

DEPARTMENT OF NURSING

2007-2008

**GRADUATE STUDENT
HANDBOOK**

COLLEGE OF NURSING & HEALTH SCIENCES

Disclosure Statement:

The Department of Nursing, subject to and consistent with the policies of The University of Vermont, reserves the right to make changes in course offerings and degree requirements as educational and financial considerations require.

Note: There is a separate handbook for students in the undergraduate program

August 2007

Dear Graduate Student,

Congratulations on your decision to further your nursing education and enhance your efforts to improve the health and health care of Americans. On behalf of the faculty and staff, I welcome you to The University of Vermont Department of Nursing. Our graduate program is designed to be a comprehensive, progressive, high quality educational forum to enable you to acquire the knowledge and skills you need for advanced nursing practice. We are pleased that you have chosen to continue your professional education with us.

The faculty, staff, and I look forward to guiding and supporting your efforts as you pursue your graduate degree. We will willingly work with you as you take on the challenges inherent in graduate education. Open communication will be helpful to all of us. Please seek out advice, feedback, and dialogue from the faculty, staff, or myself whenever you have questions, concerns, or suggestions related to your graduate education.

You have made a decision to broaden your perspective, acquire new knowledge and skills, and become a leader within the profession of nursing. We anticipate that the core courses within the graduate nursing program will challenge your assumptions, enlighten and validate your perspective of nursing, and provide the foundation for you to be an advanced practice nurse in the specialty track you choose.

I look forward to sharing and celebrating your successes along the way!

My best wishes,

Gregg E. Newschwander, PhD, RN
Chair, Department of Nursing

August 2007

Dear Graduate Students:

On behalf of the faculty, staff, and administration of The College of Nursing and Health Sciences, I welcome you to the graduate program in nursing. We believe your studies in professional nursing practice will be personally and professionally rewarding.

The Handbook for Graduate Students has been developed to provide information and guidance. The Handbook contains policies and procedures related to the graduate nursing program. Additional policies and procedures are described in The University of Vermont Graduate Catalogue, the Cat's Tale, and official publications directed to students in the Department of Nursing, all graduate programs and the Graduate College. Students are held accountable for policies and procedures described in these official publications.

Students will be advised if any changes occur in the graduate program. For general announcements and messages, students should frequently check their UVM email account. Questions regarding policies and procedures should be directed to your advisor or Department Chair.

The faculty, staff, and administration hope that The Handbook will be helpful to you. Your questions and input are welcomed.

Sincerely,

*Betty Rambur, DNSc, RN
Dean, College of Nursing and Health Sciences
Room 105, Rowell Building*

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Department of Nursing Mission Statement

The mission of the Department of Nursing reflects the mission of the University. The University mission, "...is to create and share knowledge. UVM prepares its students to live productive, responsible, and creative lives through a high quality liberal education. As a research university, UVM endorses the intrinsic value of the creation of new knowledge and promotes the application of relevant knowledge to benefit the State of Vermont and society as a whole. As a research university, UVM is distinguished by the comprehensiveness of its academic mission, its range of graduate and undergraduate programs and its commitment to research-based lifelong learning. As a community of scholars, students, both undergraduate and graduate, are involved in the generation of knowledge. As a member of its local and global community, the University has an obligation to share its knowledge, to assist with relevant applications of that knowledge, and to understand and respond to a changing and diverse world" (UVM Catalogue, online at www.uvm.edu/catalogue).

The mission of the Department of Nursing is derived from its philosophy. It reflects the faculty's assessment of current and projected health needs of people everywhere and the role of the nursing profession in meeting these needs. The mission is: 1) to prepare qualified individuals for professional and advanced nursing practice, 2) to improve the quality of nursing education and service, and 3) to improve the quality of health and health care.

The Department of Nursing carries out its mission of preparing qualified individuals for professional and advanced nursing practice by offering the following educational programs.

1. A baccalaureate degree in nursing. This program is designed to prepare individuals for entry level professional nursing practice. Professional nursing practice focuses on meeting the existing and potential health needs of individuals or groups at any level of well-being.
2. A master's degree in nursing. This program is designed to prepare nurses for advanced professional nursing practice. Advanced nursing practice as described by Conley (1978) denotes expanded knowledge and skill in a specialized area of clinical nursing, scientific inquiry, contribution to improvement of health care delivery and contribution to the advancement of the nursing profession.
3. A post-master's certificate in primary care or psychiatric-mental health nursing. This program prepares advanced practice nurses for the role of a nurse practitioner or clinical nurse specialist.

The Department carries out its mission of improving the quality of nursing education and service through the following activities:

1. research and scholarly activities which contribute to the development of clinical practice, nursing education, and the further development of the science of nursing;

2. outreach to the community;
3. participation in local, state, regional, and national nursing organizations;
4. provision of consultation to agencies providing nursing care and nursing education;

The Department carries out its mission of improving the quality of health and health care through the following activities:

1. preparing qualified individuals for nursing practice at entry and graduate levels;
2. undertaking research and scholarly activities which contribute to the improvement of health care;
3. participation in the activities of health related organizations;
4. educating consumers of health care;

Conley, V. (1 978). Philosophy, objectives and conceptual framework for a master's program in nursing. In National League for Nursing, Developing a master's program in nursing (pp. 11-24). NY: National League for Nursing.

Approved - 1/11/79

Revised - 11/4/81, 9/1/81, 1/7/82, 8/27/85, 1/11/90, 8/96, 3/97, 6/98, 6/01, 7/02

Philosophy of the Department of Nursing

The faculty of the Department of Nursing believe that nursing is a science and an art with its knowledge acquired through empirical, ethical, personal, esthetic, and socio-political ways of knowing. Professional nursing is a holistic and humanistic discipline that draws its theory and research base from behavioral, natural, and nursing sciences.

Nursing is a caring, interpersonal process of health promoting interactions. The practice of nursing centers on human behaviors and responses to actual and potential health needs. Nursing is both an independent and interdependent practice utilizing collaboration to promote health. Nursing advocates consumer- driven health systems which provide for efficient, effective quality health outcomes. Nursing practice transcends cultural and national boundaries and thus evolves according to the health needs of global society.

The faculty believe that nursing makes a significant contribution to the goal of improving the health of society. We define health as the optimal level of functioning for individuals, families, groups, and communities. Health values are influenced by personal, spiritual, cultural and societal beliefs. Health is a dynamic process which involves the interaction of individuals, families, groups, and communities with their environments.

Human beings are the focus of nursing's concerns. People are multi-dimensional beings, having personal worth and dignity. Individuals are unique, make choices, adapt, and evolve over time. A person's presence in the world carries with it rights and responsibilities for self and others.

The faculty believe that nursing education is based on research, theory, and practice directed toward addressing the health needs of society. Professional education in nursing rests on a substantial foundation in the liberal arts and sciences and integrates knowledge from these disciplines into nursing's organized body of knowledge. We believe involvement in the academic community offers enrichment and diversity for students and faculty. Professional nursing education is designed to prepare its graduates to be responsible and accountable for critical thinking and decision-making within the health care system. Nursing education also emphasizes skills in collaboration and shared decision-making with clients and other health care providers. Nursing education assumes that teachers and students are collaborators in the teaching and learning process. Faculty and students bring their own life experiences which enrich the learning atmosphere. We believe that education is a life-long process of personal and professional development.

Approved 5/94. Revised 5/96, 6/98, 3/04, 5/04.

History of the Department of Nursing

<u>1948</u> BS in Nursing established
<u>1966</u> Continuing education programs for nurses established
<u>1968</u> *School of Nursing formed within the Division of Health Sciences *AD in Nursing established (1968-1996)
<u>1974</u> Nurse Practitioner certificate program established (1974-1981)
<u>1988</u> *MS in Nursing: Adult Health Track established *The Kappa Tau chapter of Sigma Theta Tau International established
<u>1989</u> MS in Nursing: Community Health Track established
<u>1996</u> *MS in Nursing: Primary Care Track established *Closure of AD program
<u>1997</u> RN-BS-MS accelerated program established
<u>2000</u> MS in Nursing: CNM track, established (2000-2004)
<u>2002</u> The School of Nursing became a Department in the College of Nursing and Health Sciences
<u>2005</u> *MS in Nursing: Advanced Practice Psychiatric-Mental Health Nursing Track established *MS in Nursing: Clinical Systems Management Track established
<u>2006</u> Masters Entry Program in Nursing (MEPN) established

Nursing as an academic program was established as The University of Vermont in 1943 offering a baccalaureate degree. Originally the program had departmental status within the College of Arts and Sciences and later the College of Education and Nursing. In 1968 the Department of Nursing became the School of Nursing within the Division of Health Sciences. In 2000, the Dean of the School of Nursing assumed responsibilities as the Dean of the School of Allied Health Sciences. These two schools combined in 2002 and the School of Nursing became the Department of Nursing in the newly formed College of Nursing and Health Sciences.

At its inception, the baccalaureate nursing program was five calendar years in length. Over time it evolved into the current four-year academic program. In 1966, funded by the American Nurses' Foundation, a program in continuing education for nurses was started. Also notable, 1968 marked the initiation of the two-year associate degree program.

In 1974, a federally funded certificate nurse practitioner program began and continued until 1981. In 1988, the master of science program was approved by the UVM Board of Trustees and the first graduate students were admitted to the adult health nursing track in the fall of that year. The community health nursing track was added in 1989. In 1996, the primary care track was established with federal funding to prepare nurse practitioners and in 2005, federal funding helped with the initiation of the advanced practice psychiatric-mental health nurse track.

The associate degree nursing program closed in May 1996. An RN-BS-MS accelerated track was added to the program offering in the Fall of 1997.

A nurse midwifery program, offered jointly by the University of Rhode Island (URI) College of Nursing and the UVM School of Nursing began in 2000 and continued through May 2004.

The Department of Nursing offers a Bachelor of Science in Nursing degree and a Master of Science in nursing degree. The master's program is approved by the Vermont State Board of Nursing and accredited by CCNE.

Glossary of Terms

Caring is protection, enhancement, and preservation of human dignity. It is a reciprocal process in which one interacts with another in growth and actualization and involves values, a will, commitment, knowledge, actions, and consequences. (Green-Hernandez, 1992; Watson, 1988)

Client is an individual, family, group, or community.

Collaboration is working together in a joint intellectual effort. (Webster's New Collegiate Dictionary, 1980.)

Communication is the expression and sharing of values, meaning, and ideas. It may occur by verbal, nonverbal, and/or written means. The goal of communication in a professional context is to maintain or promote human, dignity, health, and well being (Boston College School of Nursing, 1995).

Community is a designated geographical area and all that is within it or a selected population. It is the target of practice when nurses are community oriented. Community oriented nursing practice implies that healthful change is sought for the common good. The units of service or instruments of change might be individuals, families and other interacting groups, aggregates, institutions, communities, or even societies. The concept of community as the target of practice means that the focus is neither on the settings nor on the units, but rather on the entity that they compose, the community in its essence of wholeness. (Sills & Goeppinger, 1985)

Core courses are theoretical nursing courses which apply to all populations and all specialty areas of nursing practice.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reasoning, and communication as a guide to belief or action. (Boston College School of Nursing, 1995)

Environment is both internal and external. It is a setting, a background, and the dynamic exchange that involves both the individual organism and the setting and background. Environment is perceptual, operational and conceptual. (Levine, 1969, 1973)

Focus courses are theoretical nursing courses related to a specialty practicum and the practicum itself.

Health is the optimal level of functioning for clients. It is a dynamic process which involves the interaction of individuals, families and groups with their environment. Health values are influenced by personal, spiritual, cultural and societal beliefs. Health is a personal, experiential concept defined by the client. (UVM Department of Nursing Philosophy, 1998)

Holism is the perspective that the whole has a reality independent of and greater than the sum of its parts . (Dossey Keegan, Guzzetta, & Kolkmeier, 1995)

Human beings are multi-dimensional and unique. They have personal worth and dignity, make choices, adapt, and evolve over time. A person's presence in the world carries with it rights and responsibilities for self and others.

Interpersonal interaction is human dialogue in which meaning is created. It is an intersubjective transactional process or shared situation; a presence of both client and nurse. (Paterson & Zderad, 1976)

Nursing is a science and an art. Professional nursing is a holistic and humanistic discipline that draws its knowledge, theory and research base from behavioral, natural and nursing sciences. Nursing is a caring, interpersonal process of health promoting interactions.

Nursing education is based on research and theory. It rests on a substantial foundation in the liberal arts and sciences and integrates knowledge from these disciplines into nursing science.

Nursing process is a problem-solving approach and includes the steps of assessment, analysis, planning, implementation and evaluation.

Populations at risk are aggregates of people who have the greatest potential to develop a particular health problem because of the presence or absence of certain contributing factors (e.g., education income, race, ethnicity, gender, environment). The basis for risk may lie in one's susceptibility to a condition or potential for exposure to causative factors. (Clark, 1996)

Practicum is clinical application of theoretical content. Clinical application occurs in a laboratory environment or with direct client contact in a variety of settings.

Primary influences on health are defined as social, cultural, political, environmental, spiritual, biological, psychological and economic.

Therapeutic intervention is the action nurses take to create a context that promotes the human dignity, health, and well being of individuals, families, and communities. (Boston College School of Nursing, 1995)

Ways of Knowing are processes for forming understanding. These processes include empirical, ethical, personal, esthetic, and socio-political knowing.

Location

The Department of Nursing is located in the Rowell Building which is connected to the Given Building. Administrative offices, faculty offices, and the nursing laboratory are all located on the second floor. The Rowell and Given Buildings are open from 7:00 a.m. to 7:00 p.m. Monday through Friday. Students may gain access to Dana Medical Library after 7:00 p.m. on weekdays and on weekends by using your ID card at the entryway between the Given and Rowell buildings.

Administrative and Faculty Offices

- Administrative offices for the graduate nursing program are located in Rowell 216.
- The office of the Department of Nursing Chair is in Rowell 216B.
- Faculty offices are located on the second floor of Rowell. Specific office numbers of individual faculty can be found in the UVM Directory, via the UVM Home Page, or through the staff in Room 216.
- The office of the Dean, College of Nursing and Health Sciences, is located in Rowell 105.
- The Student Service Office, College of Nursing and Health Sciences, is located on the ground level of Rowell, Room 002.

Nursing Learning Laboratory

The Department of Nursing Learning Laboratory is located on the second floor of the Rowell Building, Room 237. It is an environment for students to learn and practice selected psychomotor, cognitive and affective nursing skills. The laboratory is used for both scheduled classes and open practice. When not being used for class, the lab is available for student use between the hours of 8:00 and 4:30, Monday through Friday

Lockers

Graduate nursing students may sign up in Rowell 002, Student Services, for use of a locker at no cost. Two students are assigned to each locker. Lockers must be completely emptied at the end of the spring semester every year. Items remaining in lockers after the last day of classes will be discarded.

Communications

1. Contacting Faculty - Faculty may be contacted through their individual extensions listed in the UVM Telephone Directory or by dialing 656-3830. Faculty may also be contacted by e-mail. A listing of faculty e-mail addresses can be found on-line in the UVM web site under white pages at (<http://www.uvm.edu>) and on the Department of Nursing web site at (<http://nursing.uvm.edu>). It should be noted that the on-line directory also lists office location and phone number. This directory is the most current directory on campus.
2. Graduate College Web Page - The web page (<http://www.uvm.edu/gradcoll/>) provides on-line information about the Graduate College including academic calendars, due dates for filing comprehensive examinations, thesis and graduation among other things.
3. GRADNET - The electronic forum where graduate students, faculty, and staff discuss issues, research topics, graduate student life, and announcements that pertain to the graduate community. Students must have a zoo e-mail account to subscribe to GRADNET. Subscriptions are requested by sending an e-mail to: gradcoll@zoo.uvm.edu.
4. Communication - Students taking one or more classes on campus are responsible for checking bulletin boards on the second floor of Rowell Building for messages and announcements on a regular basis. A "message board" for all students is located on the west hallway, near Rowell 201. Messages taken in the department offices and from faculty will be posted on this board. Students taking courses via the internet or interactive TV will receive information about faculty-student communication on the first day of each class in which they are enrolled. Every student receives a UVM email address. If you routinely use a different email address you may want to forward all your UVM emails into your account so that you don't miss important messages.
5. Change of Address - Student's current local address and phone number should be on file with the Department of Nursing. Any change should be reported immediately to both the Department of Nursing office, Rowell 216, and the Registrar's office. It is essential that there be a way to contact students in case of emergency.
6. Graduate Student List Serve - This is an electronic list serve only for graduate nursing students, maintained by the graduate program secretary. Students are automatically added when they are admitted and removed when they graduate. It is a means for communication among the students and to receive pertinent information.

The Graduate Program in Nursing

Introduction

The faculty believe that graduate education in nursing is characterized by intellectual inquiry and critical analysis focused on theory, practice, and research in preparation for advanced nursing practice. The faculty strive to provide an environment which responds to individual learning needs.

The graduate program in nursing at The University of Vermont prepares professional nurses to assume leadership roles within the discipline of nursing, to expand nursing knowledge, and to develop expertise in a specialized area of nursing. The program also provides the foundation for doctoral study and continued professional development.

Program Terminal Objectives

Graduates of the program are able to:

1. make clinical and organizational decisions to change and improve practice by critically evaluating research and clinical evidence.
2. enhance quality of care through use of information technologies.
3. contribute to the improvement of health care delivery using knowledge of policy, organizational structure and behavior, and health care financing.
4. incorporate personal, organizational and societal perspectives into ethical decision-making.
5. contribute to the profession of nursing and to the delivery of health care through competent application of roles inherent in master's prepared/advanced practice nursing.
6. assume accountability for the quality of one's own professional practice.
7. incorporate relevant theories from nursing and other related disciplines into one's own practice based upon critical evaluation of their relevance and utility.
8. provide culturally competent health care for individuals, families, and populations based on an understanding of the impact of diversity, culture, and society on health status and decisions.
9. promote health and disease prevention in individuals, families, and populations by critically examining evidence and relevant theoretical models.

Approved Graduate Education Committee 4/21/05.

Academic Advisement and Advising Resources

Upon admission each student is assigned a faculty advisor to assist in program planning. An advisor may be changed when: (a) the advisor or advisee believes that another faculty member could serve the student better, (b) the faculty member's workload warrants readjustment, or (c) the advisor is on leave or terminates employment. Requests for change of advisor should be made to the Graduate Program Assistant.

Advisement is the responsibility of both the student and faculty. Students are encouraged to initiate a meeting with their advisor each semester to discuss progression and graduation requirements, changes in courses, and for guidance in elective course selection as needed. In addition, students can seek advice from their advisors regarding personal issues/stressors that are negatively impacting course work. Advisors are available either during scheduled office hours or by appointment throughout the semester to discuss issues or questions advisees may have.

The *Learning Cooperative* represents an additional advising resource. The Learning Co-op supplements the academic environment by providing developmental instruction in writing, reading, and study skills. As well, the Co-op maintains a campus-wide tutoring program. An appointment can be made by calling 656-4075.

Additional advising resources are described in the UVM Graduate Catalogue, online at www.uvm.edu/catalogue.

Classroom Code of Conduct

Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting The University of Vermont. To this end, it is expected that all members of the learning community will adhere to the following guidelines:

1. Faculty and students will attend all regularly scheduled classes, except for those occasions warranting an excused absence under the policy detailed in the catalogue (e.g., religious, athletic and medical).
2. Students and faculty will arrive prepared for class and on time, and they will remain in class until the class is dismissed.
3. Faculty and students will treat all members of the learning community with respect. Toward this end they will promote academic discourse and the free exchange of ideas by listening with civil attention to comments made by all individuals.
4. Students and faculty will maintain an appropriate academic climate by refraining from all actions which disrupt the learning environment (e.g., making noise, ostentatiously not paying attention, and leaving and re-entering the classroom inappropriately).

Approved by Faculty Senate, 5/99

Note-Taking Policy

On November 10, 1999, the Faculty Senate adopted the following motion to be effective Spring semester 2000: The taking of notes during a scheduled class of a scheduled University of Vermont course for the purpose of selling the notes or other commercial purpose is prohibited without the express written permission of the professor(s) who teach the course.

Academic Integrity Policy

The Academic Integrity Policy is found in the University Online Catalogue and at the University's web page, Academic Integrity Programs. For questions concerning this policy, please contact the Offices of the Provost or Judicial Affairs. Policies are applicable to students in the Undergraduate Colleges and the Schools and to students enrolled in the programs of the Graduate College. The principle objective of The University of Vermont policy on academic integrity is to promote an intellectual climate and support the academic integrity of The University of Vermont. Academic dishonesty or an offense against academic honesty includes acts which may subvert or compromise the integrity of the educational process at The University of Vermont. Such acts are serious offenses, which insult the integrity of the entire academic community of the University.

Overview of the Curriculum for the Graduate Program

The Master of Science degree is awarded upon successful completion of track requirements through full or part time study. The major components of the graduate curriculum are designated as core courses, track courses, electives, and a project or thesis. The core courses emphasize nursing theory, nursing research, epidemiology, the role of the advanced practice nurse, and current issues in nursing and healthcare. At present, track courses focus either on psychiatric-mental health nursing, advanced community/public health nursing, or primary health care nursing.

Students in the **advanced practice psychiatric-mental health nursing track** will be prepared to provide direct mental health services to individuals, families, and communities. Upon completion of course requirements, students will be eligible to sit for the ANCC psychiatric-mental health certification exam for nurse practitioner or clinical nurse specialist.

The students who select the **advanced community/public health nursing track** are prepared to identify potential or actual health needs of a population at risk or target population. They design, implement, and evaluate strategies to meet the health needs of these populations regarding health promotion and disease prevention. Students who complete the advanced population focused track are eligible to take the Community Health Clinical Nurse Specialist ANCC certification examination.

Students who select the **clinical systems management track** are prepared with expert level knowledge and practical skills to enhance their effectiveness as managers and/or leaders in health systems.

Within the **primary health care track**, students complete either adult or family nurse practitioner requirements. Students in the adult or family nurse practitioner specialties are eligible to sit for the ANCC or American Academy of Nurse Practitioner Adult or Family Nurse Practitioner certification examination upon program completion.

Electives may be non-nursing or nursing graduate courses. Consideration of non-nursing electives is encouraged as it provides the student with additional opportunities to study with students in other disciplines.

The comprehensive examination is a University requirement. The examination provides the student with the opportunity to demonstrate mastery of the core content of the program (see pages 23-25 for guidelines).

Students elect to complete either a thesis or a project. The culminating experience for the student electing the thesis is to conduct a research-related activity with faculty supervision. For the student electing to do a project, the objective is to develop a clinical paper or innovative product relevant to advanced practice with faculty supervision (see Thesis or Project Manuals for guidelines).

A post-master's certificate is offered in the primary health care nursing track and the psychiatric-mental track. This option is available to nurses who hold a master's degree in nursing.

A master's program for certificate-prepared advanced practice nurses such as nurse practitioners, nurse midwives, and nurse anesthetists who wish to complete a master of science degree, is also available. The program builds upon the existing knowledge and skills of advanced practice nurses and expands education in the area of nursing issues, theory and research in the health care environment, and population-based health care delivery. Graduate education in nursing prepares leaders in advanced practice roles.

Many of the major nursing courses have both a theoretical and a laboratory or practicum component. Credit allocation for class, laboratory, and practicum components of courses is described below:

- One credit is equivalent to 1 class hour/week.
- One credit is equivalent to 2 laboratory hours/week.
- One credit is equivalent to 4 practicum hours/week.

Clinical Systems Management

Graduates who have selected the Clinical Systems Management track will be prepared with expert level knowledge and practical skills to enhance their effectiveness as managers and/or leaders in health systems. The growing complexity of health care delivery systems has created an increasing demand for nurses prepared at the graduate level to assume roles that combine patient advocacy with a systems approach to issues of clinical quality, ethical decision-making and fiscal and human resource management. Nurses already occupying mid-level managerial or clinical leadership positions will find in this track an opportunity to expand their understanding of systems, hone critical thinking skills, and develop their abilities to lead and manage change. Graduates of this program will not only be prepared to work within systems but to create new systems.

Curriculum

Prerequisite

Statistics

Core Courses

15 credits

GRNU 300 – Research in Advanced Practice Nursing – 3 credits
 GRNU 301 – Advanced Practice Nursing: Professional Role Development and Socialization – 3 credits
 GRNU 310 – Theoretical Foundations of Nursing – 3 credits
 GRNU 315 – Policy, Organization, and Financing of Health Care – 3 credits
 STAT 200 – Medical Biostatistics and Epidemiology – 3 credits

Business/Public Administration Courses – select one course from each area

9 credits

Organizational Theory – 3 credits
 Human Resources – 3 credits
 Administration/Public Administration – 3 credits

Track Courses

15 credits

GRNU 380 – Nursing Management of Health Care Environments – 3 credits
 GRNU 381 – Management of Professional Nursing Practice – 3 credits
 GRNU 382 – Financial Management and Strategic Planning within Health Care Organizations – 3 credits
 GRNU 385 – Clinical Management Practicum – 6 credits

Electives

3 credits

1 Elective (3 credits) required if completing a project
 Non-nursing and nursing courses will meet this requirement

Comprehensive Exam

0 credits

GRAD 397

Project

3 credits

GRNU 390

Thesis

6 credits

GRNU 391
 11/05

TOTAL CREDITS - 45

Advanced Practice Psychiatric-Mental Health Nurse

The curriculum blends the traditional role of the clinical nurse specialist in psychiatric-mental health nursing with the role of the nurse practitioner to practice advanced psychiatric-mental health nursing. Students will learn from experienced faculty with prescriptive authority in a variety of community settings and use the most recent technology to support practice. Graduates will be eligible for ANCC certification, based on coursework and clinical experience, in one of the following areas: Adult Psychiatric Mental Health Nurse Practitioner, Family Psychiatric and Mental Health Nurse Practitioner, Clinical Specialist, Adult Psychiatric Mental Health Nursing, or Clinical Specialist, Child and Adolescent Psychiatric Mental Health Nursing.

Curriculum

Prerequisite

Basic Physical Assessment
Statistics

Core Courses

GRNU 300 – Research in Advanced Practice Nursing – 3 credits
GRNU 301 – Advanced Practice Nursing: Professional Role Development
and Socialization – 3 credits
GRNU 310 – Theoretical Foundations of Nursing – 3 credits
GRNU 315 – Policy, Organization, and Financing of Health Care – 3 credits
STAT 200 – Medical Biostatistics and Epidemiology – 3 credits

15 credits

Track Courses

GRNU 336 - Mental and Physical Health Assessment – 3 credits
GRNU 305 – Pathophysiology – 3 credits
GRNU 309 – Advanced Practice Nursing Psychopharmacology – 3 credits
GRNU 370 – Advanced Mental Health-Psychiatric Nursing I – 6 credits
GRNU 371 – Advanced Mental Health-Psychiatric Nursing II – 6 credits
GRNU 373 – Advanced Mental Health-Psychiatric Nursing III – 6 credits

27 credits

Electives

2 Electives (6 credits) required if completing a thesis
3 Electives (9 credits) required if completing a project
Non-nursing and nursing courses will meet this requirement.

6 or 9 credits

Comprehensive Exam

GRAD 397

0 credits

Project

GRNU 390

3 credits

Thesis

GRNU 391

6 credits

3/06

TOTAL CREDITS 54

Advanced Community/Public Health Nursing

The graduate who has selected the Advanced Community/Public Health Nursing track will be prepared to collaborate with other disciplines to identify actual and/or potential health needs of populations and to develop and evaluate programs that address these needs. The student will study the assessment, development, implementation and evaluation processes used for health promotion and disease prevention of populations.

Clinical experience in Advanced Community/Public Health Nursing focuses on the application of concepts and theories from public health and nursing as a basis for analyzing health policy, planning and evaluating health programs, and providing advanced practice nursing skills to groups and organizations to promote and protect the health of the community.

The Graduate Program in Nursing is affiliated with many health care agencies. These facilities are selected to help meet the student's individual learning objectives. They provide rich environments for developing advanced skills and depth of experience necessary to prepare the student to function in leadership positions and advance practice roles within Advanced Community/Public Health Nursing and to participate in research.

Curriculum

Pre-requisite

Statistics

Core Courses

15 credits

GRNU 300 - Research in Advanced Practice Nursing - 3 credits

GRNU 301 - Advanced Practice Nursing: Professional Role Development and Socialization - 3 credits

GRNU 310 - Theoretical Foundations of Nursing - 3 credits

GRNU 315 - Policy, Organization, and Financing of Health Care - 3 credits

STAT 200 - Medical Biostatistics and Epidemiology - 3 credits

Business/Public Administration Courses

9 credits

Three courses in Business and/or Public Administration

Track Courses

18 credits

GRNU 340 - Theory & Practicum in Advanced Community/Public Health Nursing I- 6 credits

GRNU 341 - Theory & Practicum in Advanced Community/Public Health Nursing II - 6 credits

GRNU 342 - Theory & Practicum in Advanced Community/Public Health Nursing III -6 credits

Electives

3 credits

1 Elective (3 credits) required if completing a project
Non-nursing and nursing courses will meet this requirement.

Comprehensive Exam

GRAD 397

0 credits

Project

GRNU 390

3 credits

Thesis

GRNU 391

6 credits

2/03

TOTAL CREDITS – 48

Primary Health Care Nursing

An understanding of pathophysiology and human behavior along with a solid foundation of advanced history taking and physical examination provide the basis for diagnosing, managing, and collaborating in primary health care. The core courses are the underpinnings of graduate nursing education and provide a basis for advanced nursing practice that continues to be built upon in the specific track courses. Students may elect a course of study that prepares them to be either a family nurse practitioner or an adult nurse practitioner. Both options are built upon learning opportunities in diverse settings with an emphasis on rural practice environments.

Curriculum

Prerequisites

Basic Physical Assessment
Statistics

Core Courses

15 credits

GRNU 300 - Research in Advanced Practice Nursing - 3 credits
GRNU 301 - Advanced Practice Nursing: Professional Role Development and Socialization - 3 credits
GRNU 310 - Theoretical Foundations of Nursing - 3 credits
GRNU 315 - Policy, Organization, and Financing of Health Care - 3 credits
STAT 200 - Medical Biostatistics and Epidemiology - 3 credits

Track Courses - Family Nurse Practitioner

36.5 credits

GRNU 305 - Pathophysiology - 3 credits
GRNU 306 - Pharmacotherapeutics I- 3 credits
GRNU 307 - Pharmacotherapeutics II - 2 credits
GRNU 308 - Family Theory Perspectives for Advanced Practice Nursing - 3 credits
GRNU 333 - Advanced Health Assessment - 3 credits
GRNU 350 - Theory & Practicum of the Primary Care of Children - 5 credits
GRNU 351 - Assessment & Health Maint. of Adults: Practicum - 1.5 credits
GRNU 352 - Theory & Practicum of the Primary Care of Women - 3 credits
GRNU 354 - Theory & Practicum of the Primary Care of Adults & Families - 5 credits
GRNU 355 - Theory & Practicum of the Primary Care of Families - 8 credits

Track Courses - Adult Nurse Practitioner

31 credits

GRNU 305 - Pathophysiology - 3 credits
GRNU 306 - Pharmacotherapeutics I- 3 credits
GRNU 307 - Pharmacotherapeutics II - 2 credits
GRNU 333 - Advanced Health Assessment - 3 credits
GRNU 351 - Assessment & Health Maint. of Adults: Practicum - 1.5 credits
GRNU 357 - Practice Considerations in the Care of Older Adults - 3 credits
GRNU 353 - Theory & Practicum of the Primary Care of Women - 2.5 credits
GRNU 354 - Theory & Practicum of the Primary Care of Adults & Families - 5 credits
GRNU 356 - Theory & Practicum of the Primary Care of Adults - 6 credits
GRNU 358 - Practicum of Primary Care of Adults - 2 credits

Electives

3 credits

1 Elective (3 credits) required if completing a project
Non-nursing and nursing graduate courses will meet this requirement.

Comprehensive Exam - GRAD 397

0 credits

Project - GRNU 390

3 credits

Or

or

Thesis - GRNU 391

6 credits

Total Credits

ANP 52 credits

FNP 57.5 credits

12/05

Master's Program for Certificate-Prepared Advanced Practice Nurses

This program is designed for certificate-prepared advanced practice nurses such as nurse practitioners, nurse midwives, and nurse anesthetists who wish to complete a master of science degree. The program builds upon the existing knowledge and skills of advanced practice nurses and expands education in the area of nursing issues, theory and research in the health care environment, and population-based health care delivery. Graduate education in nursing prepares leaders in advanced practice roles.

Curriculum

Required Courses 15 credits

GRNU 300 - Research in Advanced Practice Nursing - 3 credits
GRNU 301 - Advanced Practice Nursing: Professional Role Development
and Socialization - 3 credits
GRNU 310 - Theoretical Foundations of Nursing - 3 credits
GRNU 315 - Policy, Organization, and Financing of Health Care - 3 credits
STAT 200 - Medical Biostatistics and Epidemiology - 3 credits

Electives

One graduate clinical practicum in area related to specialty 3 credits
Three graduate level elective courses in nursing or related areas
if completing a project **OR** 9 credits
Two graduate level elective courses in nursing or related areas
If completing a thesis 6 credits

Comprehensive Exam - GRAD 397 **0 credits**

Project - GRNU 390 **3 credits**
Or **or**
Thesis - GRNU 391 **6 credits**

TOTAL CREDITS - 30

8/07

Master's Entry Program in Nursing

The master's entry program in nursing is an accelerated educational program that prepares well-qualified graduates of baccalaureate or higher degree programs in other disciplines to become advanced practice nurses such as nurse practitioners, advanced practice psychiatric-mental health nurse clinicians, community health nursing specialists, and managers of clinical systems in an intensive program designed for highly motivated students. The program consists of a 12-month intensive pre-licensure educational program leading to registered nurse licensure that must be completed successfully on a full-time schedule, followed by a 2 or 2.5 year period in which students will earn a master's degree in nursing and be prepared for certification and practice in one of the graduate specialties offered by the Department of Nursing.

Completion of the pre-licensure requirements does not lead to a second baccalaureate degree, but to a certificate of completion that will entitle those who successfully complete this portion of the program to take the national licensing examination and to be provisionally licensed in the State of Vermont. The provisional license is effective until completion of the master's program. Students eligible for advanced practice licensure upon graduation from the master's program will apply for a change in license status at that time. Students graduating from clinical specialties in which advanced practice licenses are not required in this state will be able to renew their RN licenses according to the cycle set by the Vermont Board of Nursing.

MEPN Pre-licensure Courses

- GRNU 302 Professional Nursing Issues – 2 cr.
- GRNU 322 Structure and Function of the Human Body: Self-Study Module- 1.5 cr. *
- GRNU 311 Clinical Nutrition and Implications for Nursing: Self-Study Module – 1.5 cr. *
- GRNU 312 Biomedical Science I- 4 cr **
- GRNU 305 Pathophysiology – 3 cr
- GRNU 303 Drug Therapy: Implications for Nursing Practice – 3 cr
- GRNU 304 Drug Therapy: Special Considerations for Select Populations - 1 cr
- GRNU 314 The Science of Nursing: Adults and Elders – 4 cr
- GRNU 316 Practicum: Adults and Elders - 6 cr (2 lab/4 practicum)
- GRNU 317 The Science of Nursing: Mental Health – 3 cr
- GRNU 318 Practicum: Mental Health -2 cr
- GRNU 319 The Science of Nursing: Women and Newborns – 2 cr
- GRNU 329 Practicum: Women and Newborns – 1.25 cr
- GRNU 321 Practicum: Complex Nursing Care of Adults and Elders – 2.5 cr
- GRNU 325 The Science of Nursing: Children – 3 cr
- GRNU 327 Practicum: Children – 2 cr
- GRNU 337 The Science of Nursing: Community/Public Health Nursing – 2 cr
- GRNU 338 Practicum: Community/Public Health Nursing - 2 cr
- STAT 141 Basic Statistical Methods – 3 cr ***

TOTAL PRE-SPECIALTY CREDITS: 42.75-48.75

* The self-study modules in Anatomy/Physiology or Nutrition may be waived if a student has successfully completed an equivalent undergraduate or higher level course.

** Portions or all of Biomedical Sciences I may be waived if a student has successfully completed courses with equivalent content in advanced undergraduate or graduate level study.

*** Basic Statistical Methods may be waived if a student has completed one equivalent undergraduate or graduate level course in statistical methods.

Post-Master's Certificate Programs

These programs are designed for Registered Nurses holding a Master of Science degree in Nursing. Upon successful completion of the course requirements listed below, a Post-Master's Primary Health/Nurse Practitioner Certificate or a Post-Master's Advanced Practice Psychiatric-Mental Health Certificate will be awarded. Individuals will then be eligible to sit for the American Nurses Credentialing Center or American Academy of Nurse Practitioners Certification Examination.

Family Nurse Practitioner Certificate courses:

GRNU 305: Pathophysiology (3 credits)
GRNU 306: Pharmacotherapeutics 1 (3 credits)
GRNU 307: Pharmacotherapeutics II (2 credits)
GRNU 308: Family Theory Perspectives for Advanced Practice Nursing (3 credits)
GRNU 333: Advanced Health Assessment (3 credits)
GRNU 350: Theory & Practicum of the Primary Care of Children (5 credits)
GRNU 351: Assessment & Health Maint. Of Adults: Practicum (1.5 credits)
GRNU 352: Theory & Practicum of the Primary Care of Women (3 credits)
GRNU 354: Theory & Practicum of the Primary Care of Adults and Families (5 credits)
GRNU 355: Theory & Practicum of the Primary Care of Families (8 credits)

Total - 36.5 credits
3/05

Adult Nurse Practitioner Certificate courses:

GRNU 305: Pathophysiology (3 credits)
GRNU 306: Pharmacotherapeutics 1 (3 credits)
GRNU 307: Pharmacotherapeutics II (2 credits)
GRNU 333: Advanced Health Assessment (3 credits)
GRNU 351: Assessment & Health Maint. of Adults: Practicum (1.5 credits)
GRNU 353: Theory & Practicum of the Primary Care of Women (2.5 credits)
GRNU 354: Theory & Practicum of the Primary Care of Adults and Families (5 credits)
GRNU 356: Theory & Practicum of the Primary Care of Adults (6 credits)
GRNU 357: Practice Considerations in the Care of Older Adults (3 credits)
GRNU 358: Primary Care of Adults Practicum (2 credits)

Total - 31 credits
3/05

Advanced Practice Psychiatric-Mental Health Certificate courses:

GRNU 305: Pathophysiology - 3 credits
GRNU 336: Mental and Physical Health Assessment – 3 credits
GRNU 309: Advanced Practice Nursing Psychopharmacology – 3 credits
GRNU 370: Advanced Mental Health-Psychiatric Nursing I – 6 credits
GRNU 371: Advanced Mental Health-Psychiatric Nursing II – 6 credits
GRNU 373: Advanced Mental Health-Psychiatric Nursing III – 6 credits

Total – 27 credits
6/05

If you hold a master's degree in nursing with certification as a pediatric, adult or women's health nurse practitioner and want to become a certified adult or family nurse practitioner, the program will be tailored to your needs based upon your current APRN certification and prior education.

Adult Nurse Practitioner to Family Nurse Practitioner

GRNU 305 – Pathophysiology (3 credits)

GRNU 308 – Family Theory Perspectives for Advanced Practice Nursing (3 credits)

GRNU 350 – Theory & Practicum of the Primary Care of Children (5 credits)

GRNU 352 – Theory & Practicum of the Primary Care of Women (3 credits)

OR

**GRNU 349 – Theory & Practicum of the Primary Care of Pregnant Women (1credit) and > 75% grade on GRNU 353 (Theory & Practicum of the Primary Care of Women) challenge exam (2.2 credits)

GRNU 359 – Family Primary Care: Clinical Integration (2 credits)

Total – 16 credits

**Only for ANP who achieves a 75% on the challenge exam for non-OB content.

3/05

Pediatric Nurse Practitioner to Family Nurse Practitioner

GRNU 305 – Pathophysiology (3 credits)

GRNU 306 – Pharmacotherapeutics I (3 credits)

GRNU 307 – Pharmacotherapeutics II (2 credits)

GRNU 308 – Family Theory Perspectives for Advanced Practice Nursing (3 credits)

GRNU 351 – Assessment & Health Maintenance of Adults: Practicum (1.5 credits)

GRNU 352 – Theory & Practicum of the Primary Care of Women (3 credits)

GRNU 354 – Theory & Practicum of the Primary Care of Adults and Families (5 credits)

GRNU 355 – Theory & Practicum of the Primary Care of Families (8 credits)

Total – 28.5

3/05

Pediatric Nurse Practitioner to Adult Nurse Practitioner

GRNU 305 – Pathophysiology (3 credits)

GRNU 306 – Pharmacotherapeutics I (3 credits)

GRNU 307 – Pharmacotherapeutics II (2 credits)

GRNU 352 – Theory & Practicum of the Primary Care of Women (3 credits)

GRNU 354 – Theory & Practicum of the Primary Care of Adults and Families (5 credits)

GRNU 356 - Theory & Practicum of the Primary Care of Adults (6 credits)

GRNU 357 – Practice Considerations in the Care of Older Adults (3 credits)

GRNU 358 – Primary Care of Adults Practicum (2 credits)

Total - 27

3/05

Women's Health Nurse Practitioner to Adult Nurse Practitioner

- GRNU 305 – Pathophysiology (3 credits)
- GRNU 306 – Pharmacotherapeutics I (3 credits)
- GRNU 307 – Pharmacotherapeutics II (2 credits)
- GRNU 354 – Theory & Practicum of the Primary Care of Adults and Families (5 credits)
- GRNU 356 - Theory & Practicum of the Primary Care of Adults (6 credits)
- GRNU 357 – Practice Considerations in the Care of Older Adults (3 credits)
- GRNU 358 – Primary Care of Adults Practicum (2 credits)

Total – 24 credits

3/05

Women's Health Nurse Practitioner to Family Nurse Practitioner

- GRNU 305 – Pathophysiology (3 credits)
- GRNU 306 – Pharmacotherapeutics I (3 credits)
- GRNU 307 – Pharmacotherapeutics II (2 credits)
- GRNU 308 – Family Theory Perspectives for Advanced Practice Nursing (3 credits)
- GRNU 350 – Theory & Practicum of the Primary Care of Children (5 credits)
- GRNU 354 – Theory & Practicum of the Primary Care of Adults and Families (5 credits)
- GRNU 355 – Theory & Practicum of the Primary Care of Families (8 credits)

Total – 29 credits

3/05

Independent Study

The purpose of an independent study is to provide more depth in a specialty area of interest. It is not an extension of an existing course. We encourage students to develop an independent study to fulfill one or more elective course credits. Students who wish to undertake an independent study in the graduate nursing program must obtain faculty approval by the end of the term immediately preceding that in which independent study is expected to commence. Graduate Education Committee approval must be sought no later than at the first meeting of the semester in which the independent study is to begin.

The student should present her or his proposed faculty mentor with a brief written proposal for discussion. The final plan must be developed according to the criteria described in the following procedure.

GRNU 395 – Independent Study in Graduate Nursing

Credit: One to six credit hours as arranged.

Prerequisites: Graduate standing.

Course Description: Individual work in graduate nursing with a base of theory, research or advanced practice. Student in consultation with faculty mentor develops objectives, plan of work, and evaluation for designated credit hours.

Course Objectives: The devised objectives will be written to reflect graduate level study.

Preplanning/Preregistration Process: Must be approved by a faculty mentor by the semester prior and presented to the Graduate Education Committee by their first meeting of the semester.

STEPS

1. The student indicates an interest to the faculty advisor.
2. A brief proposal will be written by the student and discussed with a faculty mentor.
3. The student with guidance from the faculty mentor develops a plan of study. Outline of the plan will include:
 - a. Project title
 - b. Statement of justification, indicating why independent study is being selected and the reason for undertaking the project, its importance, and how it relates to other works by the student.

- c. A clear and complete statement of project objectives.
 - d. A concise statement of the plans and methods to be used in order to accomplish each objective.
 - e. Contacts made to carry out plan (permissions, etc.).
 - f. How evaluation is to be implemented.
 - g. Estimate of time and credits involved to accomplish the project:
 - 1 credit: 1 hour study/week
 - 1 credit: 4 hours practicum/week
 - (approximately 60 hours of effort for one credit)
 - h. Pertinent nursing literature sources in the form of a bibliography.
4. Plan must be approved by faculty mentor who must agree to provide ongoing guidance.
 5. The plan must be presented to the Graduate Education Committee by their first meeting of the semester.
 6. The Graduate Education Committee will notify faculty advisor, faculty mentor and graduate student of approval/non-approval.
 7. A copy of the approved independent study will be placed in the student's file.

Approved 9/21/92 Graduate Education Committee
Revised 9/29/98 Graduate Education Committee
Revised 9/18/06 Graduate Education Committee

9/20/06
/blm

THE UNIVERSITY OF VERMONT
COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF NURSING

GRNU 395 – Independent Study in Graduate Nursing

Student's Name _____ **Date** _____

Approval procedure for Independent Study:
(Please attach to one copy of the proposal)

1. Approval of plan by faculty mentor

Signature

Date

2. Approval of Graduate Education Committee

Signature

Date

3. Approval of Chair of Nursing

Signature

Date

/blm
9/06

APA Format Guidelines

The American Psychological Association (APA) guidelines are used for the preparation of all papers required for GRNU courses unless otherwise specified by the professor. Students should purchase the *Publication Manual of the American Psychological Association (5th ed.)*. Washington, DC: Author at the beginning of their graduate studies.

Practicum Experiences

Many nursing courses have both a theoretical and practicum component. These practicum experiences may be located throughout the state of Vermont, New Hampshire or New York. As well, it should be noted that some practicum experiences may occur during the evening hours. Inherent in practicum experiences is the risk of exposure to infectious diseases. Students should maintain at a minimum, standard precautions in all settings to minimize the likelihood of occurrence.

Clinical Prerequisites

Serology/Immunization Requirements

The University of Vermont requires documentation of positive titers and current vaccinations. **Your program will inform you of the due date.** Provide your physician with the clearance form and a copy of this memo. Mail or drop off the completed form and required documentation to the address below. **NO FAXES.** You may have your clearance done at the Student Health Center by making an appointment with Karol Josselyn. Failure to comply with these requirements by the due date will prohibit clinical attendance.

Please return form to: Karol Josselyn, RN, MA
Center for Health and Wellbeing Student Health Medical Clinic
425 Pearl St.
Burlington, VT 05401
(802) 656-0604

Serology/immunization requirements are as follows:

1. TUBERCULOSIS CLEARANCE:

A Mantoux test must be **administered by a licensed health care provider.** If you have never had a PPD, you are required to have the two-step method of testing. The two-step requires placement of 2 separate PPD skin tests 7 to 14 days apart. If you have had a PPD and it is more than one year since your most current, you are required to have the two-step done. If you have a history of a positive TB skin test you must submit a chest x-ray report. **BCG vaccine does not preclude the need for PPD testing or chest x-ray.**

2. TETANUS/DIPHTHERIA/PERTUSSIS BOOSTER:

Tetanus/Diphtheria/Pertussis must be given or have been received within two years of your last Td booster. **Please do not get a regular Td Booster but a Tdap. (Adacel is the brand name).**

3. MEASLES (Rubeola), MUMPS, RUBELLA (MMR), AND VARICELLA:

You must have your blood drawn to show proof of immunity to Measles, Mumps, Rubella (MMR), and Varicella, even if there is a history of infection.

Lab tests required: Measles IgG, Mumps IgG, Rubella IgG, and Varicella IgG

Submitting proof of vaccine only is not acceptable

Important: All blood tests (titer results) must be provided as copies of lab reports. Physician documentation as positive or negative alone will not suffice.

4. HEPATITIS B SERIES:

You are required to have a series of three doses of Hepatitis B vaccine and show proof of a positive Hepatitis Surface Ab titer.

Note: If you have not completed your Hepatitis B series you may do so at Student Health Services.

5. POLIO:

List the dates of the four-shot childhood series. For adults who had 1 or 2 IPV doses, and no documentation of childhood series, they will need to complete a total of three injections. Therefore, if they had one, they would need to receive an additional two adult catch-up injections.

* All negative or inconclusive titer results will require a booster and follow up titer.

*If you have any questions or concerns about completing the requirements, please contact Karol Josselyn at (802) 656-0604.

5/11/07

Center for Health and Wellbeing Student Health Services
University of Vermont College of Nursing and Health Sciences
Immunization /Serology Records

Name: _____ Student ID #: _____ DOB: _____

1. TB Screening:

#1 Date placed: _____
 Date read: _____ Millimeters of Induration: _____
 #2 Date placed: _____
 Date read: _____ Millimeters of Induration: _____

Note: If you have a positive tuberculin skin test you must submit the following:

Chest x-ray Date: _____ Result: _____ (attach report)
 Treated with INH? Yes No Date started: _____ Date completed: _____

(BCG alone is not acceptable as a positive history.)

2. Tetanus, Diphtheria, Pertussis Booster:

Must be **two years** from your last Td. Booster date: _____

Please do not give regular Td.

**3. Measles, Mumps, Rubella, Varicella: Negative or inconclusive titer results require booster
Submitting vaccines only is not acceptable.**

Measles (Rubeola)

Titer date/result: _____
 *Must provide copy of lab report Date booster administered _____

Mumps

Titer date/result: _____
 *Must provide copy of lab report Dates booster administered _____

Rubella

Titer date/result: _____
 *Must provide copy of lab report Date booster administered _____

Varicella

Titer date/result: _____ #1 _____ #2 _____
 *Must provide copy of lab report Dates boosters administered _____

4. Hepatitis B Series:

Series #1 date: _____ #2 date: _____ #3 date: _____

Hep B Surface Ab date/result _____ *Must provide copy of lab report.

If you have not converted, repeat the series in attempt to gain immunity

Series #4: _____ #5: _____ #6: _____

Hep B Surface Ab date/result: _____ * Must provide copy of lab report

Note: If the series has not been completed prior to matriculation, it may be completed at the Student Health Medical Clinic.

5. Polio: 1. _____ 2. _____ 3. _____ 4. _____ (Please include documentation)

 Signature of Provider Date

 Name of Healthcare Provider Printed Telephone Number

Important: The information included on this Immunization form will be released by the Student Health Medical Clinic and the College of Nursing and Health Sciences, to the infection control officers at Fletcher Allen Health Care and other affiliated institutions. It will also be released to infection control officer and rotation coordinators at any other hospital where you perform part of your clinical training.

**Center for Health and Wellbeing
Student Health Services**

Price List

Drawing Fee	\$22.00
Mumps Titer	\$25.00
Varicella Titer	\$26.00
Rubeola Titer	\$26.00
Rubella Titer	\$29.00
PPD	\$5.00
MMR	\$55.00
Hepatitis B Vaccine	\$33.00
Hepatitis A & B	\$52.00
Hepatitis B Titer	\$35.00
Td (Tetanus)	\$23.00
Tdap	\$45.00

Payment may be made by:

- a) Billing your student account**
- b) Visa or Master Card**
- c) Personal Check/Cash**

Prices subject to change.

1/07

Please note:

- You cannot begin your practicum until all of the clinical prerequisites have been met including OSHA, HIPAA and CPR.
- The majority of the prerequisites need to be renewed yearly.
- Evidence of these renewals need to be submitted annually to the nursing office.
- You will be disenrolled from all courses with a practicum component until requirements are met.
- You should get your titers drawn early in case a booster vaccine is necessary.

OSHA (Occupational Safety and Health Act). If this requirement has been completed through your employer, please provide documentation to Barbara Molkenthin. If this has not been done, you will need to complete the Computer Assisted Instruction (CAI) in the College of Nursing and Health Sciences Electronic Classroom (Rowell 001). Fill out the form available in the Electronic Classroom or Rowell 216 and give it to Barbara Molkenthin.

HIPAA (Health Insurance Portability and Accountability Act). This annual requirement must be current. If this requirement has been completed through your employer, please provide documentation to Barbara Molkenthin; or students may complete the Computer Assisted Instruction in the CNHS Electronic Classroom (Rowell 001). Please print your name and date completed on the HIPAA sign-in sheet. Certificates will be printed by office staff. Annual recertification is required.

CPR certification. If this requirement has been completed through your employer, please provide documentation to Barbara Molkenthin in Rowell 216. Information regarding CPR courses may be obtained by calling the American Red Cross at 660-9130 or the American Heart Association at 878- 7700.

Liability insurance. Please provide proof of coverage (policy or cancelled check). Minimum liability coverage required is \$1,000,000 each incident/\$3,000,000 aggregate. If you are a Nurse Practitioner (NP) student, ensure that your policy provides NP student coverage. Insurance applications are available in the Department of Nursing office.

Vermont RN licensure. Please provide a copy of your current VT RN license or graduate nurse certificate to Barbara Molkenthin in Rowell 216.

Confidentiality

All clients have a right to confidentiality regarding their health status and their interactions within the health care system. Please engage in professionally responsible communication in practicum and classroom settings. When presenting cases or using an example from your practicum experience to express a concept, you are to maintain the confidentiality of your clients and not disclose any identifying information.

Health Insurance

The University does not pay medical costs resulting from injury during practicum rotations or other curricular activity unless this injury is due to negligence of the University. *All nursing students should carry their own health insurance.*

Attire

Graduate students should be cognizant of the fact that they are representing the nursing profession and The University of Vermont Department of Nursing while engaging in practicum experiences. With this in mind, students are asked to present a professional appearance and demeanor. A name tag indicating your student role should be worn in all clinical settings.

Graduate Program Requirements

Candidacy Requirements

Acceptance to candidacy for the degree is granted to those students who have met all prerequisites for the graduate degree program and all of the Department of Nursing requirements for candidacy. Under most circumstances, meeting the requirements for admission will allow advancement to candidacy. Students who appear to be marginal in meeting admission requirements may be required to complete selected course work before acceptance as a degree candidate.

Graduation Requirements

The minimum requirements for the master of science program are successful completion of:

- Core, track, and elective courses
- The comprehensive examination
- Master's thesis or master's project

The maximum time limit for completion of the master's degree is 5 years from the date of matriculation.

The minimum requirement for the post master's certificate is completion of designated track courses in primary health care nursing.

Grading Policies

In keeping with the policies of the Graduate College, a grade point average of 3.0 is required for graduation or award of a post-master's certificate. A failed course may be repeated for credit only once; only the second grade is considered in the grade point average but both grades remain on the student's transcript.

Letter grades are used to indicate levels of performance in courses as follows: A, excellent; B, good; C, fair; F, failure. All course assignments must be completed for a passing grade to be achieved. Please note: the course faculty has the prerogative to assign a grade of "0" for a course assignment or exam when the student does not complete the assignment or exam when scheduled.

A grade of at least a "B" is required in courses to be transferred as credit into a student's program of study.

Transfer or Validation of Previous Credit

After being admitted into the Department of Nursing Graduate Program students may transfer certain graduate level course credits from other institutions and from graduate courses taken through UVM Division of Continuing Education. The maximum number of credits that can be transferred or earned by examination may not exceed nine hours. If credit is transferred only the credit is transferred, not the grade. The minimum grade required for transferability of a course is B.

Comprehensive Examination

The Comprehensive Examination is conducted by the Graduate Program in the Department of Nursing. The examination is designed to allow the student to demonstrate analysis¹ and synthesis² of knowledge gained through the program. Students must register for GRAD 397 during pre- registration of the semester in which they will take the examination – the semester during which the student will defend their thesis or project.

Students will be expected to respond orally to specific questions provided to the student two weeks prior to the defense date. Questions will be formulated by the student's thesis/project committee and will be based on course content, advanced clinical practice, and the thesis/project itself. The following four samples are the type of questions the student can expect to receive:

1. What support and gaps in research findings prompted you to explore/study this topic?
2. Describe how your project/study relates to, adds to, and/or changes knowledge about nursing theory.
3. What implications for nursing practice can you offer related to your project's/study's outcome?
4. What leadership processes would you implement in order to address these implications in nursing and the health care system?

Students will provide evidence of written preparation of responses to the Comprehensive Exam questions at the time of the defense. Written preparation may include but is not limited to:

- Written notes
- Power Point presentation
- Bulleted outline

Criteria for Evaluation

The Comprehensive Examination is rated on a satisfactory/unsatisfactory basis by the thesis/project committee. Satisfactory performance requires that in response to the questions, the student demonstrates analysis and synthesis of content addressed throughout the program of study and in the thesis or project by:

- (1) addressing fundamental nursing issues with evidence of original arguments and critical judgments, including demonstration of analysis and synthesis;
- (2) identifying dominant themes of the content;
- (3) distinguishing relevant from extraneous material;
- (4) addressing implications for nursing practice, including specialty area;
- (5) identifying conclusions and supporting rationale;

- (6) integrating concepts from your program of study, including core and advanced clinical practice specialty courses, in response to the examination questions;
- (7) organizing and presenting your thinking in a clear and logically consistent manner.

If the Comprehensive Examination is unsatisfactory, the student will have two weeks to formulate a written response to the original questions. This will be submitted to the student's thesis/project committee through the thesis/project advisor. Only one re-examination will be allowed (UVM Graduate College Catalogue, online at www.uvrn.edu/catalogue). A satisfactory grade for passing the written re-examination will be in the 'B' range or above.

'A' Level

1. Introduction is comprehensive, gives reader good direction, sets the scene, and is followed throughout the paper.
2. Summary/conclusion is thoughtful and relevant.
3. Fundamental issues addressed in depth with original arguments and critical judgments.
4. Demonstrate exemplary analysis and synthesis of concepts from your program of study, including core and advanced clinical practice specialty courses.
5. Current and classic primary literature sources are utilized.
6. Writing style shows evidence of individuality, unity, and fluency.
7. Overall presentation of the paper is professional with no errors in syntax, spelling, etc. (i.e., correct English language usage), and follows appropriate assignment and referencing guidelines.

'B' Level

1. Introduction gives reader direction and is followed throughout the paper.
2. Summary/conclusion is clear and concise.
3. Fundamental issues addressed with evidence of some original arguments and critical judgments.
4. Demonstrate satisfactory analysis and synthesis of concepts from your program of study, including core and advanced clinical practice specialty courses.
5. Current literature sources utilized (primary and secondary).
6. Writing style is fluent with evidence of individuality and clarity.
7. Overall presentation of the paper is neat and well organized with few minor errors in syntax, spelling, etc. (i.e., correct English language usage), and follows appropriate assignment and referencing guidelines.

'C' Level

1. Introduction gives reader good direction.
2. Summary/conclusion is clear and concise.
3. Fundamental issues described but limited originality of arguments and few critical judgments.

4. Insufficient demonstration of analysis and synthesis of concepts from your program of study, including core and advanced clinical practice specialty courses.
5. Limited literature sources are utilized (current and/or classic).
6. Writing style is fluent and some evidence of individuality and clarity.
7. Overall presentation of the paper is neat and minor errors in syntax, spelling, etc. (i.e., correct English language usage), and follows appropriate assignment and referencing guidelines.

January 10, 2002
Graduate Education Committee

¹Analysis emphasized the breakdown of information into its constituent parts and the detection of relationships of those parts.

²Synthesis refers to the process of working with elements or parts from many sources and combining them in such a way so as to form a product not clearly there before.

Master's Project/Master's Thesis Research

All graduate nursing students must complete a master's project or master's thesis research. Detailed information is available in the Department of Nursing Manual for Projects and Manual for Thesis Research available from the graduate program secretary in Rowell 216. Additional information regarding projects and thesis may be found in the UVM Graduate Catalogue, online at www.uvm.edu/catalogue.

Protection of Human Subjects

There are two committees at UVM responsible for reviewing and overseeing all research activities to ensure the protection of individuals who participate in research projects. These committees (often referred to as institutional review boards or IRBs) are:

1. Committee on Human Research in the Medical Sciences (CHRMS); and
2. Committee on Human Research in the Behavioral Sciences (CHRBS).

Any research and select master's projects conducted by students in the Department of Nursing must be approved by the IRB prior to any contact with potential subjects.

Go to the following web site to determine need for IRB approval:

http://www.uvm.edu/~irb/?Page=m1_education.html. (Note: the space before the word "education" is an underline.) Click on "Student Research" and follow the prompt asking, "Is IRB approval required?" This means that students may not begin recruitment of subjects or collection of data until approval has been granted by the IRB. Failure to adhere to these requirements may prohibit the continuation of your work as initially conceptualized. The process for obtaining IRB approval is detailed in the Department of Nursing Thesis and Project Manuals.

The Office of Sponsored Programs' web site has Investigator Guidelines that provide all the information regarding the federal regulations and a Policy and Procedures section that provides UVM requirements. You will find all of the necessary protocol submission information and forms for protocol submission at <http://osp.uvm.edu/>. You are encouraged to work closely with your committee to ensure appropriate measures are taken to protect all subjects.

Statistical Consulting Clinic

*Waterman Basement, Room 113-O, Phone: 656-2009, email SCC@uvm.edu
Hours: Walk-in hours: Monday 8:30 – 4 and Wednesday 1:30-4. Other hours by apt.*

The SCC offers free statistical consultation services and advice to the students and faculty of The University of Vermont. The goals of the SCC are to promote scientific collaboration between disciplines, enhance the quality of research at UVM, and improve the education of UVM students. The clinic is supported by the Division of Computing and Information Technology and the Statistics Program. The SCC will provide statistical software support and consultation on: Power and Sample-Size Calculations, Sample Selection, Data Management (formatting, coding, screening), Experimental Design, Survey Design, Creating Graphs and Tables, Choice of Statistical Tests, Interpretation and Reporting of Results, Estimation or Prediction, and Model Selection. Appointments are made by completing the online "Request for Assistance Form." The form is automatically emailed to the SCC for evaluation of needs and availability of consultants. An SCC consultant or team of consultants will then be selected based on availability and expertise.

Academic Standing

Unsatisfactory academic achievement

If a student receives one or two grades below a B in any of their graduate courses they will receive written notification from the Chair of their Department of unsatisfactory academic achievement and the need to maintain a 3.0 GPA for graduation.

Dismissal

A graduate student will be recommended for dismissal from the Graduate College if:

1. they receive 3 or more grades below a B; **or**
2. their cumulative GPA is less than a 3.0 at the end of their course work; **or**
3. they receive a “U” (Unsatisfactory) in their comprehensive examination, Thesis or Master’s Project.

Appeals

Students have the right to appeal a dismissal if they perceive their rights have been jeopardized. A written appeal is initially to be directed to the Chair of the Department who will make a recommendation and send it to the Dean of the CNHS. The Dean of the CNHS, who will forward it and a recommendation to the Dean of the Graduate College, may solicit advice from the CNHS Student Standards Committee. If the Dean’s decision remains adverse, the student can present an appeal in writing to the Dean of the Graduate College. The appeal must state clearly and precisely the basis for appeal and provide supporting evidence that a student’s rights have been jeopardized. The Dean of the Graduate College may recommend that the appeal be reviewed by the Graduate College Executive Committee. The Dean of the Graduate College is the final arbiter of Graduate College regulations.

Leave of Absence

1. A leave of absence suspends the time for degree completion for the duration of the leave. It does not suspend the time for the completion of individual courses.
2. Please refer to the UVM Graduate College Catalogue, online at www.uvm.edu/catalogue, for a complete description.

Deactivation and Reactivation

1. Deactivation is equivalent to withdrawal from the graduate program.
2. Reactivation into a program requires the approval of the program and the Graduate College.
3. Please refer to The UVM Graduate College Catalogue, online at www.uvm.edu/catalogue, for complete description.

Student Rights and Responsibilities

Protection of student rights and facilitation of the definition of student responsibilities are set forth in the UVM Graduate College Catalogue, online at www.uvm.edu/catalogue, and in the Cat's Tale, online at www.uvm.edu/~dosa/handbook. These publications include, among other things, statements on academic honesty, sexual harassment, discrimination, and the appeal process. All students admitted to the Department of Nursing are responsible for policies, rules, and regulations appearing in these and other publications relevant to student life.

Waiver Application

Purpose

The attached waiver form has been designed to facilitate the waiver request process. Any student seeking a waiver of any Department or program policy or regulation must use this form.

Process

Department or Policy/Regulation: Complete this section by quoting the policy or regulation you are requesting waived.

Rationale for Waiver: Clearly and concisely state your rationale for requesting the waiver and why it should be granted. All relevant information should be included here.

Advisor screening: Submit signed and dated application to your faculty advisor for his/her input and signature.

Undergraduate Program Coordinator or Chair decision: The Undergraduate Program Coordinator (for undergraduates) or Chair (for graduate students) reviews the completed application and takes final action on the request.

Committee review and recommendation: In some cases the Undergraduate Program Coordinator or Chair will ask the Baccalaureate Education Committee or Graduate Education Committee for their input and recommendation regarding a particular waiver request.

After the process has been completed, a copy of the waiver application will be forwarded to the student informing him/her of the decision.

Student Name: _____ Date: _____

Policy/Regulation involved:

Rationale for Waiver request:

Student Signature: _____

Date: _____

Advisor Screening:

I have reviewed this waiver request with the student.

Advisor's Signature: _____

Date: _____

Decision by Undergraduate Program Coordinator (or Department Chair for Graduate Program):

Signature: _____

Date: _____

Consultation with Baccalaureate Education Committee or Graduate Education Committee (if needed):

Signature: _____

Date: _____

7/13/04

Grade Appeals Policy

Definition: for the purposes of this policy, an unfair grade is one that is the product of blatantly inconsistent or clearly inappropriate application of standards, or is inconsistent with criteria laid out in the course syllabus.

Basic Procedure:

A. A student who believes that s/he has received an unfair course grade should first contact the Registrar's Office to verify that the grade submitted by the instructor is the same grade the Registrar has recorded. If the grade has been recorded correctly, the student should next contact the instructor. The instructor shall meet with the student, and consider the student's reasons for thinking the grade unfair. The instructor shall inform the student of the results of his or her consideration.

B. If, after hearing from the instructor, the student still believes that the grade is unfair, the student may ask to discuss the matter with the head (hereafter referred to as the Chair) of the program that offered the course. The Chair shall meet with the student. The Chair may discuss the matter with the instructor and may also seek advice from other faculty members. The Chair may not change the grade, but the instructor may choose to do so after discussing matters with the Chair. The instructor shall inform the student about whether s/he has decided to change the grade.

C. If, after being informed of the instructor's decision, the student still believes that the grade is unfair, the student may take up the matter with the Dean of the school or college offering the course. In this case, the student must prepare a written statement explaining why s/he believes that the grade in question is unfair. The student should include any documentation that may support this position.

D. After reviewing the student's statement, the Dean may discuss the matter with the student, the instructor and/or the Chair. The Dean can also invite the instructor to submit a statement. The Dean shall consider both statements, and may seek input from the student and/or the instructor, and advice from other faculty. The Dean may also decide to hold a meeting at which both the student and instructor can respond to the other's written statements, and to any questions the Dean wishes to pose to them. If the Dean determines that there is no merit to the appeal, the Dean shall inform the student that the grade will stand. This ends the appeal process.

E. If the Dean determines that there may be merit to the appeal, the Dean may refer the case to the faculty committee responsible for student academic review within the instructor's unit. This committee would review the substance of the case and make recommendations regarding whether a grade change would be appropriate. The committee would have the authority, after a thorough review of all relevant assignments and related materials, to assign an appropriate grade or allow the student to accept a pass in the course rather than a letter grade.

Note: In all meetings with the instructor, Chair or Dean that are part of this appeals process, the student may bring a support person of his or her choice other than legal counsel.

Please see the UVM Catalogue for deadlines for filing an appeal.

Policy Statement on Sexual Harassment *

It is the policy of The University of Vermont that no member of the University community may sexually harass another.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- 2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- 3) such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

If you have a complaint of sexual harassment, notify the Office of Affirmative Action and Equal Opportunity at 656-3368. If a student believes she/he has been sexually harassed, the student is encouraged to seek assistance from the Vice President for Student Affairs (656-3380). If a student has personal concerns regarding sexual harassment, confidential counseling can be arranged through the Counseling and Testing Center at 656-3340. Policies and procedures governing complaints of sexual harassment are available in the office of each dean, department head, and chairperson as well as in the Bailey/Howe Library.

*UVM Graduate Catalogue, online at www.uvm.edu/catalogue

Participation in University, College of Nursing and Health Sciences, and Department of Nursing Governance Organizations

There are multiple opportunities for student participation in the governance of the University, the College, and the Department of Nursing. Students may also join the Student Nurse Association and may qualify for Kappa Tau, the UVM Chapter of Sigma Theta Tau, the international nursing honor society. Students are strongly encouraged to consider these opportunities and actively participate in this aspect of University life. For a description of possibilities on University committees, see the Cat's Tale, online at www.uvm.edu/~dosa/handbook.

In the Department of Nursing, the following committees and organizations seek graduate student participation:

Committee/Organization	Purpose	Membership	Meetings
Admissions & Academic Standards	Reviews, revises and develops undergraduate and graduate admission and academic policies. Makes decisions regarding student admission and progression.	One graduate student is sought to join selected faculty for policy changes in the graduate program.	Twice a year and as needed for policy changes.
Graduate Education Committee	Functions as a working group to oversee and make recommendations to the Faculty Organization who are members of the Graduate Faculty in the Graduate College to refine, implement, and evaluate the graduate curriculum.	Five elected faculty members, student representation from the graduate program, and other invited persons with liaison responsibilities.	Monthly during the academic year.
Kappa Tau Chapter of Sigma Theta Tau International Nursing Honor Society	The purposes of Kappa Tau are to recognize superior achievement and development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.	Graduate nursing students are required to have completed ¼ of the program of study. Students in graduate programs are required to achieve a 3.5 GPA on a four-point scale or its equivalent.	Kappa Tau activities occur throughout the semester and are open to all.
The University of Vermont Student Nurse Association (UVSNA)	Provide an opportunity to focus on current educational and political issues. Activities include community service, social events, fund raising and scheduled meetings to share information on student life, health care issues, and various topics of interest.	Faculty advisor and all interested students.	Check the bulletin board in Rowell for further information and a list of scheduled activities and meetings.

Scholarly and Professional Recognition

Honors Day

Honors Day is held each spring to recognize students for excellence in scholarship, leadership, clinical excellence and community service. Information on specific criteria and the nomination process for the following awards can be obtained from the College of Nursing and Health Sciences, Office of Student Services, Rowell 106.

Kappa Tau Chapter, Sigma Theta Tau International: Graduate Student Award

Awarded to a student in the master's program who fosters high professional and academic standard in self and peers. The recipient is selected by graduate faculty.

Kappa Tau Chapter, Sigma Theta Tau International: Graduate Student Project Award

Awarded to a graduate nursing student for excellence in his/her project.

Kappa Tau Chapter, Sigma Theta Tau International: Graduate Student Thesis Award

Awarded to a graduate nursing student for excellence in his/her thesis.

Vermont Organization of Nurse Leaders

This award for outstanding leadership is presented to the student graduating from the graduate program who, in the opinion of the faculty, best exemplifies achievements in scholarship, scholarly productivity and leadership for nursing.

Fletcher Allen Health Care Award for Innovation in Nursing Practice

This award was established in 1998 by the nurse administrators at FAHC to recognize a graduate student who demonstrates innovation in practice in any setting; and a breakthrough initiative in patient care or patient education, or care coordination across the continuum.

Vermont State Nurses' Association Award

Awarded to a graduate student, who in the opinion of the faculty, best demonstrates outstanding clinical practice.

Special Recognition Awards

Select awards may be given to graduating graduate students who demonstrate outstanding achievement in academics, significant University involvement and/or significant community service involvement.

Graduation

Graduation is a special time at UVM. A series of social activities for graduates will occur during the week preceding graduation day. One or two days before commencement, there is a hooding ceremony for students who have earned a graduate degree, as well as a commissioning ceremony for students who have earned a commission in the Army or Air Force through the ROTC program.

On graduation day, all students, in cap and gown, and their families/friends are invited to attend a University-wide ceremony at which degrees are conferred by the president of the University. Shortly after this ceremony concludes, the College of Nursing and Health Sciences (CNHS) ceremony is held. A reception for the graduates, their families, and friends follows this ceremony.

Annual Department of Nursing Events

The following events are sponsored annually by the Department of Nursing:

- Induction Ceremony, Kappa Tau Chapter, Sigma Theta Tau International, Honor Society for Nursing
- Preceptor Recognition and Professional Development Day
- Scholarly Presentations: graduate students present results of their thesis or master's project
- Sally Sample Lectureship

In addition to these and other Department-sponsored events, student groups also plan special activities such as a graduation dinner/picnic. The following policies apply to student-sponsored activities:

1. The activity is planned so as not to conflict with other University activities.
2. Students assume the responsibility for all aspects of planning, organizing, and financing the activity.

Additional Information

Computer Services

Enterprise Technology Services (ETS), in the Waterman Building provides computing facilities to support research projects and classroom learning of the UVM community. Workshops for students and faculty are available. Terminals and personal computers are also available in the libraries, residence halls, and the CNHS electronic classroom, Rowell 001, when it is not being used for a class.

Recommended Computer Hardware and Software

Many courses at the Department of Nursing and across campus are web-enhanced, therefore access to a computer is essential. While UVM has many computer labs open to students during the week and on weekends, a personal computer or laptop is another option to consider for convenience and easy access. UVM's Enterprise Technology Services' web site www.uvm.edu/ets/ has the latest information regarding minimum and recommended computer hardware and software.

Textbooks and Supplies

If textbooks are required in a given course, they will be listed in the course syllabus. The UVM Bookstore is on the main campus and is the place to buy textbooks, lab coats, health care related equipment, and other needed materials. Students taking off-campus courses may order books by mail, phone, or on-line (call toll-free 800-331-7305 or visit www.uvmstore.uvm.edu).

Libraries

The main library on campus is the Bailey-Howe Library. The Dana Medical Library is located in the Given Building, Courtyard, and contains the collections in nursing, medicine, and other health sciences as well as the Learning Resources Computer Lab.

Interlibrary Loans

Dana Medical Library offers graduate students enrolled in health sciences degree programs ten free interlibrary loans (ILLs) per year. These materials should be in support of their own educational efforts, and should not supplant funds available through research grants or other sponsored programs. Graduate students conducting research for faculty members as part of their employment or assistantships should also not request free interlibrary loans. Students can request these ILLs by using the online request form on the Dana Library's webpage at <http://library.uvm.edu/dana>. There is a link under the heading "Services" for requesting an ILL.

Other Sources of Information

The University of Vermont Graduate College Catalogue, online at www.uvm.edu/catalogue Provides an overview of the mission and philosophy of UVM as well as academic information related to the various schools and colleges that together make up the University. Brief course descriptions are provided as well as requirements for specific degree programs. Many policies and regulations are also summarized in the catalogue.

The Cat's Tale, online at www.uvm.edu/~dosa/handbook/

UVM student handbook with information regarding such things as semester schedule, exam schedules, advising, financial aid, libraries, media resources, arts and entertainment, athletic facilities, and University policies.

The following resources provide specific information concerning:

Advising Resources	Department of Nursing Graduate Handbook, <u>UVM Catalogue</u> , <u>The Cat's Tale</u> , and the Learning Cooperative
Advisors / Advising	Department of Nursing Graduate Handbook, Department of Nursing Office, Rowell 216
Arts & Entertainment	<u>The Cat's Tale</u> and <u>the Cynic</u> (UVM student newspaper)
Athletic Facilities	<u>The Cat's Tale</u> and <u>the Cynic</u> (UVM student newspaper)
Financial Aid	<u>UVM Catalogue</u> , <u>The Cat's Tale</u> , and Financial Aid Office
Libraries	<u>UVM Catalogue</u> and <u>The Cat's Tale</u>
Media Resources	<u>The Cat's Tale</u>
Non-discrimination Policy	<u>UVM Catalogue</u> and <u>The Cat's Tale</u>
Pre-registration	Dates found in the <u>UVM Catalogue</u>
Summer/Evening courses	<u>The Focus</u>
University Policies	<u>UVM Catalogue</u> and <u>The Cat's Tale</u>

Faculty Research Interests

Sarah Abrams*

Methodologies:

- ❖ Qualitative, quantitative, and historical

Topic areas:

- ❖ Gerontological care in the community and in extended care
- ❖ Mental health care of older adults
- ❖ Systems of care for the elderly and brain-injured individuals
- ❖ History of nursing, especially public health nursing

Jean Beatson

Methodologies:

Qualitative

Topic areas:

Family-centered care
Cultural competence
Leadership training
Health, especially in children with special health care needs or disabilities

Jane Birnn

Methodologies:

- ❖ Qualitative

Topic areas:

- ❖ Holistic nursing
- ❖ Wellness
- ❖ Stress management
- ❖ Healing touch
- ❖ Guided imagery and other complementary and alternative therapies

Carol Buck-Rolland

Methodologies:

- ❖ Quantitative and qualitative

Topic areas:

- ❖ Pediatrics
- ❖ Women's health issues
- ❖ Educational issues for nurse practitioner students
- ❖ Preceptor-student relationships

Jeanine Carr*

Methodologies:

- ❖ Qualitative

Topic areas:

- ❖ Family centered care
- ❖ Family vigilance
- ❖ Nursing theory
- ❖ Bioethics

Judy Cohen*

Methodologies:

- ❖ Primarily qualitative, phenomenology in particular

Topic areas:

- ❖ Nursing theory
- ❖ Nursing issues
- ❖ Cardiovascular nursing
- ❖ Health policy
- ❖ Development of reflective practice

Brenda Hamel-Bissell*

Methodologies:

- ❖ Primarily qualitative

Topic areas:

- ❖ Suicide
- ❖ Women's mental health and successful aging
- ❖ Psychosocial concerns of consumers of health care providers
- ❖ Families' health and illness

Toni Kaeding

Methodologies:

- ❖ Quantitative

Topic areas:

- ❖ Nursing workforce
- ❖ Management and leadership

Chris Kasprisin*

Methodologies:

- ❖ Primarily quantitative, focus groups

Topic areas:

- ❖ Mentoring
- ❖ Role transition
- ❖ Leadership
- ❖ Child health nursing
- ❖ Nursing outcome measurement

Rycki Maltby*

Methodologies:

- ❖ Qualitative and quantitative

Topic areas:

- ❖ Community/public health
- ❖ Community based participatory research
- ❖ Health promotion
- ❖ Transcultural health and diversity issues
- ❖ Nursing education/service-learning

Christina Melvin

Methodologies:

- ❖ Primarily qualitative

Topic areas:

- ❖ Vulnerable populations
- ❖ End of life care
- ❖ Sexual/domestic violence

Nancy Morris *

Methodologies:

- ❖ Qualitative and quantitative

Topic areas:

- ❖ Health literacy
- ❖ Communication
- ❖ Shared decision-making

Catharine Muskus

Methodologies:

- ❖ Primarily qualitative, specifically phenomenology

Topic areas:

- ❖ Nursing student experiences
- ❖ Chemical dependency in nurses

Gregg Newschwander

Methodologies:

Quantitative

Topic areas:

Nursing workforce and education
Recruitment and retention of nurses and faculty

Mary Val Palumbo

Methodologies:

- ❖ Quantitative

Topic areas:

- ❖ Nursing workforce
- ❖ Older nurse
- ❖ The re-entering nurse

Betty Rambur*

Methodologies:

- ❖ Primarily quantitative

Topic areas:

- ❖ Rural health
- ❖ Nursing workforce
- ❖ Healthcare policy
- ❖ Gurdjieff Bennett Movement Meditation

Marcia Ellen Ring

Methodologies:

- ❖ Qualitative and quantitative

Topic areas:

- ❖ Nursing theory
- ❖ Complementary and alternative healing
- ❖ Therapeutic alliance (psychotherapy/mental health)
- ❖ Adolescent mental health

Robert Ross

Methodologies:

- ❖ Hypothesis-driven intervention (experimental) design

Topic areas:

- ❖ Occupational health/worksites wellness
- ❖ School health/schoolsite wellness
- ❖ Community health/community wellness
- ❖ Above three domestic (North America) and global settings (Africa)

Nancy Sowan*

Methodologies:

- ❖ Primarily quantitative

Topic areas:

- ❖ Community/public health nursing
- ❖ Program evaluation
- ❖ Health promotion
- ❖ Disease prevention

Sharyl Toscano

Methodologies:

Grounded theory

Topic areas:

Domestic violence
Domestic violence in pregnancy
Adolescent dating
Adolescent dating violence
Adolescent health
Women's health
Infertility

Stuart Whitney*

Methodologies:

- ❖ Scholarly personal narrative

Topic areas:

- ❖ Servant leadership
- ❖ Men in nursing

*Members of the Graduate Faculty

Important Telephone Numbers

EMERGENCY: Fire – Police – Security – Dial 911 from anywhere on campus.

- UVM General Information: 656-3480
- Department of Nursing – 656-3830, 7:30 a.m. – 4:30 p.m.
 - Undergraduate and RN-BS-MS program secretary – 656-3452
 - Graduate program and post-master's certificate program secretary – 656-2018
 - Department of Nursing Chair – 656-3452
 - Dean, CNHS – 656-2216
- Graduate Admissions, 333 Waterman Building, 656-2699
- Graduate College, 333 Waterman Building, 656-3160
- UVM Bookstore – 656-3290
- Libraries – Dana Medical – 656-2200; Bailey Howe – 656-2022
- Enterprise Technology Services – 656-4900
- Counseling Center – 146 S. Williams Street, 656-3340
- Office of Financial Aid – 656-8793
- Learning Cooperative – 244 Commons Bldg, Living & Learning Center – 656-4075
- Transportation and Parking Services – 656-8686
- Registrar's Office – 360 Waterman Building – 656-2045
- Student Health Center – 425 Pearl Street – 656-3350
- Student Accounting office – Book Store Annex – 656-3170
- The UVM Telephone Directory lists phone numbers of faculty, staff, students, UVM departments, administrative offices.