the course or receive a failing grade.

TESTS AND EXAMINATIONS

The School of Nursing relies heavily on exams or quizzes to assess student performance in a variety of subject areas. The rationale for using exams or quizzes is that the process mirrors what students will expect when they must take similar licensing exams. When exams or quizzes are used, they often comprise a significant portion of a student's grade. It is important

that faculty maintain the integrity of the testing environment when exams or quizzes are administered and reviewed.

Students are expected to complete all tests/exams at the time scheduled. If a student is unable to complete a test/exam due to an extreme extenuating circumstance, the student must notify the faculty member prior to the scheduled test/exam period. The student is responsible for scheduling a make-up time with the instructor. Failure to schedule and make up a test/exam within the designated time may result in a zero being recorded.

Individual courses may have additional requirements specified in the course syllabus for which students are responsible. Students enrolled in courses that use Respondus LockDown Browser and Respondus Monitor are required to use a webcam during testing. Specific requirements for the use of Respondus LockDown Browser and Respondus Monitor are included in course syllabi.

Students do not have an option at the end of the semester to repeat tests or portions of assignments in order to raise a course grade once it is apparent a lower grade has been earned.

STUDENT/FACULTY CONFERENCES

Students experience challenges as they progress through their programs of study. When a student experiences poor academic or clinical performance, integrity issues, or behavioral concerns, a student/faculty conference may be necessary. The faculty member will schedule a conference with the student to discuss the concern and develop an action plan. The conference should be scheduled in a timely manner so that the student is made aware of the concern and has opportunity to respond. Another faculty member will be in attendance. The Student/Faculty Conference form should be completed and signed. Following the conference, a copy of the form will be forwarded to the Graduate Admission Progression Retention (GAPR) Committee chair and the original placed in the student file in the School of Nursing. The faculty requesting the conference will make additional comments on the form following the resolution of the issue and notify the GAPR Chairperson.

HIPAA REQUIREMENTS

Students will receive HIPAA (Health Insurance Portability and Accountability Act) training prior to attending clinical. This training and testing is mandatory for all nursing students.

Patient information is confidential and must be protected. Students are allowed to have access only to information that is appropriate to their participation in patient care. The following information **MAY NOT** be recorded in any documentation, and information should not indicate the facility in which care was delivered (i.e.: a 41-year-old female on 5E at St. Francis):

- Names (this includes initials).
- All geographic subdivisions smaller than a State.
- All elements of dates (except year).
- Medical Record numbers

The following are also considered identifiable and should not be copied:

- Telephone numbers
- Fax numbers
- Email addresses
- Social Security numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers
- Device identifiers and serial numbers
- URLs and IP address numbers
- Biometric identifiers
- Full face photographic images
- Any other unique identifying number, characteristic or code

Students are directed to faculty with questions about HIPAA guidelines.

Students **MAY NOT** print out or photocopy any parts of the chart to remove from the facility.

Taking home portions of a chart is considered a HIPAA violation.

Audiovisual: Videotaping, audiotaping, or other types of recording are not allowed in clinical courses, or pre/post clinical, or where patient information is shared.

POLICY STATEMENT ON CHEMICAL DEPENDENCY

The School of Nursing faculty requires students applying for admission to the School of Nursing to disclose any current chemical dependency and the nature of treatment being received. The SON recommends that students review their specific state nurse practice act regarding chemical dependency.

The School of Nursing faculty define chemical dependency as an illness in which alcohol and/or drug use interferes with the person's ability to function safely and affects the person's physical, emotional and social health. Chemical dependency is characterized by physical and psychologic dependence on drugs/ alcohol and if untreated causes health, social and legal problems, and possibly death. The School of Nursing faculty believe they have a professional and ethical responsibility to students and their clients to provide a safe teaching and learning environment.

When a suspicion of chemical dependency is identified, faculty will meet with the student and direct him or her for further assessment and evaluation. Drug screening is required of all students in certain clinical settings and may also be required at any time if suspicion of alcohol and/or drug use exists. When there is evidence of chemical dependency, students will be directed into a treatment program. Continuation of chemically dependent students in the School of Nursing depends on compliance with the treatment program and with the terms of a contract initiated by the Dean of the School with the student. The faculty will maintain a supportive attitude toward chemically dependent students during their treatment program and in the follow-up period. The faculty believe that students who comply with treatment and remain drug free can become safe practicing nurses.

Guidelines for Faculty Responsibilities with Chemically Dependent Students

- I. Gather and document data on behaviors indicating possible use/diversion of alcohol and/or drugs.
 - A. In situations in which the student demonstrates impaired behaviors at a clinical setting the faculty will:
 1. Send the student home with family or a friend that is designated by the student as a driver.
 2. Confer with the clinical agency regarding substance abuse policies pertaining to students in the clinical setting.
 3. Schedule an appointment to meet with the student.
 - B. In situations in which the student demonstrates impaired behaviors in the classroom the faculty will:
 1. Remove the student from the classroom
 2. Send the student home with family or a friend that is designated as a driver by the student.
 3. Schedule an appointment to meet with the student.

II. Procedure for the Meeting

1. Present documented impaired performance behaviors
2. Meet with the student to discuss suspicion of drug/alcohol use.
3. Give student alternatives: obtaining treatment or withdrawal from nursing courses.
4. Discuss with student substance abuse treatment agencies for referral, such as Valeo Behavioral Health Care and Stormont Vail West.
5. Provide emotional support and show concern for student's well being.
6. Present contract to student that indicates student compliance will be monitored, with consequences for noncompliance defined.

The SON supports student travel abroad experiences, which includes taking personal ownership for their actions, assuming responsibility for the welfare of their peers, and avoiding abuse of substances including alcohol. Prior to travel, all students will complete training with trip leaders (Washburn University SON faculty) and will sign a statement of understanding.

Student policy for safe, responsible use of alcohol is as follows:

“0-0-1-3”, which stands for “zero” alcoholic drinks for those under 21; “zero” drinks if driving, to preclude driving under the influence of alcohol; a maximum of “one” standard alcoholic drink per hour; and a maximum of “three” standard alcoholic drinks per 24 hour period. A standard alcoholic drink consists of 12 ounces of beer, 5 ounces of wine, or 1.25 ounces of 80-proof liquor.

Washburn University has adopted policies for prohibiting the use of alcohol and other drugs by students and employees in the workplace in compliance with federal laws and regulations, as well as alcohol and other drug prevention programs. These policies can be accessed through the following link: <http://www.washburn.edu/faculty-staff/human-resources/wuprpm/general-topics.html>. Please refer to the Washburn University website and/or Graduate Catalog for additional information about university policies and procedures and student resources (<http://www.washburn.edu>).

WASHBURN UNIVERSITY STUDENT CONDUCT CODE AND ACADEMIC INTEGRITY POLICY

Washburn University strives to provide an environment in which students may pursue their educational interests. Students are expected to conduct themselves in a manner which promotes learning and preserves academic freedom for all.

Students are subject to the imposition of sanctions for engaging in prohibited conduct or behaviors independent of any other status they might have with the University. Conduct standards are set forth in writing to give Washburn students general notice of prohibited behavior. These conduct standards are accessible through the Washburn University Student Conduct Code.

Academic integrity is essential for maintaining a standard of professional behavior expected of all students enrolled in the School of Nursing. Becoming a member of the School of Nursing obligates implicit and explicit adherence to academic integrity. Academic integrity implies honesty in all aspects of the educational process and is essential for promotion of an optimum learning environment, and for the development of personal and professional responsibility and accountability in nursing students.

Students in the School of Nursing are expected to conduct themselves in a professional manner according to the ANA Code of Ethics for Nurses and to adhere to all School of Nursing and University policies in any endeavor associated with School of Nursing activities either on or off campus. Dishonesty, disruption of learning experiences, or any other form of academic impropriety or misconduct will not be tolerated.

The School of Nursing refers students to the Washburn University Student Conduct Code and the Washburn University Academic Impropriety Policy. These policies can be accessed through the following link:

<http://www.washburn.edu/current-students/policies-forms/academic-policies.html>

WASHBURN UNIVERSITY STATEMENTS AND DISCLOSURES

For Statements and Disclosures from Washburn University click on the following link:

<http://www.washburn.edu/statements-disclosures/index.html>

CHAPTER III - ACADEMIC POLICIES FOR GRADUATE PROGRAMS

CONDITIONAL ADMISSION

Students may be "conditionally" admitted to a graduate program. A student whose status is "conditional" may have one prerequisite course not completed at the time of application. A student admitted as "conditional" is expected to complete the admission requirement within a year, preferably sooner. If the requirement is not met within the academic year of conditional admission, the student may not enroll in graduate coursework and will be dismissed from the program. The student may reapply to the graduate program after the requirement is completed.

ADVISEMENT

Following acceptance to the graduate degree program, students participate in an orientation session to become familiar with the School of Nursing and the graduate program. Each student is assigned a faculty advisor in the School. Faculty advisors assist students with program planning (schedules, selection of concentration, elective course, etc.) and with registration each semester.

Students must contact their faculty advisor at the time of early enrollment. The University notifies students and faculty advisors of the dates during which registration is to occur, and students contact their faculty advisors for enrollment information. Faculty advisors help student select appropriate courses, provide an enrollment personal identification number (PIN) for each enrollment period, and provide other assistance as needed. Additional advising may be requested at any time and is arranged between the student and the faculty advisor. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) must be discussed with the faculty advisor.

If at some point during his/her period of study, a student wants to change advisors, he/she must submit the request *in writing* to the Chair of the Graduate Admission Progression Retention (GAPR) Committee. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practical, such requests will be honored; however, there may be times or circumstances when a request of this type will be denied.

CRIMINAL RECORD

Students are advised that nursing licenses may be denied or disciplined by state boards of nursing (SBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the SBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the SBN before advanced practice licensure is granted or

denied. Admission to the School of Nursing does not guarantee that a student will be eligible for licensure. Please refer to your state nurse practice act for specific information regarding your state.

TRANSFER CREDITS

Up to 12 transfer credits may be considered on a case-by-case basis after review of appropriate course syllabi. The applicant must have received a grade of “B” or better in nursing courses being considered. Academic credit is not given for life or work experience.

TIME LIMIT FOR COMPLETION OF PROGRAM

All students have a time limit for completion of requirements of the program (6 years for MSN; 8 years for DNP; 4 years for the Post-Graduate PMHNP Certificate) from their date of entry into the program. A student who cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the advisor and sent to the Graduate Admission, Progression, and Retention (GAPR) Committee Chairperson. The petition should state why the extension is being requested and it should include a detailed timetable for completion of the requirements. The student will be notified of the committee decision in writing by the GAPR Committee Chairperson. If an extension is granted, some courses may need to be repeated.

PART-TIME AND FULL-TIME STUDY

Part-time and full-time study options are available for most graduate programs. Please consult your academic advisor. Full-time students are **strongly discouraged** from full-time employment due to the rigor of the program and the time required for practicum hours. The University’s requirement for full-time status as a graduate student is nine credit hours per semester.

ON-CAMPUS EXPERIENCES

On-Campus Experiences are considered essential doctoral learning experiences and are mandatory for all BSN-DNP students. However, it is understood that there may be times where students must miss an On-Campus Experience. It is expected that students will notify the Director of the DNP Program in writing/email of any absence as early as possible. MSN to DNP and Post-Graduate Certificate Students are not required to attend on-campus experiences, but may do so based on their interests and career goals.

Procedure:

Absence 1: If a student misses a mandatory On-Campus Experience, the DNP Director will contact the appropriate faculty to determine necessary make-up assignments and due dates. The student will be notified of the BSN-DNP On-Campus Experience Absence Policy.

Absence 2: If a student, misses a second On-Campus Experience, the Director will contact the appropriate faculty to determine necessary make-up assignments and due dates. The Director and the faculty advisor (or a faculty alternative) will meet with the student for a formal counseling session where the student will be given a written warning. Written documentation will be placed in the student file.

Absence 3: If a student misses a third On-Campus Experience, the student will be dismissed from the program. Information will be presented to the Graduate Admissions, Progression and Retention Committee for final consideration. The student will receive written notification of dismissal within 30 business days of the missed experience. Written documentation will be placed in the student file.

During on-campus experiences, there may be times when DNP students will be moving around the room and will be separated from their handbag/backpack. For those sessions when this is an expectation, faculty will provide notification to students via official Washburn email at least 24 hours prior to the session where this will occur. It is the student's responsibility to ensure he or she can be separated from their handbag/backpack for the duration of the experience.

RETENTION AND PROGRESSION IN THE PROGRAM

Following admission to the graduate nursing program, a student's progress is evaluated by the GAPR Committee upon completion of each nursing course. To remain in good standing, graduate students must attain a minimum grade of "B" in all courses offered by the School of Nursing. Courses offered by the School of Business must be completed with a "C" or better.

REQUESTS TO CHANGE TRACKS OR SEQUENCING OF COURSES

Requests to change specialty track

Students who are considering a change of course sequencing or change in track must consult with their faculty advisor. Following consultation with the faculty advisor, students who desire to change tracks must submit a formal request in writing to the Chairperson of the GAPR Committee. The document should state the request and indicate the reason for the request. The GAPR Committee decision will be based on space availability, the student's reason for requesting the change, the student's prior academic performance, and the approval of the faculty in the requested track. The student and faculty advisor will be notified of the committee decision in writing by the Chairperson of the GAPR Committee. The student should be aware that making this change may affect progression in the program.

Requests to move to fast track

A fast track option is available to students in the BSN to DNP program. A full-time option is available to BSN to DNP students only at one point in their program, at the end of the second semester. Students who want to change to full-time status after the first academic year must submit a written request to GAPR Committee after consulting with their faculty advisor. The request must be submitted to the chair of the GAPR Committee by April 1st of the second semester. To be eligible for consideration, students must earn a grade of B or better in both nursing and business courses taken the first academic year. Students must also have completed the statistics requirement prior to the beginning of the third semester. The Chair of GAPR or designee will notify the student and the faculty advisor of the GAPR decision via email. A hard copy will be placed in the student's file.

Students must maintain grades of A or B in all nursing courses to continue in the fast track option. The decision may be reversed at any time during a student's program of study if requirements are not maintained.

GRADING POLICIES

Grades for School of Nursing graduate coursework are defined as: “A” (excellent performance), “B” (satisfactory performance), “C” (below standards), “D” (failure) and “F” (failure). Students must attain a minimum grade of “B” in all courses offered by the School of Nursing. Courses offered by the School of Business must be completed with a grade of “C” or better.

Letter grade values

Letter grade values for graduate nursing courses are as follows:

- A - 90-100%
- B - 80-89.99%
- C - 70-79.99%
- D - 60-69.99%
- F - Below 60%

No rounding of grades is allowed!

Grade of Incomplete

The course grade of incomplete is given under specific conditions as outlined in the University catalog. Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in graduate courses must be completed by the last day of classes (and grades submitted to the University Registrar Office by the deadline of grade submission) of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes, otherwise a grade of F will be recorded.

Students receiving an incomplete in any course will not be allowed to proceed to the next course in that sequence until the work has been completed and a change of grade has been submitted to the Registrar’s Office. Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program.

PROGRESSION AFTER FAILING GRADE

Students receiving a failing grade in any course will not be allowed to proceed to the next course in that sequence or to the advanced practice core courses until the course has been successfully repeated. Given the design and structure of the graduate program, this may mean the student must wait an entire year before he/she can resume classes in the graduate nursing program.

ACADEMIC WARNING AND DISMISSAL

The first time a student receives a final grade of C, D, or F in a required graduate nursing course the student will be placed on Academic Warning. If the grade is a D or F, the student must repeat the course, contingent upon the following (all must apply):

- approval is granted by the GAPR committee and notice is given to the student;
- the instructor grants permission for the student to repeat the course;
- space is available in the course.

The second time a student receives a final grade of C, D, or F in a required nursing course, or demonstrates a pattern of non-attendance, he/she will be academically dismissed from the program. **If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the graduate program.** At that point, the student may not progress further in the graduate nursing program.

The Dean has the authority to dismiss a student from the School of Nursing. Academic warning and dismissal shall not be recommended or imposed in the absence of compelling and substantial reasons.

GRADE APPEAL PROCEDURE

Students wishing to appeal a grade must follow the School of Nursing and University or School of Business policies and procedures for grade appeal as outlined in the University Graduate Catalog.

WITHDRAWAL FROM NURSING COURSES

A student may withdraw from a nursing course any semester with a grade of “W” up to and including the date of the “last day to withdraw” as specified in the published Washburn University Calendar. **The faculty advisor should be consulted prior to withdrawal.** Information will be forwarded to the Chairperson of the Graduate Admissions, Progression and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, advisor, and practicum preceptor. **If a student withdraws from the same nursing course more than one time, the student will be academically dismissed from the program.** If an agency requests a student to withdraw from a practicum because of the quality of the student’s performance in the practicum, the course coordinator will investigate circumstances and take appropriate action.

NON-ACADEMIC DISMISSAL

To remain in good standing in the graduate programs at Washburn University students must adhere to:

- the ANA Code of Ethics,
- the School of Nursing Code of Professional Conduct for Nursing Students,
- the professional conduct requirements outlined in the rules and regulations of the Nurse Practice Act in the student's state of licensure, and
- Washburn University's Student Conduct Code and academic impropriety policy.

Students are expected to exhibit professional behavior in all learning environments. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and clinically; yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice; non-academic dismissal from the graduate program will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University Catalog. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

CONTINUOUS ENROLLMENT

Students pursuing a graduate degree who have completed all degree requirements except practicum or project will be required to maintain continuous enrollment until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met. If all other course work has been completed, students will be required to enroll in a 1-credit-hour class each semester until the program is completed. Credit hours completed through the continuous enrollment course will not count toward the credit hours required for graduation and may be recorded as a pass on the transcript. This requirement also applies to the summer session for students whose degrees are being awarded at the end of the summer session. Interruption of continuous registration due to a failure to follow this requirement will require readmission to the program.

WITHDRAWAL FROM A NURSING PROGRAM

A student who wishes to withdraw from a graduate program should submit a written statement of intent to withdraw to their faculty advisor and the Chairperson of the GAPR Committee. Re-application to the School of Nursing will be necessary should the student desire to re-enter the program.

LEAVE OF ABSENCE

Students who must interrupt their education due to personal or professional reasons should consult with their faculty advisor prior to submitting a written request for a leave of absence to the Chairperson of GAPR Committee. The letter should be submitted as soon as the student realizes the need for a leave. The letter should describe the reason for the leave and a projected return date. Leaves will be granted on a case-by-case basis at the discretion of the GAPR Committee. If the time limit for completion of program requirements is exceeded, decisions about the student's placement and progression will be made by the GAPR Committee.

READMISSION TO THE SCHOOL

Following interruption of the nursing sequence and withdrawal from the graduate program, a student may reapply. Applicants must meet the current admission requirements of the School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to achieve, and the available spaces in the courses in which the student will enroll. If readmission is granted, the remaining program requirements will be re-projected. Some course may need to be repeated.

APPEAL PROCEDURE FOR STUDENTS DISMISSED OR DENIED ADMISSION/READMISSION TO A GRADUATE PROGRAM

A student who has been dismissed or who has been denied admission or readmission to the graduate program and who wishes to appeal the decision of the GAPR Committee, may seek recourse through the following procedure. The student writes a letter to the Chairperson of the GAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the GAPR Committee should include the following: an explanation for the situation in which the grade(s) occurred (if applicable), rationale for starting or continuing in the program, and a plan of action for future academic success. If the decision of the Committee is to deny the petition for re-admission, the student may seek mediation by the Dean of the School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Graduate Education Committee, which is comprised of all faculty who teach in the graduate programs. The decision of that body is final.

REVIEW AND MAINTENANCE OF RECORDS OF STUDENT SATISFACTION AND FORMAL COMPLAINTS

Student input is essential to ongoing program improvement. The policy of the School of Nursing is to review and maintain records of students' satisfaction and formal complaints other than complaints associated with a grade appeal. University procedures are to be followed for grade appeals as outlined in the University Graduate Catalog.

Student Satisfaction

Student satisfaction is assessed both through formal faculty and course evaluation. Formal evaluation of faculty and classes are conducted prior to the conclusion of a course. Raw data from the evaluation forms are compiled and reviewed by the Dean, Associate Dean, and faculty as part the faculty evaluation process. Aggregate data are reviewed for curricular changes as indicated based on student input.

Student Complaints

When a student identifies a complaint regarding a faculty member or course, the student is encouraged to discuss the issue with the faculty member to resolve the issue. If the issue is not resolved, the following steps are to be followed:

1. If the student wishes to make a formal complaint, the complaint is to be presented to the faculty member in writing with the student's signature and date.
2. A copy of the formal complaint is also given to the Program Director and the Associate Dean, and placed in the student file.
3. A meeting is to be scheduled with the student, faculty member, program director, and Associate Dean and recommendations from that meeting forwarded to the student within 5 business days following the formal meeting.
4. If resolution is not achieved, a copy of the complaint will be sent along with the faculty member's response for the Dean's review.
5. A meeting of the student, program director, and the Dean will occur for final resolution of the complaint. Following the meeting, the Dean will respond within 5 days with a written recommendation. A copy of the written recommendation will be placed in the student file.

GRADUATION/LICENSURE/CERTIFICATION

Program Completion Requirements

Successful completion of all courses is required for awarding of the graduate degree/certificate. Recommendation that a graduate degree be granted must be made by the Dean of the School of Nursing.

To ensure that all requirements are met, students must meet with their faculty advisor the semester prior to program completion. All students who are completing a graduate program also must submit an Application for Degree or Application for Certificate to the Registrar's Office by September 15th (for Fall graduation) or February 1st (for Spring or Summer graduation).

Commencement and Hooding Ceremony

The University confers degrees at the end of each semester and at the end of the summer session. Students who are scheduled to complete final requirements for the degree during the following summer term may be permitted to participate in the Spring commencement and hooding ceremonies.

Licensure/Certification

Graduates seeking qualification as an advanced practice registered nurse practitioner (APRN) should apply to their respective State Board of Nursing (SBN). Graduates must ensure that the Washburn University Office of the Registrar sends an official transcript to the SBN. Transcript request forms may be obtained online or at the University Registrar's Office. Because requirements for advanced practice vary from state to state, graduates who desire to practice in other states are responsible for identifying qualifications required for the specific state by contacting the appropriate State Board of Nursing. Those completing graduate programs are eligible for certification by national credentialing agencies in the area of specialty.

CHAPTER IV - HEALTH POLICIES AND INFORMATION

HEALTH CLEARANCE REQUIREMENTS

The School of Nursing has partnered with *Verified Credentials* to track graduate student health clearance records and conduct pre-entrance background checks. Students will be provided simple instructions on how to submit their health clearance documentation and will be assessed a fee upon signing up on the Verified Credentials website. Any questions or concerns regarding uploading documents should be directed to Verified Credentials via their website chat feature, email (clientservices@verifiedcredentials.com), or phone (800.938.6090). Graduate students must submit all health clearance requirements by July 1st for the Fall semester, and December 1st for the Spring semester. Clinical clearance is issued every semester upon verification of completion of all health requirements, personal health insurance, and CPR certification.

Students may not participate in any clinical practicums without being compliant with all their health clearance requirements.

Students not meeting health clearance requirements by the listed deadlines will be denied access to courses in D2L pending resolution.

The following documentation is required:

- Complete Pre-entrance Background Check
- Provide Proof of current RN licensure
- Varicella (Chicken Pox) Immunization - Students will electronically submit evidence of 2 varicella vaccinations or titer/blood test demonstrating positive immunity. If students have only had 1 of the vaccinations, they must obtain the 2nd immunization or submit a titer with positive results. The program will **NOT** accept documentation of disease as evidence of immunity. Enter all dates accurately or the submission will be rejected.
- Influenza Immunization (**Due no later than Oct. 1**) – Students will electronically submit evidence of an influenza (i.e. flu) vaccination appropriate for the influenza season occurring during the student’s enrollment in the program or a waiver. Note that clinical sites are under no obligation to accept a waiver of immunization and may refuse placement to students submitting an immunization waiver for any reason. If a student elects to waive this requirement, they may be disqualified from some or all clinical sites and potentially unable to complete the program.
- Measles, Mumps and Rubella Immunization - Students will electronically submit evidence of 2 MMR vaccinations or titer/blood test demonstrating positive immunity to each. Enter all dates accurately or the submission will be rejected.

- Hepatitis B Immunization – Students will electronically submit evidence of a 3 series vaccination, titer/blood test demonstrating positive immunity, or signed waiver. If the student has not had all 3 vaccinations, visit with your healthcare provider about fulfilling this requirement. The approved waiver form is provided within the Verified Credential system. Enter all dates accurately or the submission will be rejected.
- CPR Certification for the **Health Care Provider** or **Professional Rescuer** – Students must submit current certification and maintain certification throughout the program (must be valid throughout the current semester).
- Tdap (Tetanus, Diphtheria, and Pertussis) - Students will electronically submit evidence of a tetanus/diphtheria vaccination (Td or Tdap given within the past 10 years. If the tetanus/diphtheria vaccine was given over 10 years ago, the student must submit evidence of a Td booster vaccine. Enter all dates accurately or the submission will be rejected.
- Tuberculosis (PPD) - Students will submit evidence of one 2-step Tuberculosis skin test result completed within the past 12 months. If a test proves positive, a chest x-ray for Tuberculosis evaluation will be required and students must submit the radiologist's report. If a student has previously tested positive for Tuberculosis exposure and the student's last Tuberculosis evaluation chest x-ray was completed more than 12 months ago, the student must see a medical provider to complete the Absence of TB Symptoms Form (official form contained in the Verified Credentials System). If a student's chest x-ray results are positive for Tuberculosis, students must visit their healthcare provider to complete treatment and in this case the Program Director must be notified immediately. Enter all dates accurately or the submission will be rejected.
- Evidence of Personal Health Insurance – Students must submit a copy of an insurance card which states the student's name, policy number, and insurance carrier. If the student is on a parent's, spouse's, or partner's policy and the insurance card does NOT have the student's name listed, a letter from the insurance carrier verifying coverage will have to be submitted in the Verified Credential system.
- Student Conduct Pledge – Students are required to sign (electronically) this pledge indicating that they have read and understand the professional ethics and values described in the Graduate Student Handbook. The pledge form is available on the Verified Credentials website. Graduate Student Handbooks are available online on the School of Nursing website.
- HIPAA Acknowledgement – Students are required to sign that they have received HIPAA training.

INFECTIOUS DISEASE POLICY

The faculty of the SON follows an infectious disease policy congruent with best practices in health care organizations. This commitment includes a moral obligation to provide compassionate humane care, and equal treatment, to all persons. The SON also recognizes an obligation to impart accurate and current information regarding the modes of transmission of infectious diseases, and protective measures for infection control, in order to protect clients, students, and faculty from the further spread of infectious diseases. An infectious disease is defined as any disease that can be transmitted from one human being to another by direct contact with blood or other body fluids.

Faculty and students have a fundamental responsibility to provide care to any client. Refusal to provide care is contrary to the ethics of the nursing profession (Nursing Code of Ethics). Faculty have a responsibility to exemplify the standards of ethical behavior and compassion expected of students in the nursing program.

Faculty and students are expected to follow appropriate agency guidelines while in healthcare settings. Guidelines include the use of protective barriers as necessary as they reduce the risk of exposure to blood and/or body fluids. Examples of protective barriers include gloves, gowns, masks and protective eyewear. Students who have been exposed to blood and/or body fluids, must report to their agency preceptor, clinical faculty, and course coordinator. An agency and/or SON incident report will be required. Information regarding blood borne exposure may be obtained from www.cdc.gov.

Individuals who are apprehensive or refuse to participate in caring for a client with an infectious disease will be counseled on an individual basis. Education and counseling will underscore the moral obligation inherent in caring for those who are ill. If, after having received this information, the individual still refuses to provide care, further counseling will be done to determine whether the individual should continue in a nursing career.

STUDENT INCIDENT REPORT FORM GUIDELINES

Incident reports are designed to provide a written account of incidents involving nursing students during the course of their clinical experiences. The document will become part of the student's folder and may be used for evaluation and progression purposes.

The following steps are to be followed within two working days of instructor notification that an incident has occurred:

1. Instructor will meet with student to discuss the circumstances of the incident.
2. Institution staff, client's family, and/or physicians may be consulted, as appropriate.
3. The Report Form will be completed by the instructor and student together and is to be signed by both and submitted to the Associate Dean.
4. The Chair of the GAPR Committee will bring report to the next GAPR meeting following the incident, OR may call a special GAPR Committee meeting, if warranted, to discuss the situation.
5. The GAPR Committee will recommend any additional action that might be taken.
6. Appropriate color-coded copies of the form are to be distributed by the GAPR as follows:
 - a. White - student folder
 - b. Canary - to instructor
 - c. Pink - to Dean
 - d. Goldenrod - to GAPR Committee Chairperson

(Incident forms are available in the School of Nursing office. An electronic copy can be used by faculty and students if that is more convenient)

CHAPTER V - ACADEMIC RECOGNITION OF GRADUATES

The **Doctoral Student Excellence Award** recognizes an outstanding DNP student who demonstrates excellence in academic performance, clinical expertise in providing patient care, and leadership in advanced practice nursing at the doctoral level. Faculty nominate and select candidates for this award.

The **Outstanding Doctor of Nursing Practice Poster Award** recognizes an outstanding doctoral nursing student or student team for high-level mastery of advanced nursing practice that focuses on the translation of evidence into practice. The DNP Project must have the potential to directly or indirectly influence outcomes related to health care, practice, policy or entrepreneurship. Faculty nominate and select candidates for this award.

The **Master of Science in Nursing Clinical Excellence Award** recognizes an outstanding MSN student who demonstrates clinical expertise and leadership in advancing clinical practice. Students self-nominate for this award. Faculty select the final candidate for this award.

The **Outstanding Master of Science in Nursing Poster Award** recognizes MSN students who investigate a health care problem; offer evidence-based recommendations for change; and display forward thinking in solving clinical, organizational, and educational challenges. Faculty nominate and select candidates for this award.

ACADEMIC HONOR SOCIETIES

Sigma Theta Tau International (STTI) is the International Honor Society of Nursing. The mission of STTI is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Eta Kappa-at-Large (EKAL) Chapter is the local STTI Chapter that includes the nursing programs at Washburn University, Baker University, and Emporia State University. Admission is by invitation only and requires nomination and approval by the EKAL Chapter. Eligible Master's and Doctoral students are invited to membership in the fall and spring semesters. Criteria for membership include enrollment in a graduate degree program (MSN or DNP) at accredited institution of higher education, completion of at least one fourth of the nursing curriculum, and achievement of academic excellence (a GPA of at least 3.5).

The Honor Society of Phi Kappa Phi (PKP) is a national multidisciplinary honor society. The mission of PKP is to recognize and promote of academic excellence in all fields of higher education and engage the community of scholars in service to others. Admission is by invitation only and requires nomination approval by the Washburn University Chapter. The University Chapter of PKP invites eligible Master's and Doctoral students to membership in the Fall and Spring semesters who have completed at least 18 graduate hours and who rank in the top 10% of their class

CHAPTER VI - GENERAL INFORMATION

FINANCIAL AID OPPORTUNITIES

Scholarships

Students who have been admitted to graduate programs may apply for nursing scholarships through the SON. Scholarship application forms are available in the SON office and on the SON website (<http://www.washburn.edu/sonu>) and must be submitted each year by February 15. Nursing endowed scholarships are awarded by the Financial Aid Office upon recommendation of the SON. The recipients and the amount of the awards are determined following the policies and guidelines of the Washburn University Financial Aid Committee and the stipulations of the donors. Students must complete the Free Application for Federal Student Aid (FAFSA) form by the priority deadline of February 15.

Loans

Federal Stafford Loans

Students may apply through the Financial Aid Office for Stafford loans. Loans may be subsidized or unsubsidized, based upon financial need.

Private Loans

Students can apply for low interest loans through private banks. Interest repayment rates will vary. Information on securing private loans is available at the Financial Aid Office, Morgan Hall, (785) 670-1151.

External Scholarships

Students are encouraged to seek additional financial aid through external scholarships. Scholarship information can be found at <http://washburn.edu/academics/college-schools/nursing/grad/dnp/resources.html>. Students are also encouraged to contact nursing organizations that provide support to graduate students.

DRESS CODE

In all clinical situations, students are expected to present a professional appearance and to wear their SON photo ID badge. Information about obtaining a SON photo ID badge can be obtained from the Asst. Director of Graduate Student Services.

FACILITIES

The facilities of the School of Nursing have been designed with consideration of the needs of the students. Students may practice skills or use the computer lab in the Learning Center located in Petro 205. A health assessment laboratory, Petro 202, may be scheduled by students for practice of assessment skills. An additional computer laboratory, Petro 211, is available to students to complete assignments and to access the Internet.

Please be aware that the Learning Center and the Health Assessment Lab are under constant video surveillance for security purposes. Students may have practices or checkoffs recorded for educational purposes.

Smoking is prohibited in all university buildings, except in specially designated smoking areas. There is no smoking within the Petro Allied Health Center.

COMMUNICATION

The School of Nursing telephone number is (785) 670-1525. Faculty phone numbers and email addresses are available in the university campus directory that is updated and reprinted annually. To access the SON homepage from off campus: www.washburn.edu/sonu. E-mail address to the School of Nursing office - nursing@washburn.edu

Telephones in the School of Nursing office are not available for student use, except for emergencies. Students are asked to turn off cell phones during on-campus experiences.

Washburn University e-mail addresses are the official addresses. It may be used by instructors to provide specific course information. E-mail messages sent to a Washburn University e-mail address is considered official notification for important information.

WASHBURN UNIVERSITY STUDENT SERVICES

Washburn University offers many services in support of the academic and personal needs of students. For complete details about University resources students should refer to the Washburn University Catalog, the Office of Student Services, or the University Website.

See Washburn University web page for student services: <http://www.washburn.edu/current-students/services/index.html>

Additional policies and procedures can be found in the Washburn University graduate catalog
<http://www.washburn.edu/academics/academic-catalog/>

GRADUATE STUDENT HANDBOOK MANAGEMENT

The Graduate Student Handbook is located at S:\Nursing\Handbooks & Manuals\Student Handbooks. It is accessible via the web at http://www.washburn.edu/academics/college-schools/nursing/_files/Graduate-Student-Handbook.pdf.