

DEPARTMENT OF NURSING

2006-2007

**UNDERGRADUATE 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 graduate program.

August 2006

Welcome!

On behalf of the faculty and staff, it is my great pleasure to welcome you to The University of Vermont Department of Nursing. The Department boasts a proud heritage of preparing individuals for professional nursing practice by providing a comprehensive and contemporaneous educational foundation. We view your undergraduate education as your initial experience in a process of lifelong learning that is an essential trait of professionals.

The faculty, staff, and I look forward to guiding and supporting your efforts, as you earn your baccalaureate degree in nursing. As you well know, education is a collaborative endeavor. Thus, we are prepared to work with you as you build the requisite knowledge base and acquire the skills necessary for professional nursing practice. Communication is essential in this process. We will remain in dialogue with you, advise you, and provide you with feedback throughout your educational experience. I urge you to communicate with faculty members, staff, or myself whenever you have a question, a concern, a suggestion, or just need to talk with someone.

By choosing to study at The University of Vermont, we believe that you have made a commitment to rigor and excellence in your educational endeavors. As you will shortly begin to discover, a critical component of that education will be refining several fundamental skills that are the hallmarks of a caring, compassionate professional nurse and that are absolutely essential when caring for another human being, namely listening to the words of others, being sensitive to the needs of others, and reflecting on what it means to be a professional. We look forward to helping you nurture these attributes!

Once again, welcome to UVM and the Department of Nursing.

My best wishes,

Gregg E. Newschwander, PhD, RN
Chairman

August 2006

Dear Undergraduate Students:

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

The 2006-2007 Handbook for Undergraduate Students has been developed to provide information and guidance. The Handbook contains policies and procedures related to the baccalaureate nursing program. Additional policies and procedures are described in The University of Vermont Undergraduate Catalogue, the Cat's Tale, and official publications directed to students in all undergraduate programs. Students are held accountable for policies and procedures described in these official publications.

Students will be advised if any changes occur in the baccalaureate program. For general announcements and messages, students should frequently check their class bulletin board. These bulletin boards are located on the second floor of the Rowell Building. 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*

Table of Contents

Department of Nursing Mission Statement	1
Philosophy of the Department of Nursing	3
History of the Department of Nursing	4
Glossary of Terms	5
Location	7
Administrative and Faculty Offices	7
Nursing Learning Laboratory	7
Lockers	7
Communications	8
Baccalaureate Program in Nursing	9
Introduction	9
Program Outcomes	9
Academic Advisement and Advising Resources	10
Expectations for Professional Behavior	10
Classroom Code of Conduct	10
Academic Integrity Policy	11
Note-Taking Policy	11
Overview of the Curriculum for the Baccalaureate Program	11
Baccalaureate Nursing Program Curriculum Plan	12
Baccalaureate Degree Requirements	13
Overview of the Baccalaureate Curriculum for the RN-BS Program	14
RN-BS-MS Student Curriculum Plan for Baccalaureate Requirements	15
RN-BS Degree Requirement Checklist	16
Independent Study	17
Study Abroad Program	17
APA Format Guidelines	18
Practicum Experiences	19

Clinical Prerequisites	19
Confidentiality	20
Safety Priorities	20
Health Insurance	21
Attire.....	21
Baccalaureate Program Academic Requirements	23
Progression Policy	23
Grading Policy.....	23
Academic Standing.....	24
Policies on Low Scholarship	24
Academic Trial for Undergraduate Students	24
Dismissal for Undergraduate Students	25
Leave of Absence	26
Policy on Re-Entry	26
Policy on Transfer Admission	27
Student Rights and Responsibilities	27
Waiver Application.....	28
Grade Appeals Policy	30
Policy Statement on Sexual Harassment*	31
Participation in University, College of Nursing and Health Sciences, and Department of Nursing Governance and Nursing Organizations	32
Student Nurses Association	33
National Student Nurses' Association.....	34
Code of Academic and Clinical Conduct.....	34
Scholarly and Professional Recognition.....	35
Dean's List	35
Honors Day.....	35
Graduation	35

Registered Nurse Licensing Examination.....	36
Student Employment	36
Work Study Opportunities	37
Nursing Assistant.....	37
Additional Information	38
Recommended Computer Hardware and Software.....	38
Textbooks and Supplies	38
Libraries.....	38
Interlibrary Loan (ILL) Policy/Procedure.....	38
Computer Services.....	39
Other Sources of Information	39
Faculty Research Interests	40
Important Telephone Numbers	44

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 Undergraduate 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 (e.g., adult health, community health, primary care), 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. This program prepares advanced practice nurses specifically for the role of a nurse practitioner.

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. (1978). 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

Nursing as an academic program was established at The University of Vermont in 1943 offering a baccalaureate degree. Originally the program held 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 Department of Nursing within the newly formed Division of 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 format. In so doing, the curriculum of the baccalaureate program has emerged as a model for the campus for its commitment to liberal and professional education.

The demand for change in academic programs throughout the 1960s, precipitated by a knowledge explosion in the health sciences, created new opportunities for the School of Nursing. In 1966, funded by the American Nurses' Foundation, a program in continuing education for nurses was started. As an outcome, registered nurses joined the baccalaureate nursing program starting in 1968. Also notable, 1968 marked the initiation of the second academic program in nursing, the two-year associate degree program.

In 1974, a federally funded certificate nurse practitioner program was begun. This program 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.

In May 1996, the faculty of the School of Nursing closed the associate degree nursing program and focused their energy on the baccalaureate and graduate programs. In addition to expanding the graduate program, an RN- BS-MS accelerated track was added to the baccalaureate program in the Fall of 1997.

In 2000, the Dean of the School of Nursing also assumed responsibilities as the Dean of the School of Allied Health Sciences, and in 2002 the two Schools joined to become the College of Nursing and Health Sciences. The School of Nursing became the Department of Nursing in the newly formed College of Nursing and Health Sciences.

The Department of Nursing offers a Bachelor of Science in Nursing degree and a Master of Science in Nursing degree. The program is approved by the Vermont State Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

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 & Goepfinger, 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 learning laboratory are all located on the second floor. The electronic classroom is located on the first 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 the entryway between the Given and Rowell buildings.

Administrative and Faculty Offices

- Administrative offices for the undergraduate nursing program are located in Rowell 216.
- The office of the Department of Nursing Chair is in Rowell 216.
- 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 in Rowell 106.

Nursing Learning Laboratory

The Department of Nursing Learning Laboratory is located on the second floor of the Rowell Building, rooms 237 and 239. It is an environment for students to learn and practice 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. Evening hours are established at the beginning of each semester.

Lockers

Third-year, fourth-year, and RN-BS-MS nursing students may sign up in Rowell 105 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 Student/Faculty/Staff Directory (www.uvm.edu/nursing). 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. Communication - Students taking one or more classes on campus are responsible for checking bulletin boards on the second floor of the Rowell Building for messages and announcements on a regular basis. A "message board" for all students is located in 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 television will receive information about faculty/student communication on the first day of each class in which they are enrolled.
3. 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.

Baccalaureate Program in Nursing

Introduction

The overall organizing framework of the baccalaureate program is derived from a holistic-humanistic arrangement of the major concepts contained within the Department's philosophy. An understanding of the human experience of health forms the focal point of the framework. The curriculum is structured in five levels which are based on the understanding of the complexity of human beings and the belief that the whole has a reality independent of and greater than the sum of its parts.

Level I introduces the student to the concepts of individual, family, and group with attention to the importance of individual and group diversity. *Level II* introduces the student to the art and science of nursing. Students explore the ways of knowing in nursing and the values and beliefs that support the health state of individuals, families, and communities. Students begin to focus on critical thinking, effective communication, and assessment skills with a direct application to holistic nursing practice. In *Level III*, students address the major transitions commonly encountered across the life span, influences on the experiences of health, and holistic nursing care of healthy clients. *Level IV* focuses on the holistic nursing care of clients with an alteration in health. *Level V* broadens the focus of health and holistic nursing care to address populations at risk. In addition, students explore contemporary issues and leadership in nursing.

The University of Vermont Department of Nursing also has an RN-BS-MS program for registered nurses. This is an accelerated program in which the students have an option to "step out" after completion of the baccalaureate requirements with a B. S. degree or to apply to the Graduate College to pursue a master's degree.

Program Outcomes

At the completion of the program the graduate:

1. uses empirical, personal, esthetic, and ethical knowledge to practice professional nursing with clients based on an understanding of human experiences.
2. incorporates theory and research into practice.
3. collaborates with others to promote and preserve health.
4. incorporates leadership principles into practice.
5. uses the American Nurses Association *Standards of Clinical Nursing Practice, 2nd Edition* and *Code of Ethics for Nurses with Interpretive Statements* to practice as an accountable professional.

(Faculty Organization Committee, 11/17/97)

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 Department Chair.

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. 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 Catalogue.

Expectations for Professional Behavior

Any behavior on the part of the student which in the judgment of the faculty is unsafe, inappropriate, or unprofessional, may be grounds for dismissal from the class, the course, or the program.

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

Academic Integrity Policy

The Academic Integrity Policy is found in the University Catalogue. For questions concerning this policy, please contact the Offices of the Provost or Judicial Affairs. Applicable to students in the Undergraduate Colleges and Schools and in the Corresponding Graduate Programs. 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.

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.

Overview of the Curriculum for the Baccalaureate Program

The bachelor of science degree with a major in nursing is awarded upon completion of a minimum of 128 credit hours (126 if the student is over 25 years of age) in full- or part-time study. The major components of the curriculum are: required non-nursing courses, elective courses, and major nursing courses.

The specific required courses are illustrated on the curriculum plan on the following page. A program check list is also provided to help with course planning each semester. Students must successfully achieve:

- 64 credit hours of major nursing courses
- 52 credit hours of required non-nursing courses (50 if excluding the physical education requirement)
- 12 credit hours of elective courses

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 3 practicum hours/week.

Baccalaureate Nursing Program Curriculum Plan

<u>First Year-Fall</u>			<u>First Year - Spring</u>		
<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>
CHEM 23	General Chemistry	4	CHEM 26	Outline of Organic & Biochemistry	4
ENG 001	Written Expression	3	XXX	Elective ***	3
PSYC 001	General Psychology	3	SOC 001*	Introduction to Sociology	3
ENVS**	Environmental Studies	3/4	PSYC 152	Abnormal Psychology	3
HDFS 005	Human Development	3	PHIL/REL	Philosophy <u>or</u> Religion <u>or</u> Ethics	3
PRNU 95	First Year Seminar	<u>1</u>	PEAC	Physical Education	<u>1</u>
		17/18			17

<u>Second Year – Fall</u>			<u>Second Year - Spring</u>		
<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>
ANPS 19	Anatomy & Physiology	4	ANPS 20	Anatomy & Physiology	4
MMG 65	Microbiology & Pathogenesis	4	PRNU 110	Art/Science of Nursing	3
NFS 43	Fundamentals of Nutrition	3	PRNU 111	Research in Nursing	3
STAT 111	Elements of Statistics	3	PRNU 113	Assessment of Health of Individuals & Families with Communities	4
XXX	Elective ***	<u>3</u>	PEAC	Physical Education	<u>1</u>
		17			15

<u>Third Year – Fall</u>			<u>Third Year - Spring</u>		
<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>
NURS 120	Pathophysiology	3	PRNU 131	Experiences of Alterations in Health I	3
PRNU 127	Health Promotion Across the Lifespan	3	PRNU 132	Caring for Children with Alterations in Health	5
PRNU 128	Nursing Implications of Drug Therapy	4	or PRNU235		
PRNU 129	Family Centered Care for Childbearing Women and Newborns	4	PRNU 134	Caring for Adults & Elders with Alterations in Health I	6
PRNU 130	Professional Nursing and the Health Care System	<u>2</u>	XXX	Elective ***	<u>3</u>
		16			17

<u>Fourth Year – Fall</u>			<u>Fourth Year - Spring</u>		
<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>
PRNU 231	Experiences of Alterations in HealthII	3	PRNU 240	Contemporary Issues & Leadership in Professional Nursing	3
PRNU 234	Caring for Adults & Elders with Alterations in Health II	6	PRNU 241	Community/Public Health Nursing	6
PRNU 235	Caring for Individuals with Alterations in Mental Health	5	PRNU 244	Senior Practicum	<u>3</u>
orPRNU132					12
XXX	Elective ***	<u>3</u>			
		17			

A grade of C or better is required in all non-elective courses (policy starts for students admitted Fall 2006). Complete progression policy in Undergraduate Student Handbook.

* Sociology 1 or any sociology course below 100.

** One of the following: ENVS 1, 2, or 7; ENSC 1 or 130; NR 2 or NR 107/HLTH 107

*** A three-credit course meeting race relations and ethnicity guidelines must be taken prior to graduation
updated 5/06

Baccalaureate Degree Requirements

Minimum Credits Required: 128

For transfer from other schools, subject to approval by UVM Office of Transfer Affairs

COURSE	CREDITS	SEMESTER TAKEN	COURSE	CREDITS	SEMESTER TAKEN
QUANTITATIVE SCIENCES (29 credits)			NURSING (64 credits)		
CHEM 23, 26	8		PRNU 95	1	
ANPS 19, 20	8		PRNU 110	3	
MMG 65	4		PRNU 111	3	
NFS 43	3		PRNU 113	4	
NURS 120	3		PRNU 127	3	
STAT 111 or 141	3		PRNU 128	4	
SOCIAL SCIENCES (9 credits)**			PRNU 129	4	
PSYC 1	3		PRNU 130	2	
PSYC 152	3		PRNU 131	3	
SOC 1*	3		PRNU 132	5	
HUMANITIES & LANGUAGES (6 credits)**			PRNU 134	6	
ENG 1	3		PRNU 231	3	
Philosophy or Religion or Ethics	3		PRNU 234	6	
HUMAN DEVELOPMENT (3 credits)			PRNU 235	5	
HDFS 5	3		PRNU 240	3	
ENVIRONMENTAL STUDIES (3-4 credits)			PRNU 241	6	
ENVS***	3-4		PRNU 244	3	
GENERAL ELECTIVES (12 credits)**					
			PHYSICAL EDUCATION (2 credits) ****		
			RACE RELATIONS COURSE (3 credits)/semester taken		

A grade of C or better is required in all non-elective courses (policy starts for students admitted Fall 2006).

* SOC 1 or any sociology course below 100

** At least one 3-credit course meeting the race relations and ethnicity guidelines must be taken prior to graduation.

*** One of the following: ENVS 1, 2, or 7; ENSC 1 or 130; NR 2 or NR 107/HLTH 107

**** Students 25 years of age or older at time of admission or readmission are except from physical education.

updated 5/16/06

Overview of the Baccalaureate Curriculum for the RN-BS Program

The University of Vermont Department of Nursing also has an RN-BS-MS Program for registered nurses. This is an accelerated program in which the students have an option to "step out" after completion of the baccalaureate requirements with a B. S. degree. In this program, the bachelor of science degree with a major in nursing is awarded upon completion of a minimum of 125 credit hours (123 if the student is over 25 years of age) in full- or part-time study. The major components of the curriculum are: required non-nursing courses, elective courses, and major nursing courses.

The specific required courses are illustrated on the curriculum plan on the following page. The curriculum plan may vary for each student depending on the type and number of credits accepted for transfer to UVM. A program check list is also provided to help with course planning each semester. Students may transfer in a maximum of 34 nursing credits from their previous nursing program. Additionally, they must successfully complete:

- 32 credit hours of major nursing courses
- 39-40 credit hours of required non-nursing courses (2 less if excluding the physical education requirement)
- 18 credit hours of elective courses

Many of the major nursing courses have both a theoretical and 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 3 practicum hours/week

RN-BS-MS Student Curriculum Plan for Baccalaureate Requirements

The program for registered nurses was designed to address changes in health care and to better serve the registered nurse returning to school. The program is an RN-BS-MS accelerated program, with an option for students to “step-out” after completion of the baccalaureate requirements with a B.S. degree.

The focus of the baccalaureate program component is on health and health promotion for individuals, families, groups, and communities; and the factors that influence delivery of health care services.

Total credits required: 125 (123 if > 25 years of age)

Transferred credits: Subject to approval by UVM Office of Transfer Affairs, students may potentially transfer in up to 34 nursing credits and 32 non-nursing credits from their previous nursing program.

Grade requirement: A grade of C or better is required in all courses with the exception of general electives.

The baccalaureate nursing course sequence includes: (total of 32 credits required)

PRNU 60 Transition to Contemporary Professional Nursing	2 credits
PRNU 111 Nursing Research	3 credits
PRNU 113 Assessment of Health of Individuals, Families, and Communities	4 credits
PRNU 241 Community/Public Health Nursing	6 credits
PRNU 263 Professional Nursing Practice	5 credits
Two of the following three courses: (3 credits each)	6 credits
GRNU 301 Advanced Practice Nursing: Professional Development & Socialization	
GRNU 310 Theoretical Foundations of Nursing	
GRNU 315 Policy, Organization and Financing of Health Care	
Additional PRNU/NURS/HLTH nursing courses	6 credits

The baccalaureate non-nursing courses include: (total of 57 credits, 59 with physical education)

Quantitative Sciences (see below)	18 credits
STAT 111 or 141 Statistics	3 credits
Psychology course	3 credits
Sociology course	3 credits
English course	3 credits
Philosophy, Religion, or Ethics course	3 credits
HDFS 005 Human Development	3 credits
ENVS 1, 2, 7; ENSC 1 or 130; NR 2 or HLTH 107	3-4 credits
General education electives	18 credits
Physical education elective (if < 25 years of age)	2 credits

At least one 3-credit course meeting the race relations and ethnicity guidelines must be taken prior to graduation.

Suggested UVM Quantitative Science Courses for RN-BS students (some have prerequisites):

CHEM 23 Introductory Chemistry	MATH 20 Fundamentals of Calculus II
CHEM 26 Outline of Organic & Biochemistry	MMG 101 Biology of Microorganisms
ANPS 19, 20 Anatomy & Physiology	NR 1 Natural History and Field Ecology
MMG 65 or BMT 54 Microbiology	NFS 43 Fundamentals of Nutrition
BIOL 1, 2 Principles of Biology	NFS 53 Basic Concepts of Foods
BIOL 6 Evolutionary Biology	NFS 63 Obesity, Weight Control, and Fitness
BOT 4 Introduction to Botany	NURS 120 Pathophysiology
BOT 6 The Green World	PATH 101 Introduction to Human Disease
MATH 1 Elementary College Algebra	PHYS 9 Energy and the Environment
MATH 9 College Algebra	PSS 11 Principles of Plant Science
MATH 19 Fundamentals of Calculus I	WFB 74 Wildlife Conservation

RN-BS Degree Requirement Checklist

Minimum credits required: 125 (123 if 25 years of age or older when admitted**)

For transfer from other schools, subject to approval by UVM Office of Transfer Affairs.

COURSE	CREDITS	SEMESTER TAKEN	COURSE	CREDITS	SEMESTER TAKEN
QUANTITATIVE SCIENCES (18 credits) (Choose from list on reverse side of this sheet)			NURSING (32 credits) (Students take required courses listed below plus additional PRNU/NURS/HLTH courses of student's choice totaling 6 cr.)		
			PRNU 60	2	
			PRNU 111	3	
			PRNU 113	4	
			PRNU 241	6	
			PRNU 263	5	
			Two of the following: GRNU 301, 310, and 315	3	
STATISTICS (3 credits)				3	
STAT 111 or 141	3		PRNU/NURS/HLTH		
SOCIAL SCIENCES (6 credits)*			PRNU/NURS/HLTH		
Psychology	3		PRNU/NURS/HLTH		
Sociology	3		TRANSFERRED NURSING CREDITS (up to 34)		
HUMANITIES & LANGUAGES (6 credits)*					
English	3				
Philosophy or Religion or Ethics	3		GENERAL ELECTIVES (18 credits)*		
HUMAN DEVELOPMENT (3 credits)					
HDFS 5	3				
ENVIRONMENTAL STUDIES (3-4 credits)					
ENVS (choose one of the following: ENVS 1, 2, or 7; ENSC 1 or 130; NR 2 or NR 107/HLTH 107)	3-4				
** PHYSICAL EDUCATION	2		* Race Relations course _____ & semester taken		

Grade Requirement: A grade of C or better is required in all courses with the exception of general electives.

* At least one 3-credit course meeting the race relations and ethnicity guidelines must be taken prior to graduation.

** Students 25 years of age or older at time of admission or readmission are exempt from physical education.

Important: 30 out of the last 45 semester hours of credit must be taken through UVM.

Independent Study

We encourage students to develop an independent study in nursing to fulfill one or more elective course credits. Students who wish to undertake independent study in the baccalaureate nursing program (see [UVM Catalogue](#)) are reminded that arrangements to do so must be made and approved **prior** to registration day of the semester in which independent study is carried out. Most faculty are not on contract during summer months and thus they may not be available for supervision of independent studies during the summer. Prior to planning an independent study, you should read carefully the document entitled **PRNU 197 Independent Study** that is available in Rowell 216.

Study Abroad Program

Edith Cowan University Exchange Program , Perth, Australia

This exchange program with Edith Cowan University (ECU) provides an opportunity to UVM nursing students who traditionally have not been able to incorporate a semester or year abroad in their studies at UVM. Unless nursing professionals are sensitized to cultural differences, they tend to remain ethnocentric, leading not only to unacceptable health services, but also to the waste of time and money from the patient perspective. A broader view of the world helps to dispel stereotypes of people from a variety of settings and cultures, replacing those with more accurate information and more importantly, with a sensitivity that differences exist. This exchange program offers students at The University of Vermont the opportunity to study nursing in an international environment and will serve to heighten the awareness of nursing students that not everyone views health the same way. The program allows for the reciprocal exchange of students, meaning for each student from UVM who participates on the ECU program, a student from ECU can study at UVM. This program is a UVM-sponsored exchange, therefore, UVM students pay in-state tuition or use their tuition remission benefits, to participate!

Eligibility:

- This program is a UVM-sponsored exchange program and therefore qualifies for the transfer of credit and financial aid.
- Students need to have completed at least one year of full-time study in a UVM degree program and must remain registered in that degree program during the exchange period.
- Students need to be in good academic standing at UVM and have a minimum GPA of 3.0.
- Students will complete an application for ECU through the Office of International Education. Students must have the approval of the Department of Nursing.
- Upon acceptance, students will complete a Study Abroad Approval Form with the Office of International Education (OIE).

Dates of Exchange:

- Students may study for the spring semester only.
- Students are required to attend ECU's orientation which begins in early February. The Spring semester begins late February. The semester lasts 15 weeks.
- Applications should be submitted to the Office of International Education by October 1st for spring semester placement.

Finances:

- Participants remain registered full-time at UVM. Contact OIE for current tuition fee information.
- All participants are required to pay a UVM study abroad fee of \$400 for a semester abroad. This fee includes purchase of the mandatory Accident and Sickness insurance coverage for overseas study, provided through World Wide Assistance.
- Students are responsible for room, board, travel, books, and other personal expenses.
- Students need to obtain a student visa. OIE will assist with this process.

Campus Contact:

- Rycki Maltby, Department of Nursing, 208 Rowell Building, 802-656-3259, Hendrika.Maltby@uvm.edu.
- Linda Damon, Study Abroad Advisor, Office of International Education, Living/Learning Center, B-161, 802-656-4296, fax: 802-656-8553, Linda.Damon@uvm.edu.

Visit the Edith Cowan University Website: <http://www.ecu.edu.au>

Programs of Study:

Students must take the following courses if they wish to graduate with their class:
NNT 2303 Principles relating to adaptation to altered health status (equivalent to PRNU 131)
NSP 2303 Developing competencies in holistic nursing care (equivalent to PRNU 134)
NST 2302 Dimensions of mental health nursing (equivalent to PRNU 235)

A number of other courses that could be used as electives are also available such as Women's Health, Addiction Studies, Aboriginal Studies, Health Promotion, etc.

APA Format Guidelines

The American Psychological Association (APA) guidelines are used for the preparation of all papers required for PRNU and GRNU courses unless otherwise specified by the professor. Students should purchase American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.). Washington, D. C.: Author, by the beginning of the spring semester of the second year.

Practicum Experiences

Many of the major nursing courses have both a theoretical and practicum component. Practicum experiences are designed to provide an opportunity to apply knowledge and skills learned in the Classroom. Many of these experiences will take place away from the UVM campus and thus access to a car is necessary. When feasible, students will be encouraged to car pool and travel together. As well, please note that some practicum experiences may occur during the evening hours.

Unless otherwise approved by faculty, students are expected to be present for all planned practicum experiences. UVM faculty will have planned with staff from cooperating facilities for student learning experiences and only illness, injury, or family crisis are legitimate excuses for absence. If absence is anticipated, you are responsible for notifying your professor and the facility to which you are assigned.

Clinical Prerequisites

Many health care agencies and institutions have certain requirements for health care workers to protect the health of their employees and the clients they serve. To this end, you will be required to present evidence of the following prior to clinical courses:

1. Health clearance - No student will be permitted to begin any aspect of a clinical nursing course until all health records have been reviewed and approved by the UVM Student Health Center/Medical Clinic. The following immunizations and screenings must be verified: Current PPD (Mantoux only) within one year (If last PPD was greater than 1 year ago, 2-step testing is required: 2 PPDs placed 1-3 weeks apart and each read at 48-72 hours), Tetanus/Diphtheria/Pertussis booster (Tdap) – one dose must be given within or have been received within 2 years of your last Td booster (exception: defer if pregnant or if received tetanus in previous 2 years), Hepatitis B series and titer, proof of two MMRs or positive titers for Measles, Mumps and Rubella, Varicella: proof of positive titer or proof of vaccine. All students are required to complete the Hepatitis B immunization process, or sign a waiver/dissent form (available in Rowell 216).
2. Knowledge of OSHA (Occupational Safety and Health Act) requirements. This annual requirement must be current. Students may complete the Computer Assisted Instruction (CAI) in the CNHS Electronic Classroom (Rowell 104). Fill out the form available in the Electronic Classroom or Rowell 216.
3. Knowledge of HIPAA (Health Insurance Portability and Accountability Act). This annual requirement must be current. Initially, students may complete the Computer Assisted Instruction in the CNHS Electronic Classroom (Rowell 104). Please print your name, computer number, and date completed on the HIPAA sign-in sheet. Certificates will be printed by office staff. Annual recertification can be done using Fletcher Allen Health Care's (FAHC) online training program using the following directions:

Using your web browser go to the following URL <http://angel.fahc.org>

user name: FAHCmedical

password: FAHCmedical

Click on the icon for the HIPAA Tutorial and review the program

Click on the icon for the verification form after you have completed the tutorial

Check *College of Nursing and Health Sciences** to indicate your affiliation

Type-in your name, indicate completion and print-out the certificate

**NB: this is a generic designation that will allow all CNHS faculty staff and students access to the program.*

Note: Please print a copy of your HIPAA training certificate for office staff after you complete the program.

4. Current CPR certification. CPR certification must be kept current throughout the nursing program. Opportunities to obtain CPR certification will be posted on the bulletin boards on the second floor of Rowell or you can make an individual arrangement through the American Red Cross at 660-9130 or the American Heart Association at 878-7700 if you live in the Burlington area.
5. Student nurse liability (malpractice) insurance that is covered by a departmental blanket policy.
6. Registered nurses must provide a copy of current Vermont registered nurse license.

Note: *Students will be disenrolled from all PRNU courses if these requirements have not been met.*

Students who matriculate in the College of Nursing and Health Sciences are required to complete a Criminal Record Check (CRC) as a prerequisite for placement in many schools and clinical agencies with whom we have affiliation agreements. Evidence of a Criminal Record may prevent students from being eligible for clinical placement and/or professional licensure.

Confidentiality

All clients have a right to confidentiality regarding their health status and their interactions within the health care system. Throughout many of your practicum experiences, clients will be sharing highly personal information with you. As well, you will have access to health information through health records. It is your obligation to keep this information private. You have a responsibility to protect the information you obtain and use it within the guidelines you will be learning in your courses.

This same obligation extends beyond the clinical area to all classes. 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.

Safety Priorities

Whenever students are interacting in the community, safety is a concern. The following guidelines^a for personal security should be considered whenever students are involved in community experiences.

- Call prior to going to a client's home so that they know what time to expect you and can watch for your arrival.
- Ask clients to restrain pets that may be aggressive.
- Do not carry a purse, large amounts of cash, or valuable personal belonging into a client's home.
- Park your vehicle where it can easily be seen from the client's home.
- Avoid parking close to an intersection or directly across the street from a driveway

- Bring all necessary equipment and supplies with you into the home so you don't have to make unnecessary trips back to your vehicle.
- Act confident at all times, especially when walking to and from someone's house.
- Carry a soundmaker with you (loud whistle) - this can be used in the event you need help in an emergency.
- Trust your "gut instincts" as to possible unsafe or questionable situations - drive away and contact your faculty member for support.
- Be prepared - use a map and plan out your travels in advance if you are in unfamiliar surroundings.
- Wear your seatbelt at all times while traveling in any vehicle.
- Drive safely and defensively, taking into account the weather conditions.

^aRevised from the Visiting Nurse's Association of Greater Kansas City *Guidelines for Personal Security*

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

For all practicum experiences (including times when you are collecting data about your patients) you must wear either a uniform or a lab coat over appropriate attire, depending on the setting, that identifies you as a student from The University of Vermont. A UVM Department of Nursing patch is to be sewn on the left upper sleeve of your shirt and lab coat. In addition, you must wear a name pin indicating your student status. A uniform/lab coat is required for fall of junior year.

The current uniform consists of a hunter green shirt and slacks of washable, serviceable uniform material (polyester/cotton combination/"no iron" recommended; corduroy or denim not acceptable). The uniform is completed with white leather shoes with a leather or rubber sole. These shoes should be used exclusively for clinical experience. For safety reasons, backless or open-toed shoes are not to be worn. White socks must be worn by both men and women. If you choose to wear a shirt under your uniform top, only clean, white shirts with no logos (short or long sleeved) are allowed. It is recommended to have at least two sets of uniforms since they should be laundered for each clinical day.

The uniform and lab coats may be purchased with a valid UVM identification from: TMS Uniform Shoppe, The Medical Store, LTD, 1225 Airport Parkway, South Burlington, telephone: (802) 864-0908.

Unisex shirt and slacks: Company: Landau and Cherokee
 Color: hunter green
 Sizes: Extra small to 3X; larger sizes can be ordered

- The UVM Department of Nursing patch is available in the office supply area at the University Store for approximately \$6.30.
- A UVM Department of Nursing name tag is available at the University Store for approximately \$6.30. Go to the front counter and ask for the medical department.
- You will also need a watch with second-counter capability and bandage scissors. Bandage scissors can be purchased at the TMS Uniform Shoppe noted above or at any uniform supply store.
- A uniform or lab coat is not required for community placements. However, you must dress as a professional as you represent the nursing profession and the University while in the community. This means: no visible underwear, no blue jeans, capris, or shorts; clothes must be ironed (i.e. no wrinkles), and no bare midriffs. If you wear sandals, they must have backs. A name pin is required.

Hair shall be clean and neat with styles that are appropriate to business attire and be of a color which occurs naturally. Long hair (below the shoulders) should be pulled back and secured when providing direct patient care. Moustaches and beards must be neat and trimmed and not interfere with personal protective equipment (PPE). Make-up should be worn in moderation.

Fingernails should be clean, conservative in length, and neatly manicured. Because of infection risks, use of artificial nails, nail decorations or chipped nail polish is not allowed when providing patient care.

Jewelry is to be simple and appropriate to professional attire. Since infection rates increase after handwashing if jewelry is worn, a limited number of rings should be worn when providing patient care. Visible body piercing is not permitted except for in the ears only.

Colognes and perfumes should not be used in patient care areas due to patients' allergies and reactions.

Tattoos must be covered where possible.

Baccalaureate Program Academic Requirements

To be eligible for graduation, a student must have attained a cumulative grade point average of **2.0** and have achieved a **minimum of a C** in all PRNU nursing and in specified non-nursing courses. Grades in courses accepted for transfer credit are excluded in computing this average. Two credits of physical education are required of all undergraduate nursing students except those students 25 years of age or older at time of admission. These students are exempt from the physical education requirement. Every candidate for a degree is required to complete 128 credits (126 credits if exempt from physical education) and to have taken 30 of the last 45 semester hours of credit in residence at the University.

The minimum passing grade for all PRNU nursing courses is a C. 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.

Grades in all PRNU nursing courses are based on successful achievement in theory and in practicum, as applicable. A student must demonstrate competency in the theoretical aspects of the course as well as in the clinical application of the content through their practicum experiences to receive a passing grade. Students who do not receive a satisfactory grade for the practicum experience will receive a grade of **F** for the entire course.

- After failure of the practicum component in a nursing major course the student must apply in writing to the Department Chair for permission to repeat the entire course. Permission to repeat is based on the Department Chair's evaluation of student needs/potential for future success.

Progression Policy

- Students are expected to maintain a cumulative GPA of at least 2.5. If a student's GPA is below 2.5, the student will be placed "on trial" for one semester. The inability to raise the cumulative GPA to 2.5 during the "on trial" semester is grounds for dismissal.
- A grade of C or better is required in all non-elective courses.
- Failure to successfully complete a non-elective course twice is grounds for dismissal. This policy refers to either receiving a C-, D, F, or W in the same course twice or in two difference courses.

Approved 12/05

Grading Policy

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

Each student is responsible for knowing and observing the policy on academic honesty detailed in The Cat's Tale, A Student Guide to The University of Vermont.

Academic Standing

Policies on Low Scholarship

The faculty in the College of Nursing and Health Sciences (CNHS) establish the standards for academic trial and dismissal for students in the College. When students do not achieve these standards, they will receive written notice from the Chair of their respective departments and from the Dean of the CNHS as appropriate. In situations where an undergraduate student's performance is marginally unsatisfactory, the student will be placed on "Academic Trial." As noted in University policy, "On Academic Trial" is an intermediate status between good standing and dismissal in which students remain enrolled according to stated academic conditions of their departments. If a student's performance is wholly unsatisfactory, the student will be dismissed from the University.

The development of professional abilities is a critical component of education and practice. Standards of professional abilities are established at the departmental level. In addition, academic advancement within each program is determined by the faculty in each department. Faculty within each department recommend action when students do not meet the program standards for academic advancement or professional abilities assessment. Departmental recommendations are forwarded to the CNHS Student Standards Committee for review and to the Dean for action.

The following criteria for academic trial and dismissal are designed to encourage academic work of quality at least equal to the minimum which is required for graduation: a GPA of 2.0 for undergraduate students and a GPA of 3.0 for graduate students.

Students' academic performance is reviewed by the entire faculty or designated committee within the department at the end of the fall and spring semesters. Department faculty apply the CNHS low scholarship policies and forward recommendations for appropriate action to the CNHS Student Standards Committee. The CNHS Student Standards Committee reviews departmental recommendations and solicits additional input about student performance as appropriate from others including the students' academic advisor, the Learning CO-OP, ACCESS, and other student support offices. In turn, the committee then forwards a recommendation to the Dean of the CNHS. The Dean reviews the department and committee recommendations and communicates a decision to the student.

Students have the right to appeal the decision. Written appeals are directed to the Dean, who forwards this information to the CNHS Student Standards Committee for their review. Additional information will be sought from the department as appropriate. Committee recommendation is then given to the Dean for determination of final action.

Academic Trial for Undergraduate Students

A student will be placed "on trial" for any of the following three conditions:

1. the current semester average is between 1.50 and 1.99; or
2. the current cumulative grade point average is less than 2.00; *or*
3. if in any semester a student fails one-half or more of their semester hours.

Dismissal for Undergraduate Students

A student will be dismissed from the College of Nursing and Health Sciences if:

1. Semester grade-point average is below 1.5; *or*
2. semester grade-point average is less than 2.0 and student has been on trial in the preceding semester; *or*
3. student fails one-half or more of their semester hours in any semester and the student has been on trial in the preceding semester; *or*
4. cumulative grade-point average is less than 2.0 and student has been on trial for the two previous semesters; *or*
5. student fails to meet department standards for course work or professional behaviors.

Approved by CNHS Faculty, 5/14/03; Edited per legal counsel, 6/11/03

Leave of Absence

1. Upon written application to the Department Chair, a student in good academic standing may be granted a leave of absence by the Department Chair when that application merits the commitment of the University to insure the student's readmission (see UVM Catalogue).
2. Change of Student Status form must be completed. See secretary in the Office of Student Services, Rowell 106.

Policy on Re-Entry

Students may be allowed to re-enter CNHS undergraduate programs depending upon their qualifications and on a space-available basis.

Re-entry as used in this policy means either:

1. Resumption of the prescribed sequence of courses following an interruption, by a student who has not been dismissed.
2. Readmission of a student who had been formally dismissed or who voluntarily withdrew from a program (ceased to enroll in and follow the prescribed sequence of courses without departmental consent).

Priority for re-entry into CNHS programs will be given in the following order:

1. Students who were not dismissed, but who left a program under specific conditions, and have met the conditions satisfactorily. The priority sequence in this category is:
 - a. Students returning from a formal Leave of Absence.
 - b. Students who have repeated or completed courses or remedial work as required before continuing the sequence of courses in the curriculum.

Re-entry is guaranteed for students in the above categories who have met conditions satisfactorily, but class placement is contingent upon the availability of a seat. If no seat is immediately available, the student will be awarded the first available seat in a subsequent class, according to the defined order of priorities (a, b). In the event the pool of qualified students seeking re-entry under condition a or b exceeds the number of seats available, the seats will be allocated by lottery.

2. Students who were formally dismissed from the program or who voluntarily withdrew from a program (ceased to enroll in and follow the prescribed sequence of courses without departmental consent). Students in this category who wish to be readmitted must apply to the department as a transfer student (refer to Policy on Transfer Admission).

NOTE: Requests for re-entry must be in writing and addressed to the Dean, College of Nursing and Health Sciences.

6/04

Policy on Transfer Admission

Transfer applicants may be admitted into undergraduate and entry-level graduate programs contingent upon their qualifications and on a space-available basis.

Transfer applications will be considered after seats have been allocated to students who were guaranteed re-entry (see Policy on Re-Entry).

All transfer applications will be reviewed and considered at designated times of the year by the responsible chairperson. Offers of transfer admission will be made in the order of most highly qualified to nominally qualified without regard to applicant's status as an internal vs. external transfer candidate.

Transfer admission is contingent upon the availability of a seat. If no seat is immediately available, the student may be offered an available seat in the first year class. Otherwise, the student's name will be placed on a waiting list for transfer admission in a subsequent year.

6/04

Student Rights and Responsibilities

Protection of student rights and facilitation of the definition of student responsibilities are set forth in the UVM Catalogue and in the Cat's Tale. 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. Each of these publications is available in hard copy or on the web at <http://www.uvm.edu/-dosa/handbook>.

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 student.

Advisor's Signature: _____

Date: _____

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

I support the waiver request _____

I do not support the waiver request _____

Comments:

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.

*Graduate Catalogue

Participation in University, College of Nursing and Health Sciences, and Department of Nursing Governance and Nursing 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](#).

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

Committee/Organization	Purpose	Membership	Meeting
Baccalaureate Education Committee	Makes recommendations to the Faculty Organization to refine, implement, and evaluate the BS curriculum.	One-two student representatives, six elected faculty members, and invited persons with liaison responsibilities.	Generally twice a month.
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.	Senior baccalaureate nursing students qualify for membership if their grade point average is greater than 3.0 and they are in the top 35% of their class.	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 listing of scheduled activities and meetings.

Student Nurses Association

Welcome!

As a nursing student here at The University of Vermont, you are automatically enrolled in the Student Nurses Association (SNA). This exciting national nursing organization provides students with many wonderful opportunities, and I encourage all of you to take some time over the course of this school year to find out more about us.

Here at UVM, the SNA provides many opportunities to network with fellow nursing students and faculty as well as participate in community service activities. In addition, many nursing students attend the state and national SNA Conventions. In the past, we have traveled to Salt Lake City, Utah, and Baltimore, Maryland, and were able to actively participate in national issues affecting nursing practice. You each have a voice as student nurses and this is one way you can make a difference. Come and join us on an adventure to future conventions.

There are also opportunities to develop leadership skills by becoming an officer in our local chapter of the SNA. Each spring, new officers are elected among interested nursing students to fill positions as President, Vice-President, Secretary/Treasurer, Fundraising Chair, and Convention Planning Chair. This fall, we need to replace the Convention Planning Chair and add a Membership Chair as well. To become an officer, you simply need some motivation, enthusiasm, and another student to nominate you. All of you can qualify!

We have monthly meetings (usually with free pizza!) and work on various projects such as fundraising, community service activities, and issues affecting nursing students' experiences here at UVM. Occasionally we invite guest speakers such as nurse recruiters from area hospitals or the military services and we work closely with both the Department of Nursing faculty and the College of Nursing and Health Sciences. The SNA is also a recognized University of Vermont Student Government Organization.

To find out more about us, check the SNA bulletin board (located on the second floor of Rowell next to the Nursing Skills Lab, Room 237) for meeting times/locations. You will also be added to the SNA email listserv. If you have any questions, please feel free to contact me at 656-3065 or via email at Catharine.Muskus@uvm.edu. I look forward to working with you!

Warmest Regards,

Catharine A. Muskus, MS, APRN, BC
Faculty Advisor
Student Nurses Association
Department of Nursing

National Student Nurses' Association

Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society to learn the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities in actively practicing that care while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and personal development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Cooperate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Scholarly and Professional Recognition

Dean's List

At the beginning of each semester full-time students with a grade-point average of not less than 3.0 who stood in the top 20 percent of their class will be recognized on the Dean's List.

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 Office of Student Services, College of Nursing and Health Sciences, Rowell 106.

Faye Crabbe Award

Awarded to a graduating baccalaureate student who has excelled in scholarship, nursing ability, and service to the University.

The Visiting Nurse Association Ann K. Twitchell Community Health Services Award

Awarded to a graduating baccalaureate student who has shown scholarship and excellence in community health services.

Kappa Tau Chapter, Sigma Theta Tau International Nursing Honor Society, Baccalaureate Student Award

Awarded to a graduating baccalaureate student who fosters high professional and academic standards in self and peers.

Clarissa Peters Allen Award

Awarded to an outstanding graduating baccalaureate student who exemplifies the character of Clarissa Peters Allen.

Vermont State Nurses' Association Awards

Awarded to a graduating baccalaureate student and a graduating master's level student, who in the opinion of the faculty, best demonstrate outstanding clinical practice.

FAHC Award for Excellence in Clinical Nursing Practice

Awarded to a graduating baccalaureate student who demonstrates excellence in clinical practice; in communicating with patients, families and colleagues; with collaboration and teamwork; and in professional appearance and demeanor.

Kathy Louise Laird O'Brien Memorial Scholarship Fund

Awarded to a fourth-year, "non-traditional" nursing student who has demonstrated financial need, is recognized by faculty as excellent in nursing practice, exhibits high professional and academic standards, has a GPA of at least a 3.0, and demonstrates initiative and maturity.

Special Recognition Awards

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

Freeman Nurse Scholar Awards

Awarded to undergraduates who demonstrate academic excellence and a commitment to practice in Vermont after graduation.

Graduation

Graduation is a special time at UVM. A series of social activities for graduates, planned by the senior class, will occur during the week preceding graduation day. Students receiving

graduation honors of cum laude, magna cum laude, or summa cum laude will receive honor medallions. 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 during which all CNHS graduates receive their diplomas from the Dean. A reception for the graduates, their families, and friends follows this ceremony.

Registered Nurse Licensing Examination

Upon successful completion of the program, the student is eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). The licensing examination is administered by the Prometric Testing Center and is a Computerized-Adaptive Test (CAT). State boards of nursing have the sole authority to grant graduates the opportunity to take the NCLEX-RN examination. Department staff in Rowell 216 will provide assistance with the application process.

To practice as a nurse anywhere in the United States, registration in the state where you are employed is required by law. Each state establishes its own laws and regulations. Graduates from the baccalaureate degree program are eligible to apply for licensure by examination in Vermont or any other state. Approval of the application is the prerogative of the state board of nursing. Each student should refer to the state in which they plan to take the NCLEX-RN examination for specific requirements.

The Vermont Board of Nursing lists the following qualifications for initial licensure as a registered nurse.¹ :

1. satisfactory completion of an approved nursing education program preparing individuals for the practice of registered nursing,
2. successful passing of the NCLEX-RN examination.

The board may deny an application for licensure if the person:

1. Has made or caused to be made a false, fraudulent or forged statement or representation in procuring or attempting to procure registration;
2. Has been convicted of a crime related to the practice of nursing or a felony which evinces an unfitness to practice nursing;
3. Is unable to practice nursing competently by reason of any cause;
4. Has wilfully or repeatedly violated any of the provisions in Board of Nursing publication - *Title 26 V. S. A., Chapter 28*.
5. Is habitually intemperate or is addicted to the use of habit-forming drugs;
6. Has a mental, emotional or physical disability, the nature of which interferes with the ability to practice nursing competently; or
7. Engages in conduct of a character likely to deceive, defraud or harm the public.

¹State of Vermont, Board of Nursing, Title 26 V.S.A. Chapter 28 and Administrative Rules (6/1/95)

Student Employment

The faculty at the Department of Nursing recognize that employment is a necessity for many students. Your class and practicum schedule, particularly during your junior and senior years, is very time consuming. Practicum experiences may occur during the day or evening hours and may be outside of Burlington city limits requiring travel time. When making employment

commitments be mindful of the flexibility you will need to be available to meet the Department of Nursing classroom and practicum requirements. Please be aware that honoring an employment commitment is never a valid reason for absence from class or practicum. Furthermore, if you do not meet the required number of class and clinical hours, you may not be certified as having completed the program and, thus, may be ineligible for graduation.

Work Study Opportunities

The Department of Nursing has several work study positions available including staff assistants, laboratory technician, research assistants, and teacher aide. These positions can only be filled by students who have been awarded Federal Work Study financial aid. Applications are available in August in Rowell 216.

Nursing Assistant

If you choose to work as a nursing assistant in Vermont it is important for you to be aware of the Vermont State Board of Nursing Rules and Regulations. These are available from the Vermont State Board of Nursing, 109 State Street, Montpelier, VT 05609-1106, (802) 828-2396.

The Vermont Nurse Practice Act prohibits *unlicensed* persons from practicing as a professional nurse, practical nurse, or nursing assistant. It is therefore illegal for unlicensed student nurses to perform functions of the registered professional nurse or licensed practical nurse except when performing these functions under the direction and supervision of a faculty member or faculty member designee.

To be employed as a nursing assistant in Vermont, a student must obtain a license. A nursing assistant refers to an individual who performs nursing or nursing related functions under the supervision of a licensed nurse.¹ For information regarding licensure as a nursing assistant, contact the Vermont State Board of Nursing, at the address or telephone number above to request an application.

¹State of Vermont, Board of Nursing, Title 26 V.S.A. Chapter 28 and Administrative Rules (6/1/95)

Additional Information

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 Division of Computing and Information Technology's web site www.uvm.edu/cit/mcsv 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.

Libraries

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

Interlibrary Loan (ILL) Policy/Procedure

The Dana Medical Library will offer free ILLs to undergraduate students, beginning July 1, 2002. There will be a limit of three free ILLs per semester/per student. At least initially, graduate students will not be eligible for this free service.

The rationale for this new policy is to make ILLs more affordable for students who need the service. The policy is intended to supply materials in support of undergraduate education, not research level activities.

Materials to be included are: books, journal articles, and audiovisual materials. The standard turn around time applies, which is approximately one week. Rush service will not be available for these ILLS.

The procedures for requesting materials are as follows:

- a. Undergraduate students may request materials via the ILL card, the web request form, or email. The web form will be altered to have students indicate their status (so the budget number field will no longer appear).
- b. Fees should not be collected from undergraduate students when they submit ILL requests. If the student has exceeded their three ILL limit, staff will let them know prior to filling the request.
- c. Undergraduate students should be prepared to show their UVM ID when filling out an ILL request form.

Computer Services

Computing & Information Technology (CIT), 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 College of Nursing and Health Sciences's electronic classroom, Rowell 104, when it is not being used for a class.

Other Sources of Information

The University of Vermont Undergraduate 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 Undergraduate Handbook, <u>UVM Catalogue</u> , <u>The Cat's Tale</u> , and the Learning Cooperative
Advisors	Department of Nursing Undergraduate Handbook, Department of Nursing Office, Rowell 216
Arts & Entertainment	<u>The Cat's Tale</u> and the <u>Cynic</u> (UVM student newspaper)
Athletic Facilities	<u>The Cat's Tale</u> and the <u>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

Cheryl Laskowski*

Methodologies:

Qualitative and quantitative

Topic areas:

Chronic pain
Chronic illness/palliative care
Spirituality
Psychiatric/mental health nursing

Rycki Maltby*

Methodologies:

Qualitative and quantitative

Topic areas:

Community/public health
Health promotion
Transcultural health and diversity issues
Nursing education/service-learning

Christina Melvin

Methodologies:

Primarily qualitative

Topic areas:

Vulnerable populations
End of life care

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
Emergency preparedness

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

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
 - Undergraduate Program Coordinator – 656-2253
 - 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
- Computing and information Technology – 656-3316
- 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 – 221 Waterman – 656-3170
- The UVM Telephone Directory lists phone numbers of faculty, staff, students, UVM departments, administrative offices.