



UVM College of Nursing and Health Sciences

UNDERGRADUATE HANDBOOK

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WELCOME FROM THE DEAN

The College of Nursing and Health Sciences helps to meet the societal needs for preparing and placing health care professionals in the workforce while simultaneously supporting the University of Vermont's vision of excellence in the area of health. As students you are part of our vision for excellence, and we are committed to ensuring your success not only as students but as future health professionals.

We are pleased you have selected the University of Vermont and our College to capitalize on your strengths and engage in our dynamic learning community. Our faculty will ensure you have meaningful classroom and clinical experiences as well as opportunities to engage in innovative research. Our qualified staff will support you in achieving your goals as a student in our College.

The Dean's Office will challenge you to discover new ideas, take learning risks and step out of your comfort zone to explore the many academic and research opportunities that will be available to you. We value diverse perspectives and collaboration among our health colleagues. We recognize the importance of ensuring the voice of all individuals who have been compromised in some way because of a health challenge, and consider that individual in the context of family and community.

Push yourself to work at your full potential but don't forget to 'play' and create balance in your life. I believe you will achieve great things this year and together we can begin to make a difference in the lives of people we encounter along the way.

Best wishes for an outstanding learning experience,

Patricia A. Prelock

Dean, College of Nursing & Health Sciences

Professor, Communication Sciences & Disorders

Professor, Pediatrics, College of Medicine

Mission

To serve society at state, national and global levels through education of health professionals, development of new knowledge and health care advocacy that transforms lives by preventing illness and injury, promoting health and wellness, and assuring evidence-based clinical interventions in the management of disease and disability.

Vision

To be a premier college of nursing and health sciences in a small public research university preparing exemplary clinician-scientists in the health professions, creating new knowledge, and advocating for accessible health care as a human right.

Departments and Degree Programs

UVM's College of Nursing and Health Sciences offers undergraduate and graduate programs in a variety of health disciplines. The curricula include rigorous academic preparation and extensive field experience at selected facilities. All professional programs needing accreditation and/or state approval for licensure eligibility have achieved and maintain such status. More information about the College, its mission and philosophy, faculty and programs can be found on the UVM website and in the University Catalogue.

College of Nursing and Health Sciences Departments

The College of Nursing and Health Sciences consists of the following academic departments:

- Department of Biomedical and Health Sciences
- Department of Communication Sciences and Disorders
- Department of Nursing
- Department of Rehabilitation and Movement Science

Undergraduate Degree Programs

- Athletic Training (B.S.)
- Communication Sciences and Disorders (B.S.)
- Exercise Science (B.S.)
- Health Sciences (B.S.)
- Medical Laboratory Science (B.S.)
- Medical Radiation Sciences (B.S.) Radiation Therapy Concentration
- Nursing (B.S.) and (RN-B.S.)

The College of Nursing and Health Sciences offers undergraduate certificates in Integrative Health Care and Integrative Health and Wellness Coaching, a minor in Emergency Medical Services, and a minor in Communication Sciences and Disorders.

STUDENT POLICIES, STANDARDS AND REQUIREMENTS

Students of the University and CNHS have certain rights and responsibilities, as outlined in the University of Vermont Catalogue and in this handbook. Students participating in clinical programs may have additional responsibilities associated with these programs. A plan of study for each program is available online in the UVM Catalogue, on the CNHS website, or from the CNHS Office of Student Services. The academic standards policy for each CNHS undergraduate program is outlined in this handbook.

ACADEMIC INTEGRITY

The standards for academic honesty and integrity established in this policy apply to all students enrolled at the University of Vermont in any work performed in furtherance of a particular course or course of study.

UVM POLICY

In addition to the College of Nursing and Health Sciences policies, all students, faculty and staff must adhere to University of Vermont policies.

UVM UNDERGRADUATE CATALOGUE

The [University of Vermont Undergraduate Catalogue](#) is the official publication of undergraduate degree programs, requirements, and course descriptions. Students at the University of Vermont are responsible for knowing and complying with all course requirements for their respective degrees as stated in the catalogue that is in effect at the time of enrollment.

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials in accordance with the requirements of the [federal students' records law known as FERPA](#). In general, the faculty follows the guidelines listed below:

- Only those individual student records necessary for the fulfillment of teaching and advising responsibilities are kept by the faculty.
- Student scores or grades are not displayed publicly.
- Papers, graded exams, books, or lab reports containing student names and grades are not placed in publicly accessible places.

- Student education record information, including grades or grade point averages, are not shared with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
- Information from student educational records, including grades or grade point averages, are not shared with parents or others outside the institution, including in letters of recommendation, without written permissions from the student.

EMAIL POLICY

All students will have a UVM email account. This is the major mode of communication utilized by faculty and staff in the College. Students are expected to use their UVM email account for all UVM correspondence. Failure to read emails sent from faculty/staff, CNHS, or UVM does not excuse students from adhering to deadlines, assignments, requests, etc.

CHANGE OF ADDRESS

A student's current local address and phone number should be on file through the Registrar's Office. It is essential that there be a way to contact students in case of an emergency. Information may be updated via myUVM.

COURSE EVALUATIONS

All syllabi contain information about how to access and complete course evaluations and the expectations for completion. Students are required to complete the course evaluations as a demonstration of professional responsibility and may not be able to view final grades unless the evaluation is completed.

STUDENT CONCERN POLICY

There are many avenues available for students to discuss concerns or provide suggestions about different aspects of the undergraduate or graduate program. Here are the mechanisms provided to address concerns:

- Discuss your concern with the relevant party. Meeting directly with the person whose classroom, supervisory or administrative policy or action is in question is always the best first step since it addresses the concern where it arises.
- Discuss your concern with your advisor. If discussions with the relevant party prove unsuccessful, or if you feel more comfortable speaking to your advisor, he or she will be happy to speak with you confidentially.
- Discuss your concern with the Department Chair. The Department Chair will be glad to meet with you to discuss concerns that you may have about any aspect of your program. If you wish to discuss concerns that pertain to a specific faculty or staff member your decision about confidentiality will be respected.

- Contact the Office of Student Services in the College of Nursing and Health Sciences.
 - You may send an email directly to the Assistant Dean of Student Services requesting that she share your concern anonymously with the chair of your department, program director, or both depending on the concern. Send your e-mail to Erica.Caloiero@uvm.edu.
 - You may request a meeting with the Assistant Dean of Student Services to share your concern and discuss how to resolve it. This step represents an action that goes beyond the Department and might be helpful if you are concerned about basic Department policy that may differ from the College guidelines, or if you believe the Department mechanism would not be sufficient. To request a meeting, e-mail Erica.Caloiero@uvm.edu.
 - Complete the online student concern form:
http://www.uvm.edu/cnhs/forms/college_nursing_and_health_sciences_student_concern_form
 - Students with a grievance about a course grade should follow the instructions outlined in the [UVM Grade Appeal Policy](#).
- Address your concern to the relevant accrediting body. This step can be achieved by contacting the organization and should be used only in cases where very serious concerns are raised about important Departmental policies or the handling of a particular concern.
 - Athletic Training: [Commission on Accreditation of Athletic Training \(CAATE\)](#), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664; Phone: (512) 733.9700; Email: caate@sbcglobal.net.
 - Communication Sciences and Disorders: American Speech-Language-Hearing Association's Council of Academic Accreditation (CAA). 1-800-498-2071 or 301-897-5700 or by e-mail at accreditation@asha.org.
 - Medical Laboratory Science: [National Accrediting Agency for Clinical Laboratory Science](#), 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119; (773) 714-8880.
 - Nuclear Medicine Technology: [Joint Review Committee on Educational Programs in Nuclear Medicine Technology](#), 2000 W. Danforth Rd. STE 130, #203 Edmond, OK, 73003; Phone: (405) 285-0546.
 - Nursing: The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at the University of Vermont are accredited by the [Commission on Collegiate Nursing Education](#) (<http://www.ccneaccreditation.org>)
 - Radiation Therapy: [Joint Review Committee on Education in Radiologic Technology](#) (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL, 60606-3182; Phone: (312) 704-5304; Email: mail@jrcert.org.

All CNHS students, faculty, and staff must wear visible identification in the form of a CAT card while in Rowell, Given, the Medical Education Center, and the Health Sciences Research Facility. If you lose your CAT card, be sure to get a replacement.

ADVISING

The College of Nursing and Health Sciences offers a high-quality and distinctive first-year experience. Throughout the first year, students have opportunities to interact with faculty, staff and peers through academic, co-curricular and social programs. At specific times during the academic year, students attend small group advising meetings with faculty members and peers in their home departments to discuss curricular requirements and progression through the major. Information sessions and workshops are offered to students throughout the academic year. In the spring semester of the first year, students are assigned faculty advisors within their department and major. 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 Office of Student Services. Advisement is the responsibility of both students and faculty. Students are encouraged to initiate meetings with their advisors each semester to discuss progression and graduation requirements, changes in courses, and concerns about classes. Advisors are available either during scheduled office hours or by appointment throughout the semester to discuss issues or questions advisees may have.

ESSENTIAL FUNCTIONS REQUIREMENTS

Essential functions refer to criteria for behavior that must be demonstrated by students in professional programs. These criteria are based on standards set by professional bodies, and include codes of ethics and/or standards for professional behavior.

BASIC REQUIREMENTS

The nature of the professions for which students in our College are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical diagnostic examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems. Specific essential functions and professional standards requirements for each major and department can be found in the relevant department section of this handbook. Students must be able to perform the essential functions and meet the professional standards of the program in which they are enrolled. Students are responsible for knowing and adhering to these standards; and faculty are responsible for reviewing students' performance in accordance with the

essential functions and professional standards. Students who cannot perform the essential functions in the manner outlined by their departments will not necessarily be precluded from participating in their programs, but will need to be able to perform all essential functions with reasonable accommodation. Progression may be affected for students who cannot perform the essential functions or meet the professional standards as outlined by their departments.

CLINICAL REQUIREMENTS

Students in clinical programs must realize there is always an element of risk of exposure to infectious disease. Faculty and clinical staff make every effort to educate all students in appropriate modes of infection control in order to minimize these risks. These students are required to have a yearly physical exam, and certain immunizations and to participate in special health safety training workshops. Immunizations are available through UVM Student Health Services for a fee. Additionally, Student Health Services offers an insurance plan for students who need health insurance. Students engaged in CNHS clinical programs must recognize the risk of exposure to infectious disease. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

CLINICAL MANDATORIES

Students are required to prove immunity to certain diseases. The College of Nursing and Health Sciences will collect immunization information from students prior to the start of their clinical experiences. Prior to beginning a clinical education experience, a consent/dissent form will be sent to the affiliation sites to document student's inoculation status. For detailed information regarding the immunization requirement please refer to the College of Nursing and Health Sciences clinical mandatories website: http://www.uvm.edu/cnhs/clinical_mandatories

OSHA BLOODBORNE PATHOGENS TRAINING

The UVM Exposure Control Plan outlines the University's general policy regarding training and retraining for OSHA blood borne pathogens. Students are required to complete an OSHA training annually.

CRIMINAL BACKGROUND CHECK

Students may be required to undergo a satisfactory criminal background check before starting a clinical affiliation or experience. Students must carefully review and comply with all requirements of any site with which they wish to affiliate. All costs for criminal background checks will be borne by the student. Students are strongly encouraged to review the licensure requirements of any state in which they intend to seek licensure and to review all information available from a state's licensing agency regarding the effect of criminal convictions on licensure. State licensing agencies and clinical sites may have differing standards and a decision

by CNHS to admit a student or to allow a student to remain in the program after review of a criminal history report does not necessarily mean that the student will be allowed to participate at a clinical site or to obtain licensure.

CONFIDENTIALITY OF CLIENT/PATIENT INFORMATION

For students engaged in academic and clinical education experiences, there are many opportunities to access client/patient information both verbally and through written and/or electronic records, on a need-to-know basis. This is termed a *clinical privilege*. Inherent in this privilege is a responsibility to maintain the confidentiality of this information and prevent disclosure of this information to others who do not need to know, nor should know, this information. HIPAA (The Health Insurance Portability and Accountability Act) represents national legislation enacted in an effort to protect individuals' rights to privacy and confidentiality. CNHS students must complete training in HIPAA regulations and are required to pass a HIPAA exam. This training is provided by departments.

ADDITIONAL REQUIREMENTS

Students are responsible for their own transportation to and from clinical sites and, where relevant, the costs of housing for clinical experiences. This includes clinical placements outside of the Burlington area and, in some cases, out-of-state. All students must carry professional liability insurance during clinical rotations, and will be billed approximately \$40 per year for this insurance. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

ACADEMIC POLICIES

LOW SCHOLARSHIP POLICY

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.

ACADEMIC STANDARDS

Academic standards refer to the requirements for minimum course, semester, or cumulative grades or grade point averages (GPA). The faculty in each department of the College of Nursing and Health Sciences (CNHS) establish the standards for students' academic achievement within the department or program (major). These standards are outlined in the departmental student handbooks.

ACADEMIC TRIAL

In situations where undergraduate students' performances are marginally unsatisfactory, the students will be placed on "academic trial." As noted in university policy, "academic trial" is an intermediate status between good standing and dismissal in which the student remains enrolled according to the stated academic conditions of the department. If students' performances are wholly unsatisfactory, the students will be dismissed from the university. Students will be notified by email when their status has been determined to be "on trial." Normally, the period of academic trial is one semester. A departmental standards committee may place a student on trial at the end of a semester in which the GPA was less than the program academic standard for progression. Academic trial may also be used when students are readmitted to a program after discontinuance. Placement on academic trial is not appealable. A student on academic trial should register for courses recommended by the student's academic advisor, the departmental standards committee, or the chair of the department. Students will be removed from academic trial when the GPA is equal to or greater than the departmental standard. Students will be notified by email that they have been removed from academic trial status no earlier than one semester following placement on trial, but no later than the earliest practicable time when a determination can be made that the student has met the academic standard for progression in the program (e.g., at the beginning of the fall term if summer courses have been approved to meet the academic standard and the student has shown evidence of satisfactory completion of those courses). Students who fail to meet program academic standards after having been on academic trial may be discontinued from their programs.

DISCONTINUATION

Discontinued status means that students will not be allowed to register for courses in their academic programs in CNHS. Students remain enrolled at UVM and may register for classes outside their original programs. Discontinued students have two (2) semesters to effect a transfer to another major. Students are responsible for determining the programs into which they are eligible to transfer and for completing application requirements to accomplish the transfer. Students who fail to transfer within two (2) regular semesters will be notified by letter of their status in the CNHS or the University.

DISMISSAL OR SEPARATION FROM THE UNIVERSITY

Dismissed students are no longer students at UVM and may not register for classes. Students may be dismissed from the University upon receiving failing grades in one-half or more of their semester hours in any semester (if only one class is taken and failed then this criterion is met). Students who fail to meet requirements set for academic trial periods and students who exhibit consistently low scholarship below the average required for graduation may be dismissed even if they do not meet the requirements for academic trial. Students dismissed from UVM for low scholarship must direct their appeals for readmission to the dean of the CNHS and receive written permission before they will be permitted to enroll in any UVM course. Students dismissed for

disciplinary reasons must receive written approval from the Vice President for Student & Campus Life before being permitted to enroll in any UVM course.

DETERMINATION AND NOTICE OF PROFESSIONAL/ACADEMIC DISCONTINUANCE OR DISMISSAL

Academic Standards

At the end of each semester, each student's academic performance is reviewed by the departmental faculty or the faculty designee (departmental student standards/progression committee). The faculty apply the relevant academic standards for the program in which the student is enrolled. The Office of Student Services is responsible for collecting any additional information that may influence student progression decisions, and shares this with the departments prior to action.

Notification

Students who have been placed on academic trial, discontinued from their programs, or dismissed from UVM will receive written notice from the Office of Student Services.

Professional Standards and Essential Functions

At the end of each semester, department faculty or their designee may also review allegations related to any individual student's behavior/performance based on the Professional Standards/Essential Functions. Decisions to discontinue or dismiss students based on Professional Standards/Essential Functions are forwarded to the CNHS Dean's Office for action.

APPEAL

Students have the right to appeal discontinuation from a program or dismissal from the University. They may not appeal a decision of academic trial status. Appeals may be brought only on the following grounds: (1) procedural error; (2) error of fact; (3) perception of bias; (4) failure of faculty or designated progression committees to adhere to published standards. Letters of appeal must state clearly and precisely the basis for appeal and provide supporting evidence of infringement of the student's rights. Medical problems, personal issues, or other extenuating factors do not generally constitute grounds for appeal.

Process for Appeal

Appeals must be submitted to the Office of Student Services by the deadline indicated in the notification letter. Appeals must include the student appeal form and a statement detailing the reasons an exception to policy should be made. Students may wish to submit additional documentation from other individuals. All

materials must be received by the deadline. Office of Student Services staff will then route the appeal to the appropriate reviewing body.

STUDENT STATUS CHANGE GUIDELINES

WITHDRAWAL PROCEDURE

Students who wish to withdraw from the University must notify their chairs in person or writing. Students failing to register at the University for course work for a period of more than one calendar year without notifying their department in writing will be considered to have withdrawn from the degree program. Students who withdraw will be readmitted to their programs only as space is available. Students should see the relevant undergraduate process for readmission.

LEAVE OF ABSENCE PROCEDURE

Officially registered and matriculated students may apply for a leave of absence if they are in good academic standing according to the policies on student standards in the department and CNHS. Students are encouraged to seek leaves rather than withdraw to keep options open for returning. Leaves are for professional, academic, or personal circumstances, and are subject to approval by the department chair. No more than a one-year leave of absence is normally granted. Students who successfully petition for leaves of absence are expected to understand the relationship between their leave and program of study. Therefore, petitions for leaves are sought only by students who have, in consultation with their academic advisor, carefully planned a sequence of courses, understand when particular courses are normally offered, and know the date by which degree requirements must be completed. Students who take leaves of absence without a plan will not be guaranteed a position in a class upon their return. When students plan to return from leaves or to repeat required classes, they must notify the department chair in writing one month prior to the scheduled date of return and complete a Re-entry Application found on the CNHS website. Students who do not enroll at the end of leaves of absence periods will be considered withdrawn.

OUT OF SEQUENCE PROCEDURE

Students who fall out of sequence with their original class cohort due to academic difficulty may return to repeat classes needed for progression in their programs. Students will have a limited time to get back in sequence or risk being moved to a lower cohort or discontinued from their academic program. As curricula change, returning students may need to take courses that were not required when the leaves of absence were granted or when they were required to step out of sequence to repeat courses.

RE-ENTRY POLICY

Students who wish to request re-entry to the College of Nursing and Health Sciences may contact the CNHS Office of Student Services for instructions. Re-entry applications are due November 1 for the spring semester and May 15 for the fall semester. Priority for re-entry to CNHS programs will be given in the following order:

1. Students who left a program under specific conditions other than dismissal and have met the conditions for readmission will be considered for re-entry in the following priority sequence:
 - 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 course curriculum sequence.

Though re-entry is guaranteed for students in the above categories (provided the conditions were met), class placements are contingent upon the availability of seats. If no seats are immediately available, the students will be awarded the first available seats 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 a program, or who voluntarily withdrew from a program by ceasing to follow the prescribed course sequence without departmental consent, must apply for readmission to their departments as internal transfer students.

CNHS COURSE TRANSFER/SUBSTITUTION POLICIES

COURSE TRANSFER CREDIT

Courses to be considered for transfer credit are formal academic courses completed outside of UVM at another accredited institution. Students wanting to transfer undergraduate course credit from other institutions into undergraduate programs at UVM should follow the policies and procedures outlined for transfer credit in the UVM Undergraduate Catalogue. Questions regarding credit transfer should be directed to the UVM Office of Transfer Affairs.

COURSE SUBSTITUTIONS

In some cases, a supervised independent study or alternate coursework may be used to substitute for a required course within the program, with prior approval from the department. Students currently within the undergraduate program wanting to request either a course waiver or course substitution should do the following:

- Meet with an advisor to discuss substitution or waiver
- Complete the Course Waiver or Substitution Form

- Obtain the following documentation: evidence to support the request (e.g. course description /syllabus) and evidence of success in acquiring relevant content knowledge/competency (official transcript)
- Submit the form and supporting documents to the instructor of the relevant course
- Together with an advisor, contact the CATS report office to request an audit update

CNHS AWARDS, HONORS, AND SCHOLARSHIPS

DEAN'S LIST

At the end of each semester the students who stood in the top 20% percent of their class will be recognized on the Dean's List. The Dean's List is determined by the UVM Registrar's Office.

HONORS DAY

Honors Day is held each spring to recognize students for excellence in scholarship, leadership, clinical performance, and community service. Students are nominated for awards by their departments and by the College.

SCHOLARSHIPS

Contact the Office of Student Services for scholarship information.

DEPARTMENT OF BIOMEDICAL AND HEALTH SCIENCES (BHSC)

BHSC MISSION

To contribute to the health sciences through the creation of new knowledge and educating and training the next generation of biomedical scientists and health professionals.

BHSC RESEARCH AND SCHOLARSHIP

The Department places a high value on research and scholarship. The department faculty contribute to the body of knowledge by disseminating work in the basic and applied health sciences. Our research programs in scholarly work:

- promote the application of evidence to teaching and professional practice
- encourage the inclusion of students in the research process, allowing them to contribute to the completion of projects and dissemination of new knowledge
- provide mentorship in the development of our students' research careers
- promote intellectual curiosity and the freedom to pursue ideas
- provide intellectual stimulation and sharing among colleagues locally, nationally and internationally

BHSC UNDERGRADUATE DEGREE PROGRAMS

- Medical Laboratory Science B.S., Clinical Laboratory Science Concentration
- Medical Laboratory Science B.S., Public Health Laboratory Science Concentration
- Medical Radiation Sciences B.S., Radiation Therapy Concentration
- Health Sciences B.S.

BHSC DEPARTMENT EDUCATIONAL GOALS

Students in the Department of Biomedical and Health Sciences study and work at the intersection of human health, medicine, and technology. The department's majors focus on health science disciplines, offering degrees in medical laboratory science, medical radiation sciences, and health sciences. All of our programs offer an integrated curriculum with courses in the liberal arts; basic health and medical sciences; and direct hands-on experience through clinical practica, research, or field work. Graduates of all three degree programs are prepared for immediate employment in the healthcare arena or graduate study. In addition our graduates will demonstrate problem-solving and critical thinking skills, effective written and verbal communication skills, and achieve the highest professional and ethical standards.

All BHSC students are responsible for meeting the essential functions outlined below. The essential functions include additional requirements of our programs, comprising the physical, emotional and professional demands of the majors. If at any time you do not meet essential functions, you may be discontinued from the program and the major.

Cognitive Functions

The student must be able to thoroughly, efficiently and reliably:

- interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, laboratory, discussion, patient observation, examination and evaluation/assessment;
- possess and apply mathematical skills to determine what data are needed to solve problems;
- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, laboratory, discussion, and patient evaluation/assessment;
- apply knowledge, skills, and values learned from course work and life experiences to new situations.

Affective Functions

The student must be able to:

- establish professional, trusting, empathetic relationships with a variety of individuals;
- consistently demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
- work independently and effectively in groups under time constraints;
- meet externally established deadlines;
- be an active and engaged learner demonstrating cognitive, communication and psychomotor skills in the classroom, laboratory, and clinical settings;
- maintain professional behavior at all times even during stressful situations;
- recognize and respond appropriately to potentially hazardous situations;
- prioritize requests and work concurrently on at least two different tasks;

- demonstrate professionalism including appearance, dress, and confidence;
- possess and maintain the psychological health required to make sound decisions;
- recognize emergency situations and take appropriate action.

Communication Functions

The student must be able to:

- recognize and respond in a controlled and respectful manner to various types of communication including written, verbal, and non-verbal communication;
- relay and receive information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; and
- convey information accurately with relevance and culture sensitivity.

Medical Laboratory Science Psychomotor Functions

The student must be able to:

- perform assigned activities throughout a normal work period;
- move freely from one location to another in physical settings such as the clinical laboratory, patient care areas, corridors, and elevators;
- possess sufficient eye-motor coordination to allow delicate manipulation of specimens, instruments, and tools;
- grasp and release small objects (e.g., test tubes, pipette tips, microscope slides and coverslips); twist and turn dials/knobs (e.g., on microscopes, balances, centrifuges, spectrophotometers);
- manipulate other laboratory materials/equipment (e.g., reagents, manual and automated pipettes);
- identify and distinguish objects macroscopically and microscopically;
- accurately read charts, graphs, and instrument scales/readout devices;
- lift and move objects of at least 20 pounds;
- possess a sense of touch and temperature discrimination;
- work safely with potential chemical, radiologic, and biologic hazards using standard precautions; and

- develop algorithms and suggest appropriate follow up tests to providers of laboratory information.

Medical Radiation Science Psychomotor Functions

The student must be able to:

- accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- examine and evaluate/assess blood pressure, and lung and heart sounds;
- accurately and reliably read equipment dials and monitors;
- feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
- lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
- move from one surface level to another (e.g., floor to stand, stand to treatment table);
- react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
- manipulate dials, knobs, and other small to large parts and pieces of equipment;
- maintain activity throughout an eight to ten-hour work day;
- transport self/patients from one room to another, from one floor to another;
- put on and take off clothing, including gowns, masks and gloves;
- exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
- manipulate another person's body in transfers, positioning, and other treatment or diagnostic techniques move dependent real or simulated patients, generating lifting forces of up to 75 pounds;
- lift or carry up to 34 pounds;
- reach above, reach out, and reach below to accomplish treatment; and
- work safely with potential chemical, radiologic, and biologic hazards using universal precautions.
- Vision: Must be able to see far/near, color vision, depth vision, and see fine details. Must be able to read monitors close and at a distance in changing room light conditions.

- Hearing: Must be able to hear normal speech patterns.
- Environment: Student will work in environmental conditions which include infectious diseases, chemical agents and hazardous/moving equipment.

BHSC DEPARTMENT ACADEMIC STANDARDS

Students in Biomedical and Health Sciences (BHSC) programs must maintain a cumulative grade point average of 2.3 or higher. Students with a cumulative grade point average below 2.3 will be placed on academic trial.

First year students must achieve a cumulative GPA of 2.3 or higher by the end of two subsequent semesters to be removed from trial. Students who fail to raise their cumulative GPA to 2.3 after the trial semesters may be discontinued from the program.

Students beyond the first year must achieve a cumulative GPA of 2.3 or higher by the end of the subsequent semester to be removed from trial. Students who fail to raise their cumulative GPA to 2.3 after the trial semester may be discontinued from the program.

Students who earn one grade below a C in any non-practicum, non-internship, professional/core course will be placed on academic trial. Professional or core courses are identified on each major curriculum sheet. In order to remain in good standing within the BHSC programs, students must also be consistently progressing in the program curriculum. Failure to follow the required sequence of courses outlined in the BHSC program of study for more than one semester is grounds for discontinuation from the major.

BHSC Discontinuation

A BHSC student may be discontinued from a program (major) for any of the following reasons:

- Two grades below C in any non-practicum professional or non-capstone core courses
- One grade below C in any practicum or capstone course
- A cumulative overall GPA (all courses) in two full semesters that is below 2.3
- Being out of sequence in a professional/core course

Students who are discontinued from a BHSC program, but not UVM, will be given two semesters to transfer into another major at UVM. They will not be allowed to continue taking courses restricted to their former BHSC major. Fourth-year students who are discontinued from their program will not be allowed to graduate in their BHSC major.

BHSC Dis-invitation

It is the student's responsibility to be fully aware of the policies and procedures of our educational and community partners where the student may be participating in clinical practica, clinical internship, service learning, or internships. Any violation of the policies and/or procedures of our educational and community partners may result in the student being uninvited from returning to the affiliate location and receiving a failing grade in the associate course and dismissal from the student's respective program.

BHSC STUDENT FEES

There are fees associated with certain MLS, BHSC and RADT courses, which will be listed in the course descriptions. These fees are listed in the UVM Course Catalogue within the appropriate courses.

BHSC DEPARTMENT CURRICULUM

The full curriculum for each program is available in the UVM Undergraduate Catalogue and on the CNHS website: <http://www.uvm.edu/cnhs/curricula>. Professional courses are noted in the UVM Undergraduate Catalogue and on program curriculum sheets.

BHSC CLINICAL PRACTICA/SERVICE LEARNING/INTERNSHIP

MLS and MRS majors in the Department of Biomedical and Health Sciences include seven semesters of didactic courses held on campus at the University of Vermont or clinical courses held at the University of Vermont Medical Center adjacent to UVM. In addition, the MLS and MRS majors have a one semester practicum in the spring semester of the fourth year that is located at one of our affiliated institutions. Participation and successful completion of the practicum is a requirement for graduation. Given the limited number of spots at clinical affiliates, students are placed by a lottery system. No outside requests will be taken into consideration. Living, housing, and travel arrangements during these semesters are the responsibility of the student. HSCI majors participate in a service learning and capstone experience as a requirement of the program. If you have a medical condition or disability that you feel will require an accommodation for the clinical practicum, service learning, or internship, it is important you schedule a meeting with Student Accessibility Services (SAS) as soon as possible. If you are unsure about eligibility you can meet with them to discuss.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS (CSD)

CSD MISSION

Advancing communication so everyone is heard. Through:

- Increasing opportunities and reducing disparities for our students, clients, faculty, staff, and community
- Creating and disseminating new knowledge through exceptional research and education
- Inspiring future leaders to be agents for positive change

CSD VISION

Inspiring excellence, growth, and positive change in an accessible educational community.

CSD RESEARCH AND SCHOLARSHIP

The Department places a high value on scholarship and expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied, and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment:

- promotes the application of evidence to teaching and professional practice;
- provides intellectual stimulation and sharing among colleagues locally, nationally and internationally;
- encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge;
- provides opportunity and freedom to pursue ideas;
- recognizes the quality of scholarship as well as the quantity;
- mentors students in the development of their research careers, should they choose this route.

CSD UNDERGRADUATE DEGREE PROGRAM

- Communication Sciences and Disorders B.S.

CSD DEPARTMENT ESSENTIAL FUNCTIONS

The following list of essential functions is based upon a document prepared by the Council of Academic Programs in Communication Sciences and Disorders, Palm Spring, CA (CAPCSD) Schwarz, I., Horner, J., Jackson, R., Johnstone, P., Mulligan, M., Roberts, K., Sohlberg, M., (2007) *“Essential Functions in Speech- Language Pathology and Audiology.”* A statement of essential functions is intended to explicitly draw students’ attention to their roles and responsibilities in CSD graduate programs and beyond. In addition, “an essential

functions rubric gives both students and programs opportunities to determine what, if any, accommodations might be employed to allow students who are otherwise qualified to help them succeed both academically and clinically” (Horner et al., 2009, p. 242; see also Jackson, Johnstone & Mulligan, 2008). The material is quoted from Horner (2007) except where indicated with [].

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral- social. These skills [demonstrated with or without reasonable accommodations] enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the [undergraduate and] graduate program[s] through coursework and clinical experience. The starred (*) items, however, are skills that are more inherent and should be [at least emerging when the student begins the undergraduate program].

Communication

A student must possess adequate communication skills to:

- communicate proficiently in both oral and written English language;
- possess reading and writing skills sufficient to meet curricular and clinical demands *;
- perceive and demonstrate appropriate non-verbal communication for culture and context *;
- modify communication style to meet the communication needs of clients, caregivers, and other persons served *;
- communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups;
- communicate professionally, effectively, [ethically,] and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice;
- convey information accurately with relevance and cultural sensitivity.

Motor

A student must possess adequate motor skills to:

- sustain necessary physical activity level in required classroom and clinical activities*
- respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*;
- access transportation to clinical and academic placements *;
- participate in classroom and clinical activities for the defined workday *;

- efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice;
- manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner;
- access technology for clinical management ([e.g.,] billing, charting, therapy programs).

Intellectual/Cognitive

A student must possess adequate intellectual and cognitive skills to:

- comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficiently to meet curricular and clinical demands *;
- identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan;
- solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan[ning] and implementation;
- self-evaluate, identify, and communicate [the] limits of one's own knowledge and skill [...] and be able to identify and use resources in order to increase knowledge;
- use detailed written and verbal instruction[s] in order to make unique and dependent decisions.

Sensory/Observational

A student must possess adequate sensory skills of vision, hearing, [touch], and smell to:

- visually and auditorily identify normal and disordered [communication] (fluency; articulation; voice; resonance; respiration characteristics; oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology; hearing and balance disorders; swallowing cognition; [and] social interaction related to communication);
- identify the need for alternative modalities of communication;
- visualize and discriminate imaging findings;
- identify and discriminate findings on imaging studies;
- discriminate [and interpret] text, numbers, tables, and graphs associated with diagnostic instruments and tests;
- recognize when a client's family does or does not understand the clinician's written and/or verbal communication.

Behavioral/Social

A student must possess adequate behavioral and social attributes to:

- display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others *;
- recognize and show respect for individuals with disabilities and for individuals of different ages, genders, races, religions, sexual orientation[s], and cultural and socioeconomic backgrounds *;
- conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies *;
- maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting *;
- adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health);
- manage the use of time effectively to complete professional and technical tasks within realistic time constraints;
- accept appropriate suggestions and constructive criticism and respond by modification of behaviors;
- dress appropriately and professionally.

CSD DEPARTMENT ACADEMIC STANDARDS

Students with a semester and/or cumulative grade point average below 2.5 will be placed on trial for one semester. Students who fail to raise both their semester and cumulative grade point averages to at least 2.5 during the trial semester will be discontinued from the program.

Students who earn a grade of C-, D, or F in any CSD, LING, or PSYS course twice, or once each in two separate courses, will be discontinued from the program.

Students are allowed one trial period while in the Communication Sciences and Disorders program and must maintain semester and cumulative grade point averages of 2.5 or higher for the duration of the program following a semester on trial. Failure to do so will result in discontinuation from the program.

CSD DEPARTMENT CURRICULUM

The Communication Sciences and Disorders program provides undergraduate students with expertise in a uniquely human endeavor: the use of complex systems of communication (language, speech, and hearing) across the life span.

CSD Undergraduate Program Coursework

Students are introduced to the discipline through a series of courses dealing with the typical processes of speech, language, and hearing and introducing communication disorders and clinical processes in the field. These courses deal with physical, neurophysiological, cognitive, and linguistic bases of typical speaking, hearing, and language use; the acoustics of sound and of speech; the development of speech and language in children; how communication is effected throughout the lifespan; and overviews of communication differences, delays, and disorders and how communication differences, delays, and disorders are identified and addressed by CSD professionals.

CSD Curriculum

The program curriculum can be found in the UVM Undergraduate Catalogue and on the CNHS website: <http://www.uvm.edu/cnhs/curricula>

CSD Clinical Experience

Students are exposed to guided speech-language pathology and audiology observations in the Eleanor M. Luse Center for Communication: Speech, Language and Hearing, which is housed within the Department in Pomeroy Hall on campus.

CSD Clinical Internship

Junior or senior students who wish to obtain some practical experience in this area of study can be invited to participate in the audiology or speech-language pathology clinic at the Eleanor M. Luse Center. The purposes of these internships are to increase students' confidence and knowledge in the areas of hearing assessment and habilitation prior to beginning graduate school in audiology (seniors only) or to increase students' confidence and knowledge in the area of speech-language habilitation prior to beginning graduate school in speech-language pathology (juniors with a GPA of 3.5 or above). If you are interested in one of these opportunities, let your audiology professor or your advisor know that you would like to be considered for a clinical internship experience.

DEPARTMENT OF NURSING

NURSING PHILOSOPHY AND VISION

Our goal is to enhance the health of a complex pluralistic society through research and the preparation of exemplary practitioners. As a faculty, we believe, learning and discovery are life-long processes. Nursing curricula inclusive of the arts and sciences facilitates students' development of clinical reasoning and critical thinking skills. Nursing education advances, inclusivity, interprofessional collaboration, health equity, and the use of sustainable practices. Health across the lifespan is a dynamic process requiring holistic approaches, which are safe and effective. Health values are influenced by personal, spiritual, cultural, and societal beliefs and practices. Nursing practice responds to the health needs and values of a global society by respecting age, disability, gender identity, genetic information, national origin, race, religion, sexual orientation or socioeconomic factors, and transcends national boundaries. Evidence-based practice derived from research is essential to optimal consumer-based healthcare outcomes. Participation in healthcare policy and legislative processes are requisite to influence and protect the public's health and the nursing profession.

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 Department of Nursing is an integral part of the University of Vermont and College of Nursing and Health Sciences endorses the principles of the University and College in teaching, research, and service.

UNDERGRADUATE DEGREE PROGRAMS

- Nursing B.S.
- Nursing Alternate Track RN – B.S.

NURSING ESSENTIAL FUNCTIONS

Nursing students must be able to perform the following essential functions.

Requirements	Standards	Examples
Acquiring fundamental knowledge	<ol style="list-style-type: none"> 1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 4. Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	<ol style="list-style-type: none"> 1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) 2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members) 3. Sense-making of information gathered from communication 4. Social intelligence 	<ul style="list-style-type: none"> • Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions

<p>Interpreting data</p>	<ol style="list-style-type: none"> 1. Ability to observe patient conditions and responses to health and illness 2. Ability to assess and monitor health needs 3. Computational thinking 4. Cognitive load management 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to nursing action • Translate data into abstract concepts and understand data- based reasoning
<p>Integrating knowledge to establish clinical judgment</p>	<ol style="list-style-type: none"> 1. Critical thinking, problem-solving and decision making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care 2. Intellectual and conceptual abilities to accomplish the essentials of the nursing program (for example, baccalaureate essentials) 3. New-media literacy 4. Transdisciplinarity 5. Design mindset 	<ul style="list-style-type: none"> • Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care • Critically assess and develop content that uses new media forms, and leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines • Represent and develop tasks and work processes

		for desired outcomes
Incorporating appropriate professional attitudes and behaviors into nursing practice	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities 3. Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members 4. Acquire the skills necessary for promoting change for necessary quality health care 5. Cross-cultural competency 6. Virtual collaboration 	<ul style="list-style-type: none"> • Maintain effective, mature and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments • Demonstrate professional role in interactions with patients, intra and inter professional teams. • Operate in different cultural settings (including disability culture) • Work productively, drive engagement and demonstrate presence as member of a virtual team

To be qualified for the University of Vermont Nursing program, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact UVM Student Accessibility Services.

NURSING DEPARTMENT ACADEMIC STANDARDS AND PROGRESSION POLICY

Nursing students must maintain a cumulative grade point average of 2.5 or better in the first year to progress in the program. First-year, first-semester students who do not meet the requirement are placed on academic trial for one semester. Failure to raise the GPA to 2.8 in the next semester is grounds for discontinuation from the major.

Thereafter students must maintain a cumulative GPA of 2.8 or better to progress in the program. Students who do not meet the requirement are placed on academic trial for one semester. Failure to raise the GPA to 2.8 in the next semester is grounds for discontinuation from the major.

A "C" or better is required in all nursing prerequisite courses. Exceptions include a C+ requirement in ANPS 019, ANPS 020, and MMG 065. If the standard is not met, the course must be repeated. Progression to the next semester will be affected.

A "C+" or better is required in all PRNU nursing courses and NURS 120. If the standard is not met, the course must be repeated. Progression to the next semester will be affected.

Receiving a C, D, F, or W in ANPS 019, ANPS 020, MMG 065, PRNU courses, and NURS 120 in the same course twice or in two different courses is grounds for discontinuation. Receiving a C-, D, F, or W in the same prerequisite nursing courses twice or in two different courses is grounds for discontinuation.

NURSING CURRICULUM

The framework of the baccalaureate program in Nursing is derived from a holistic - humanistic perspective. An understanding of the human experience of health forms the focal point of the curriculum. Some 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

The full curriculum is available in the UVM Undergraduate Catalogue and on the CNHS website: <http://www.uvm.edu/cnhs/curricula>. Professional courses are noted in the catalogue and on program curriculum sheets.

NURSING CLINICAL PRACTICUM EXPECTATIONS

Many of the major nursing courses have both a theoretical and clinical component. Clinical 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. Please note that some practicum experiences may occur during the evening and weekend hours.

Attendance at all clinical practicum experiences is a professional expectation. Absences from clinical activities may occur due to personal illnesses, events or family circumstances. On occasion, absences can be anticipated, such as religious holidays and participation in UVM-sanctioned athletic events. Any request for an absence for a special circumstance must be discussed and approved prior to the scheduled clinical day with the individual clinical faculty.

Missed clinical practicum experiences may result in clinical warning, failure, or inability to progress in the program. Make up hours for clinical absence is typically not an option. Students are responsible for notifying both the clinical faculty and clinical site of any absences or delayed arrival to an assigned clinical activity prior to the beginning of the clinical practicum experience.

NURSING CORE COMPETENCIES

- Provide safe, effective, and culturally-sensitive, relationship-centered care across the lifespan to diverse populations.
- Collaborate and communicate effectively with the interprofessional health care team and client.
- Use information and technology to enhance health care outcomes.
- Integrate reliable evidence from the multiple ways of knowing to inform practice and make clinical judgments.
- Minimize the risk of harm to clients and providers through both individual performance and system effectiveness.
- Promote safety and minimize risk of harm to clients and providers through individual performance and evaluate system effectiveness.
- Demonstrate accountability for practicing nursing using established moral, legal, ethical, regulatory, and humanistic principles.
- Promote healthy behavior of clients and facilitate the establishment and achievement of shared health goals.
- Advocate for a healthy, sustainable and equitable environment through individual and collective action.
- Respect the dignity and privacy of clients while maintaining confidentiality in the delivery of care.

(Based on Institute of Medicine, AACN Essentials of Baccalaureate Education, American Association of Critical Care Nurses, and Commission on Collegiate Nursing Education)

REGISTERED NURSE LICENSING EXAMINATION

Upon successful completion of the Nursing program, students are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). The licensing examination is administered by Pearson Vue 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.

To practice as a nurse in the United States, registration in the state of employment 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.

ADDITIONAL NURSING PROGRAM REQUIREMENTS AND EXPECTATIONS

Additional Nursing program requirements and expectations are outlined in the Department's Nursing Handbook Addendum, which is available from the Department on the CNHS website.

DEPARTMENT OF REHABILITATION AND MOVEMENT SCIENCE (RMS)

RMS MISSION

To serve society by creating and sharing knowledge, by preparing graduates to provide ethical, evidence-based, and client-centered services, and by promoting interprofessional leadership and practices to enhance health-related quality of life.

UNDERGRADUATE DEGREE PROGRAMS

- Athletic Training B. S.
- Exercise Science B.S.

RMS EDUCATIONAL GOALS

The curricula of the various programs and the learning environment for students are designed to develop graduates who demonstrate the knowledge, skills and behaviors essential for those who participate in health promotion, and prevention and management of injury and disability. To this end, the learning environment:

- is collaborative, provides access to, and teaches assessment and application of, the expanding body of health-related knowledge;
- enhances students' capacity for sensitive and empathetic communication when interacting with individuals of a variety of backgrounds;
- encourages faculty to serve as mentors and role models for professional excellence and service;
- enhances enthusiasm for life-long learning and on-going professional development that is supported by self-assessment;
- optimizes the use of technology to enhance learning experiences;
- promotes expression of a variety of opinions and perspectives;
- supports inter-professional interactions;
- facilitates students' capacity to utilize theoretical and research-based knowledge in their professional practices;
- enhances students' capacity to solve problems that have critical outcomes for patients and clients;
- facilitates students' ability to integrate their understanding of legal, ethical, cultural, and policy issues in decision-making;
- encourages flexible, creative, and innovative thinking so that students graduate with the ability to manage the complex systems in which they will practice.

RMS RESEARCH AND SCHOLARSHIP

The Department places a high value on scholarship. The department expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment:

- promotes the application of evidence to teaching and professional practice
- provides intellectual stimulation and sharing among colleagues locally, nationally and internationally
- encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge
- provides opportunity and freedom to pursue ideas
- recognizes the quality of scholarship as well as the quantity
- mentors students in the development of their research careers.

RMS LABORATORY GUIDELINES

Faculty expect students to show respect to their peers and professors at all times; to follow the rules for the laboratory as published; to respect the equipment and furniture; and clean up the labs and classrooms after use. Some specific expectations include:

- approaching professors with courtesy and respect for their position;
- setting up appointments and using office hours to discuss issues with faculty;
- attending all required classes and entering on time;
- avoiding getting up and leaving the room during lectures unless there is an emergency (we try not to keep you sitting longer than 1 ½ hours at a time).
- turning off cell phones prior to class, lab, tutorial, or meetings with professors or peers;
- avoiding running over electric cords with equipment;
- removing shoes before feet are placed on treatment tables;
- covering treatment tables with sheets before people lie on them;
- using pillow cases on pillows;
- placing equipment in designated containers, cupboards or closet after use;
- returning furniture and treatment tables to their original positions at end of sessions;
- throwing away any trash generated during lab and classroom sessions;
- cleaning surfaces of treatment tables as needed after use.

Professionalism in appearance is defined as the following:

- Wear clothing that is not revealing (underwear should not show, tops should be long enough or bottoms high enough at the waist to cover the abdomen: gentlemen should wear shirts, and ladies should wear tops that will not expose breasts);
- During labs expose skin only as needed to conduct examinations or interventions;
- When necessary, protect the modesty of your lab partner;
- Do not wear hats to class or labs (except for religious adherence).

Students are encouraged to remind one another of these responsibilities and obligations when lapses are observed. Faculty will also provide reminders.

Potential Risks in Clinical Settings

As a student in the RMS department, you must learn to treat a variety of conditions as well as participate in health promotion. The type of treatment involved in this endeavor is largely “hands-on,” or involves the use of machinery and thermal agents. In order to assure your learning, you will be asked to practice various hands-on skills and safely use various pieces of equipment. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. You will also apply various examinations and interventions to clients/patients during clinical education experiences.

Additionally, your clinical education experiences may expose you to clients/patients who have health conditions that can be transmitted to others. Manual techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching of anatomical structures, mobilization of joint structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, and stair-climbing. Use of machinery and other thermal agents may include the use of motorized treadmill, stationary bicycles, isokinetic resistance devices, mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, ultrasound, infrared, ultraviolet light and others. If your program requires a course involving human dissection, you will use sharp scalpels and bone saws. You may also encounter bodily fluids of patients/clients in the course of their treatment.

Methods Used to Reduce Potential Risks

In all scheduled learning formats and environments you will have faculty members (academic or clinical) as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize the harmful effects of chemical substances and faculty will

indicate the appropriate use of any protective equipment, including gloves and eyewear. You may refuse to be the subject or to practice in any case in which you feel you will not be safe or which violates an important religious tenet. If you feel the environment is unsafe, you may request that the faculty member make modifications that will improve the safety of the environment.

RMS DEPARTMENT ESSENTIAL FUNCTIONS

Rehabilitation and Movement Science students in the Athletic Training Education and Exercise and Movement Science programs must be able to perform the following essential functions.

Cognitive Functions

The student must be able to thoroughly, efficiently and reliably:

- recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation/assessment;
- determine what data are needed to solve problems; and
- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment.

Affective Functions

The student must be able to:

- establish professional, trusting, empathetic relationships with a variety of individuals;
- demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
- work effectively in groups;
- meet externally established deadlines;
- be an active and engaged learner in classroom, lab and clinical settings;
- attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
- identify sources of stress and develop effective coping behaviors; and
- recognize and respond appropriately to potentially hazardous situations.

Communication Functions

The student must be able to:

- attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
- relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
- read English (typed and hand-written).

Psychomotor Functions

The student must be able to:

- accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- examine and evaluate/assess blood pressure, and lung and heart sounds;
- accurately and reliably read equipment dials and monitors;
- feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- negotiate level surfaces, ramps and lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
- move from one surface level to another (e.g., floor to stand, stand to treatment table);
- exert moderate resistance to limb and body movements of patients/classmates while maintaining one's own balance in a variety of positions;
- react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
- manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment;
- maintain activity throughout an eight to ten-hour work day;
- transport self/patients from one room to another, from one floor to another; transport self from community to community, to and from agencies, homes, etc.
- put on and take off clothing, including gowns, masks and gloves;
- exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections, common tools for screening tests of sensation, etc.; provide support and resistance as needed through complex exercise movements; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
- manipulate another person's body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques;
- move dependent real or simulated patients, generating lifting forces of up to 75 pounds. (The frequency of this activity will be occasional during laboratory experiences, and will vary from occasional to frequent in clinical experiences depending on the type of practice at the specific clinical site.)

ATHLETIC TRAINING PROGRAM AND POLICIES

The Athletic Training Education Program (ATEP) provides students the knowledge and practical skills to enter the profession of athletic training. The undergraduate program has been approved by the National Athletic Trainer's Association (NATA) since 1979 and is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE). It is designed to provide the undergraduate student with professional preparation and eligibility to sit for the Board of Certification (BOC) examination. First-year athletic training students undertake 50 hours of directed observation of sports practices and games while enrolled in AT 168. During this time they become acquainted with the daily routines of the athletic training staff on campus and engage with upper-level students in the AT program. Upon meeting retention and promotion requirements, students matriculate into the "clinical portion" of the program in their second year, where they are assigned to a different clinical preceptor each semester at both on- and off-campus clinical sites. Students must obtain at least 800 clinical experience hours within a minimum of five clinical experience courses/semesters, in addition to didactic and practicum courses. Once admitted to the clinical portion of the ATEP, students are assigned to Preceptors who directly supervise them in "clinical experiences" each semester. These clinical experiences include varsity collegiate and high school practice and game coverage, outpatient orthopedic clinic rotations, and research opportunities, among others. Each student is evaluated at regular intervals each semester and must demonstrate mastery of educational competencies to continue with the next clinical experience. ATEP students should adhere to the [NATA Code of Ethics](#). ATEP students should also be familiar with details related to ethical behavior that are included in the ATEP Handbook.

ATHLETIC TRAINING ACADEMIC STANDARDS

Athletic Training students must maintain a minimum cumulative grade point average of 3.0 and a 3.0 average in Athletic Training core courses (noted in the University Catalogue). Athletic Training students must receive a grade of satisfactory in all clinical courses. Additionally, Athletic Training students who have not entered the clinical portion of the program must receive a grade of satisfactory in AT 168 to obtain their first clinical assignment. Students receiving an unsatisfactory grade must re-take AT 168 to progress in the program; a second unsatisfactory grade in AT 168 is grounds for discontinuation from the program. Athletic Training students may be placed on academic trial for the following reasons:

- Failure to maintain a cumulative grade point average at or above 3.0. First-year students must reach this standard by the end of the spring semester.
- Failure to maintain an AT core course average of 3.0 or above.
- Failure to earn a grade of *Satisfactory (S)* in a clinical experience course. (Pre-clinical students who earn a grade of *Unsatisfactory (U)* in AT 168 must repeat the course and attain a grade of *Satisfactory (S)* in order to begin the clinical portion of the program.)

- Students placed on trial will receive a letter detailing the rationale for their status, the length of time of the trial period, and the conditions that must be met in order to be removed from trial, within approximately two weeks of the end of the semester. Athletic Training students may be discontinued from the program for the following reasons:
 - Failure to meet conditions necessary for removal from trial.
 - Earning a grade of U in more than one AT clinical course. This will also result in the student not being endorsed for the BOC examination.
 - Failure to observe program policies and procedures as outlined in the Athletic Training Education Program Handbook.

ADDITIONAL ATHLETIC TRAINING EDUCATION PROGRAM REQUIREMENTS AND EXPECTATIONS

Additional program requirements and expectations are outlined in the Athletic Training Education Program Handbook, which is available from the program director and can be found on the CNHS website.

ATHLETIC TRAINING CURRICULUM

The full program curriculum is available in the UVM Undergraduate Catalogue and on the CNHS website. Professional courses are noted in the catalogue and on program curriculum sheets.

EXERCISE SCIENCE PROGRAM AND POLICIES

The Exercise Science program comprises the in-depth study of the theory and applications of exercise and movement sciences in health, fitness and prevention in a variety of populations. Graduates of the program may pursue careers in related areas of fitness and health, such as health promotion, adapted physical activity for special populations, pharmaceutical sales, recreation management and health and fitness business ventures. They may also pursue one of several clinical certifications, such as ACSM exercise specialist, specialist in Gerontology, or NSCA-certified personal trainer. Finally, students graduating from this program will be qualified for graduate work in exercise and movement sciences. Students can choose an academic minor to tailor their education to their individual objectives and goals, although a minor is not required. Students may also elect to pursue an advanced degree in physical therapy. This option requires careful planning and should be discussed with an academic advisor early in the student's academic career.

EXERCISE SCIENCE PROGRAM ACADEMIC STANDARDS

Exercise Science students must maintain a cumulative 2.5 grade point average. Students who miss more than one semester of required sequenced coursework will be discontinued from the major.

Students with a cumulative grade point average below 2.5 will be placed on trial for one semester. To be removed from trial, students must achieve a cumulative GPA of 2.5 by the end of the trial period. Students who fail to raise their cumulative GPA to 2.5 during the trial semester will be discontinued from the program.

EXERCISE SCIENCE CURRICULUM

The full program curriculum is available in the UVM Undergraduate Catalogue and on the CNHS website: <http://www.uvm.edu/cnhs/curricula>.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services provides accommodations to students with documented disabilities. Among our programs and services, SAS offers: exam accommodations, meetings with Accessibility Specialists to receive advisement and advocacy around disability-related matters, eBooks, deaf and hard of hearing services, notetaking and adaptive technology. To learn more about available accommodations or discuss your circumstances, call (802) 656-7753 or email access@uvm.edu to schedule an appointment.

CONTACT THE COLLEGE OF NURSING AND HEALTH SCIENCES

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ACKNOWLEDGMENT OF HANDBOOK CONTENTS

The purpose of this handbook is to inform CNHS students, faculty, and staff of academic policies, standards and procedures that impact student progression and program completion.

Print Name: _____

STUDENT HANDBOOK ACKNOWLEDGMENT

I have reviewed the student handbook, understand its content, am aware of its location, and agree to abide by the policies and procedures outlined in it.

Signature: _____

Date: _____

PROFESSIONALISM ACKNOWLEDGMENT

I have read the expectations for professionalism and will meet my responsibilities by demonstrating the outlined behaviors.

Signature: _____

Date: _____

ESSENTIAL FUNCTIONS ACKNOWLEDGMENT

I have read and understand the essential functions of the program to which I have been accepted. I understand that I am expected to be able to accomplish, with or without reasonable accommodations, these essential functions. I understand my rights with respect to such accommodations, and that if I seek such accommodations, it is my responsibility to disclose the disabilities for which I am seeking accommodations to the appropriate certifying office (Student Accessibility Services, the Center for Health and Wellbeing Student Health/Medical Clinic or the Counseling Center). I understand that once the certifying office notifies the faculty of my need for accommodations, the program in which I am enrolled will provide reasonable accommodations in the classroom and laboratory setting. In addition, efforts will be made to arrange clinical experience in environments where appropriate accommodations can be made; however, such accommodations in the clinical environment may be beyond The University of Vermont's control. I understand that standards and requirements might change and that I am expected to remain compliant with updated standards and requirements.

Signature: _____

Date: _____

Return this form to the CNHS Office of Student Services: 002 Rowell Building, 106 Carrigan Drive, Burlington, VT 05405-0068