College of Nursing

Undergraduate Program

Student Handbook

2020-2021
The following guidelines are intended for students enrolled in academic programs offered within the College of Nursing. The safety of students and faculty within the College of Nursing is of the highest priority. Given that many of our students are also essential workers, every possible precaution will be taken to allow students and faculty to be as safe as possible while also providing the highest quality educational experience.


These guidelines are categorized as:
1) General guidelines,
2) Guidelines when inside Cunningham (UW-Milwaukee) or Tallent Halls (UW-Parkside), and
3) Guidelines when in class at off campus sites such as community agencies, schools, and health care facilities.

**General Guidelines**
- Wash hands with soap and water for at least 20 seconds. Keep a supply of hand sanitizer.
- Do not touch your eyes, nose, or mouth with unwashed hands.
- Wear a covering to cover both the mouth and nose when indoors and anytime 6 feet of distance cannot be maintained.
- Cover your cough or sneeze.
- Clean all high touch areas at home and school.
- Avoid crowded areas. Keep six feet of distance between yourself and others.
- Ask yourself the screening questions before going to class on campus or into clinical and community settings.

**COVID-19 Screening Questions**
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear [2-14 days after exposure to the virus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-test/symptoms.html). Have you had these symptoms in this past timeframe?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Symptom/Exposure</th>
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<tr>
<td></td>
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<td>Fever or chills (100.4 F or greater)</td>
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<td>Cough</td>
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<td>Shortness of breath or difficulty breathing</td>
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<td>Fatigue</td>
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<td>Muscle or body aches</td>
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<td>Headache</td>
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<td>New loss of taste or smell</td>
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<td>Sore throat</td>
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Congestion or runny nose
Nausea or vomiting
Diarrhea
Have you been in close contact with others through work, home or the community who have tested positive for COVID-19?

(UWM CON UG Student Handbook – 2020-2021)

- UWM students who have concerns about symptoms or potential exposure are encouraged to call Norris Health Center at (414) 229-4716 to speak with a medical professional who can provide additional guidance. [https://uwm.edu/norris/health-services/](https://uwm.edu/norris/health-services/)
- Nursing students taking courses at UW-Parkside with concerns about symptoms or potential exposure are encouraged to call UWP Student Health and Counseling Center (262)595-2366 to speak with a medical professional [https://www.uwp.edu/live/services/studenthealth/](https://www.uwp.edu/live/services/studenthealth/)
- Communicate COVID-19 exposure or illness to your instructors as soon as possible. Instructors will work with the Program Director to develop a plan with the student.
- **Stay home if you are sick.**

**Guidelines When Inside Cunningham Hall**
- The covering of the mouth and nose (such as a cloth mask) is required within Cunningham Hall.
  - A mask may be removed when an individual is alone in their own office.
- It is extremely important, for infection control, that students not wear to campus clothing that was worn in hospital or other health care setting where direct patient care is provided.
  - Students who wear scrubs or white coats to campus are responsible for ensuring they are clean before arriving to campus. If you are unable to clean scrubs or white coats prior to coming to class, please change into clean street clothing before coming to campus. Talk to your advisor about any concerns.
- Students will be provided, are required to wear, personal protective equipment (PPE) when attending classes where social distance cannot be maintained (e.g., health assessment labs, psychomotor skills).
- Students and staff will monitor the flow of traffic to maintain six feet of distance when entering and exiting rooms.
- The College of Nursing has a “if you touch it, you clean it" policy during simulations and skills in the College of Nursing. This is an important teachable activity for nursing students to understand potential transmission, infection control and prevention.

**Guidelines When in Class at Off Campus Sites**
- Students will adhere to facility and unit specific requirements for symptom screening and PPE use.
- Students will follow any facility-based travel restrictions related to COVID-19.
Noncompliance will result in consequences including being denied entry to class, clinical, and implementation of the Professional Expectations of Students in Academic and Clinical Settings policy (CP 05-01-17B)

Please note that these guidelines are subject to changes as new information becomes available to remain aligned with federal, state, and local public health recommendations. Students will be notified directly of changes.
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This handbook includes pertinent information important to your progression in the professional major.
Welcome to the University of Wisconsin-Milwaukee College of Nursing! It is a tremendous accomplishment to be admitted to the professional major, and we hope you are as proud of this achievement as we are. I am truly honored to welcome you at the beginning of your journey in professional nursing.

Our curriculum is built on a set of competencies that identify the knowledge, skills, and clinical thinking that are needed by the professional nurse. Our approach to teaching and learning is concept-based and student-centered. Concept-based teaching emphasizes learning the processes of thinking and not solely memorizing facts, though there is still core knowledge from pre-nursing courses and learned throughout the nursing program that you will draw upon in order to become excellent clinical thinkers. The term student-centered means that we use a wide variety of experiences, instructional approaches, and academic support strategies to address the learning needs, interests, and backgrounds of our students.

Active learning and opportunities to apply knowledge in a variety of clinical, classroom, and simulation experiences also play an important role in student learning and formation as a professional nurse. You will be challenged to apply previously attained knowledge, analyze familiar and new situations, and to make clinical judgments based on evidence as you provide care for patients, families, and populations.

What happens in college is not exactly the same as a career in nursing, but the knowledge, skills, and thinking we aim to help you develop are essential to your success as a professional nurse. The policies and procedures we use in the nursing program provide the opportunity to practice meeting the expectations for your career in nursing. These reflect what healthcare settings expect, so it would be a disservice if we expected any less from you, the future nurses of the world.

This handbook has been designed to orient you to important information about the College of Nursing and the nursing program. It includes important procedures and policies. Take time to read through the handbook and become familiar with it. Ask questions if something is unclear.

Nursing is one of the most challenging majors at UW-Milwaukee. We are proud that you are here, and please know that we are committed to facilitating your success. Reach out to faculty, your curriculum coordinator, and/or your advisor when you need help. Get to know your classmates - they will become your nursing colleagues. Make time to take care of yourself.

The faculty and I look forward to working with you!

Warm regards,

Dr. Melissa Brown
Melissa A. Brown, PhD, RN, CNE
Clinical Associate Professor and Interim Undergraduate Program Director
Philosophy of the College of Nursing

Consistent with and evolving from the core values the following principles about human beings, environment, health, nursing, learning, and teaching guide the educational programs of the University of Wisconsin-Milwaukee College of Nursing (UWM-Milwaukee, CON)\(^1\).

Professional nurses are educated at a variety of curricular levels for generation, application, and evaluation of knowledge. The teaching-learning process is interactive. Learning requires active student participation and is enhanced when the instructional environment is respectful and supports personal worth, dignity, and self-identity in the teacher and the student and encourages each person to grow and discover meaning.

Each human is a unique, dynamic, integral being. Human beings exist within physical and social environments. These environments are shaped by dynamic events in socio-cultural, natural, local and global political milieus. Actions of individuals and groups also shape these environments that provide the context within which health and nursing systems operate. Nursing is committed to social justice, challenges existing paradigms when appropriate and creates innovative solutions for health care problems.

Nursing is a socially derived profession whose members assist person, families, groups and the larger society to pursue the goal of optimum health. Health is a dynamic state influenced by the constant interaction of internal and external factors. Health status is reflective of the well-being of individuals and aggregates within environments and encompasses wellness, risks, problems, and needs that may be or have the potential to be present.

Through the use of the nursing process, dynamic interactions between the nurse and the client facilitate the promotion, maintenance, or restoration of health. The knowledge base of nursing must be continually developed and evaluated in response to changing environmental health needs. Nursing care is guided by professional standards and requires personal and professional integrity.

Nursing, as a human interaction, is most effective when nurses reflect the population that it serves. The CON seeks to admit and educate a diverse student body in order to enrich the students’ educational experience and to prepare them to meet the health needs of a diverse society. Therefore, a holistic review of applicants to the CON includes an evaluation of academic achievement, work and leadership experiences, personal and professional accomplishments, skills, abilities and personal qualities. Consideration of these factors as well as a wide range of economic, social, racial/ethnic and geographic backgrounds will enhance diversity within the CON and the nursing profession.
Vision, Mission, Core Values and Guiding Principles

Vision Statement
As an innovative, academic, nursing community, the University of Wisconsin-Milwaukee College of Nursing faculty, staff, students, and alumni are renowned leaders in creating bold and effective solutions for advancing local, national and global health.2

Core Values
Accountability  Collaboration  Creativity  Diversity & Inclusion  Excellence
Integrity  Human Dignity  Social Justice
We, the University of Wisconsin-Milwaukee College of Nursing community, embrace and demonstrate these core values in our learning, teaching, research, practice, and service.

Guiding Principles
As a diverse Community of Scholars that values passionate, academic discourse and debate in a climate of civility, we live our core values and create opportunities to embrace, welcome, respect, and strive to understand the perspectives of others – colleagues, students, patients/clients, and community partners.

As a CON community, we:

• live our core values;
• exhibit respectful, transparent and clear communication;
• expect and embrace shared accountability;
• appreciate and foster innovation; and
• seek collaboration in teaching, research, practice and service.

Mission Statement
The University of Wisconsin-Milwaukee College of Nursing is a premier, urban, academic, collegial, nursing community that acts collaboratively with partners to:

• Prepare a diverse population of students to become science based, compassionate, nurse leaders through innovative, quality, educational programs for all settings and levels of practice;
• Conduct research and scholarship that advance science in nursing and health;
• Address emerging health needs through evidence based practice and consultation; and
• Develop leaders who transform health care delivery and health policy.

1School of Nursing Faculty approved Faculty Document #((87-04)093 on April 3, 1987; 09/13/02 (ed.) CON Faculty approved Faculty Document #((87-04)083A on November 17, 2006.

2Faculty Document #((96-09) 100 B, Revised May, 2012
The following Admission Mission Statement reflects the goals and values of the CON and guides the admission process:

The undergraduate nursing program at the University of Wisconsin-Milwaukee is committed to admitting diverse students who will become compassionate nurse leaders in creating bold and effective solutions for advancing local, national and global health. Our admission process is guided by support for our core values of collaboration, diversity and inclusion, social justice, human dignity, integrity, creativity, accountability, and excellence. We will use attributes, experiences, and academic metrics in selecting students for admission consistent with our mission as a premier, urban, academic college of nursing community.
University of Wisconsin–Milwaukee College of Nursing
Organizational Chart for 2020-2021

Student Affairs

- Robin Jens - Assistant Dean of Student Services

Student Affairs Support Staff

- Michael Walk (Admin. Specialist) - Office Manager
- Lynn Helmke (University Services Assoc. II) - Receptionist/Admin. Support
- Matthew Halloran (Advisor) - Recruitment Coordinator

Advisors

- Bridget Brown (Admin. Prog. Specialist - MSP)
- Jennifer Daood (Sr. Advisor)
- Sylvia Forbes (Outreach Prog. Manager II)
- Katie Nack (Advisor)
- Connor Sampson (Advisor - Pre-Nursing, MATC)
- Hillary Vara (Advisor - UWP)
- Donna Wier (Sr. Advisor)

Nursing Study Center

- Ebony Cobb (Advisor) - Coordinator
- Tamara Griffin (Faculty Associate) - Learning Specialist/Tutor
COLLEGE OF NURSING PROBLEM SOLVING HIERARCHY

Please Note: At any point during this process you may contact your Student Affairs Advisor.

- Question or concern about a course or related issue
  - Check the course syllabus
  - Check the course Canvas site
  - Review the Undergraduate Student Handbook and Canvas Policy and Procedure site

  **If question or concern is not resolved**
  - Talk with or make an appointment to meet with the course instructor

  **If question or concern is not resolved**
  - Contact the Curriculum Coordinator

  **If question or concern is not resolved**
  - Contact College of Nursing Undergraduate Program Director

  **If question or concern is not resolved**
  - Contact the College of Nursing Associate Dean for Academic Affairs
ACADEMIC PROGRAM

Undergraduate Nursing Program
The graduate of the UWM College of Nursing is prepared to practice as a beginning generalist in a variety of settings. In addition, graduates will possess knowledge and skills that qualify them to pursue life-long learning and advanced study. The UWM College of Nursing undergraduate and graduate programs are directed toward enhancing the health of those who live and work in urban communities.

The curriculum is built on a set of competencies and objectives (Table 1) that identify the knowledge, skills and attitudes that are needed by the professional nurse. Our competency-based curriculum is supported by a conceptual approach (Table 2) to teaching and learning.

Table 1 Undergraduate Program Competencies and Level Objectives

<table>
<thead>
<tr>
<th>Competencies/Program Outcomes</th>
<th>Foundations</th>
<th>Level Objectives</th>
<th>Synthesis</th>
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<tbody>
<tr>
<td><em><em>Patient</em>-centered Care:</em>* The graduate will provide holistic care that recognizes patients’* (individuals, families, groups, and communities) preferences, values, and needs and respects patients or their designees as full partners in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.</td>
<td>Determines patient preferences, values, and needs and their impact on care.</td>
<td>Delivers nursing care based on patient preferences and values while recognizing one’s own values.</td>
<td>Independently incorporates the multiple dimensions of patient-centered care to provide holistic nursing care to individuals, families, groups, and communities.</td>
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A C A D E M I C  P R O G R A M

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**Professionalism:** The graduate will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Comprehends the guiding principles and standards of the professional nursing role.

Applies principles of professionalism in one’s nursing practice.

Formulates a professional identity consistent with the principles and standards of the professional nursing role.
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<tr>
<td><strong>Leadership:</strong> The graduate will influence the behavior of individuals or groups of individuals within the environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.</td>
<td>Identifies personal and professional beliefs and values regarding leadership.</td>
<td>Demonstrates ability to engage in reflective practice.</td>
<td>Evaluates leadership skills as a member of an interprofessional team to facilitate change and achieve shared goals.</td>
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<td>Discusses the theories and practice of leadership in an interprofessional environment.</td>
<td>Utilizes theories and practice of leadership in care delivery.</td>
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<td><strong>Systems-based Practice:</strong> The graduate will demonstrate an awareness of and responsiveness to the larger context of the health care system and will demonstrate the ability to effectively call on microsystem resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).</td>
<td>Relates the concepts of micro/macro systems to the delivery of health care.</td>
<td>Delivers effective health care utilizing knowledge of the micro/macro systems of care.</td>
<td>Evaluates systems of care in collaboration with others to achieve optimal outcomes.</td>
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<td>Values collaboration as an essential component of micro/macro systems.</td>
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<td><strong>Informatics and Technology:</strong> The graduate will use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2007).</td>
<td>Describes how technology and information management are related to the quality and safety of health care.</td>
<td>Employs the electronic health record and other technologies to coordinate care, support self-management, and enhance accessibility to care.</td>
<td>Proposes information management and technology solutions to advance quality health care.</td>
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<td>Navigates the health record to retrieve and enter pertinent data and information while maintaining privacy and confidentiality.</td>
<td>Applies the principles of data integrity and terminology standards to generate information and knowledge, support nursing practice, and improve patient outcomes.</td>
<td>Uses database applications for statistical analyses to evaluate practice and perform quality improvement.</td>
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<td>Competencies/Program Outcomes</td>
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<td><strong>Communication:</strong> The graduate will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</td>
<td><strong>Foundations</strong></td>
<td><strong>Integration</strong></td>
<td><strong>Synthesis</strong></td>
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<tr>
<td>Uses clear, concise, and professional written, electronic, verbal, and non-verbal communication.</td>
<td>Adapts communication based on individual, family, community, and colleague responses and needs.</td>
<td>Critically evaluates communication with individuals, families, communities, and colleagues to promote collaboration and to achieve optimum health outcomes.</td>
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<td><strong>Teamwork and Collaboration:</strong> The graduate will function within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (Adapted from QSEN, 2007).</td>
<td><strong>Foundations</strong></td>
<td><strong>Integration</strong></td>
<td><strong>Synthesis</strong></td>
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<tr>
<td>Explains the essential components of nursing and interdisciplinary teams including communication, ethics, collaboration, and self-awareness.</td>
<td>Begins to function as a member of nursing and interdisciplinary teams, recognizing roles and contributions of self and others as well as relevant system factors.</td>
<td>Critically evaluates nursing and interdisciplinary teams to identify ways to enhance collaborative efforts.</td>
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<td><strong>Safety:</strong> The graduate will minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).</td>
<td><strong>Foundations</strong></td>
<td><strong>Integration</strong></td>
<td><strong>Synthesis</strong></td>
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<td>Articulates the essential role of nurses in providing safe care environments.</td>
<td>Promotes a culture of safety through communication strategies, technology, and standardized practices.</td>
<td>Advances strategies to improve safety in health care settings.</td>
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<td><strong>Quality Improvement:</strong> The graduate uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2007).</td>
<td><strong>Foundations</strong></td>
<td><strong>Integration</strong></td>
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<td>Describes the basic processes of quality improvement and how they relate to nursing practice.</td>
<td>Examines quality improvement data and initiatives that are relevant in nursing practice settings.</td>
<td>Applies quality improvement tools and processes in a process improvement project.</td>
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<td>The graduate will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients’ preferences, experience and values to make practice decisions (Adapted from QSEN, 2007).</td>
<td>Describes the concept of evidence-based practice (EBP) including the components of research evidence, clinical expertise, and patient values and preferences.</td>
<td>Values the concept of EBP as integral to determining the best nursing practice approaches.</td>
<td>Synthesizes information from multiple sources to inform clinical reasoning and apply EBP in nursing practice.</td>
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<td>Demonstrates the ability to locate reliable research, evidence, and clinical practice guidelines.</td>
<td>Utilizes the EBP process in clinical reasoning and decision making.</td>
<td>Advocates for the integration of EBP into clinical guidelines and nursing practice.</td>
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<td>Collaboration</td>
<td>Fatigue</td>
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<tr>
<td>Functional Ability</td>
<td>Community</td>
<td>Fluid &amp; Electrolyte Balance</td>
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<td>Interpersonal Relationships</td>
<td>Environmental Health</td>
<td>Genetics/Genomics</td>
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<tr>
<td>Motivation</td>
<td>Ethics</td>
<td>Immunity</td>
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<tr>
<td>Power</td>
<td>Health Promotion</td>
<td>Infection</td>
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<tr>
<td>Self-Awareness</td>
<td>Leadership</td>
<td>Inflammation</td>
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<td>Self-Management</td>
<td>Levels of Prevention</td>
<td>Intracranial Regulation</td>
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<td>Palliation</td>
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<td>Professionalism</td>
<td>Nutrition</td>
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<td></td>
<td>Surveillance</td>
<td>Oxygenation/Gas Exchange</td>
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<td><strong>Health Care Infrastructures</strong></td>
<td>Evidence/Research</td>
<td>Pain</td>
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<td>Health Policy</td>
<td>Perfusion</td>
<td></td>
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<td>Healthcare Economics</td>
<td>Reproduction</td>
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<td>Sensory Perception</td>
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<td>Sexuality</td>
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<td>Informatics</td>
<td>Sleep</td>
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<td>Safety</td>
<td>Thermoregulation</td>
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<td>Tissue Integrity</td>
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<td><strong>Biobehavioral Concepts</strong></td>
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<td>Psychosis</td>
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<td>Stress</td>
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<td>Violence</td>
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### Sample UWM Undergraduate Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td><strong>Total 16 cr</strong></td>
<td><strong>Total 17 cr</strong></td>
</tr>
</tbody>
</table>
| MATH 105: Intermediate Algebra | 3 cr                                     | CHEM 100: Chemical Science                | 4 cr
| BIOSCI 202: Anatomy and Physiology | 4 cr                                     | BIO SCI 203: Anatomy and Physiology II    | 4 cr
| PSYCH 101: Intro to Psychology | 3 cr                                     | NURS 101: Cultural Diversity in Healthcare | 3 cr
| ENGLISH 102: College Writing and Research | 3 cr                                     | SOC: Any Sociology                        | 3 cr
| NURS 102: Perspectives on Health Care Systems | 2 cr                                     | Social Science Elective                   | 3 cr
| NURS 103: Freshman Seminar in Nursing | 1 cr                                     |                                           |    |
|                        | **Total 16 cr**                           | **Total 16 cr**                           |
| **Year 2**             |                                           |                                           |
| Pre-Nursing            |                                           |                                           |
| CHEM 101: Chemical Science | 4 cr                                     | CHEM 103: Survey of Biochemistry          | 4 cr
| NURS 203: Growth and Development | 4 cr                                     | BIOSCI 101: Survey of Microbiology        | 4 cr
| NURS 251: Genetics and Genomics | 2 cr                                     | BMS 332: Clinical Nutrition               | 2 cr
| History/Humanities Elective | 3 cr                                     | Elective                                  | 3 cr
| Humanities Elective    | 3 cr                                      | Art Elective                              | 3 cr
|                        | **Total 16 cr**                           | **Total 16 cr**                           |
| **Apply to Professional Major** |                                           |                                           |
| **Year 3**             |                                           |                                           |
| Professional Major     |                                           |                                           |
| NURS 351: Professional Role I: Foundations of Professional Practice | 3 cr                                     | NURS 420: Professional Role II: Provider of Care | 3 cr
| NURS 399: Concepts of Pathophysiology and Pharmacotherapeutics I | 4 cr                                     | NURS 400: Concepts of Pathophysiology and Pharmacotherapeutics II | 4 cr
| NURS 352: Health and Illness Concepts I: Introduction | 3 cr                                     | NURS 421: Health & Illness Concepts II: Acute and Chronic Conditions | 3 cr
| NURS 398: Health Assessment and Promotion in Nursing Practice | 3 cr                                     | NURS 419: Concepts of Evidence-based Nursing Practice | 3 cr
| NURS 353: Clinical Practicum I: Foundations | 3 cr                                     | NURS 422 Clinical Practicum II: Acute & Chronic Conditions | 3 cr
|                        | **Total 16 cr**                           | **Total 16 cr**                           |
| **Year 4**             |                                           |                                           |
| Professional Major     |                                           |                                           |
| NURS 430: Professional Role III: Interprofessional Practice | 3 cr                                     | NURS 476: Professional Role IV: Leading in Complex Situations | 3 cr
| NURS 431: Health & Illness Concepts IV: Lifespan | 3 cr                                     | NURS 477: Health & Illness Concepts V: Complex | 3 cr
| NURS 432: Health & Illness Concepts III: Population Health | 3 cr                                     | NURS 480: Transition to Professional Practice | 3 cr
| NURS 434: Nursing Informatics and Technology | 3 cr                                     | NURS 478: Clinical Practicum IV: Clinical Intensive | 3 cr
| NURS 433: Clinical Practicum III: Population Health | 3 cr                                     | NURS 479: Clinical Practicum V: Capstone | 3 cr
|                        | **Total 15 cr**                           | **Total 15 cr**                           |
## Sample UWP Consortial Nursing Undergraduate Curriculum

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Pre-Nursing</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MATH 105: Intermediate Algebra</td>
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<tr>
<td></td>
<td>NURS 102: Perspectives on Health Care Systems</td>
<td>2 cr</td>
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</tr>
<tr>
<td></td>
<td>NURS 103: Freshman Seminar in Nursing</td>
<td>1 cr</td>
<td></td>
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<td><strong>Total</strong></td>
<td><strong>16 cr</strong></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Pre-Nursing</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td></td>
<td>CHEM 101: Chemical Science</td>
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<td>3 cr</td>
<td>Elective</td>
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<td></td>
<td>Humanities Elective</td>
<td>3 cr</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16 cr</strong></td>
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</table>

### Apply to Professional Major

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Professional Major</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 351: Professional Role I: Foundations of Professional Practice</td>
<td>3 cr</td>
<td>NURS 420: Professional Role II: Provider of Care</td>
</tr>
<tr>
<td></td>
<td>NURS 399: Concepts of Pathophysiology and Pharmacotherapeutics</td>
<td>4 cr</td>
<td>NURS 400: Concepts of Pathophysiology and Pharmacotherapeutics II</td>
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<td></td>
<td>NURS 352: Health and Illness Concepts I: Introduction</td>
<td>3 cr</td>
<td>NURS 421: Health &amp; Illness Concepts II: Acute and Chronic Conditions</td>
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<td></td>
<td>NURS 398: Health Assessment and Promotion in Nursing Practice</td>
<td>3 cr</td>
<td>NURS 419: Concepts of Evidence-based Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>NURS 353: Clinical Practicum I: Foundations</td>
<td>3 cr</td>
<td>NURS 422: Clinical Practicum II: Acute &amp; Chronic Conditions</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16 cr</strong></td>
<td><strong>Total</strong></td>
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<thead>
<tr>
<th>Year 4</th>
<th>Professional Major</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 430: Professional Role III: Inter-professional Practice</td>
<td>3 cr</td>
<td>NURS 476: Professional Role IV: Leading in Complex Situations</td>
</tr>
<tr>
<td></td>
<td>NURS 431: Health &amp; Illness Concepts IV: Lifespan</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15 cr</strong></td>
<td><strong>Total</strong></td>
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</tbody>
</table>
All College of Nursing Policies & Procedures can be found in a special Canvas site. Access to this site is available on all course Canvas sites. Students will need to click the link, then click the Enroll button to gain access. After completing this initial step, students will have regular access to all the policy and procedure documents.

The following list of “Frequently Used Policies and Procedures” can be found on the Canvas site. Students are expected to review these policies and are responsible for information contained in them.

**Admission, Progression, and Appeals**

- **UPC # 05-05-17(3)A**: Policy Statement for Undergraduate Progression and Appeals. Addresses the request for exemption from the stated policies and/or regulations of the College of Nursing pertaining to an academic grievance/grade change. Addresses request to appeal.
- **UPC # 05-05-17(2)**: Undergraduate Appeal for an Academic Grievance/Grade Change. Describes the process for an appeal.
- **UPC # 10-06-17(1)**: Competency Requirements. Addresses completion of math and English competencies required of all undergraduate students.
- **UPC # 10-06-17**: Minimum Requirement for Satisfactory Completion of Courses and Progression through the Major. Describes requirements for progression through the nursing major.

**Health and Safety Expectations**

- **CP # 02-01-19**: Background Checks Policy. Includes student responsibilities related to background checks and drug testing along with implications of positive results.

**Clinical and Classroom Requirements**

- **CP # 04-05-19**: Technical Standards. Describes the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe health care. Students must be able to meet these technical standards, with or without reasonable accommodations.
- **CP # 05-02-17A**: Professional Expectations of Students in Academic and Clinical Settings. Describes the professional characteristics and dispositions expected of all students in the College of Nursing.
- **CP # 05-05-17**: Technology Use and Electronic Media Policy. Describes standards of conduct that must be followed when nursing students use social media platforms.
CP # 05-07-17A: Undergraduate/MN Student Uniform and Dress Code Policy. Details the professional appearance and uniform requirements for nursing students.

UPC # 05-01-15A: Undergraduate Program Clinical Placement Policy. Addresses requirements for placement in clinical.

UPC # 09-07-18A: Policy on Testing and Exams in Undergraduate Nursing Courses. Describes the policies and procedures required for instructors and students in any testing environment.
Travel. Students are responsible for arranging transportation to and from all agencies or clients’ homes used to provide clinical experience for the program. They are also responsible for any related liability. Students are expected to carry insurance on their vehicles.

Supplies. Students are expected to provide their own uniforms, books, supplies, equipment and other learning resources for practice experience as deemed necessary to meet course objectives. Students are required to purchase the books, learning package and an electronic device to participate in the program. An electronic device is essential to completing learning activities in the classroom and off campus.

Attendance. Student attendance is expected at every class/clinical. All information and activities in class/clinical are important. In the event, you miss a class/clinical you will be responsible for obtaining information from the instructor, handouts, and notes from another student. Students must notify the instructor by email or phone prior to missing class/clinical.

An absence may be excused for the following reasons: (1) serious illness or death in the immediate family, (2) Religious observances, (3) Military duty or veteran status, (4) Required University related absences, including but not limited varsity (NCAA) athletic match and presentation of research at a conference, (5) Pregnancy or childbirth, and (6) Legally mandated absences such as jury duty or court subpoena. For an absence to be excused, the student must provide verification (e.g., note from physician, letter from varsity coach, etc.). Verification must be provided within one week of the absence for the absence to be excused.

Instructors have the discretion to determine what constitutes appropriate make-up work or make-up exam for an excused absence. To receive credit for a missed exam, it must be made up within one week of the original exam date unless there are extenuating circumstances that are documented. The instructor may provide an alternate format make-up exam (e.g. essay exam) covering the same content to preserve exam integrity. If an absence is not excused, the student will not have the opportunity to make up the work missed and will lose the points for that work.

Illness or Prolonged Absence. Students are expected to be present at all scheduled classes and clinical laboratory experiences. Absence impacts students’ ability to meet required course objectives. As a result, frequent or prolonged absences from scheduled classes and/or clinical experiences may necessitate that the student drop a nursing course. Any planned interruption in course work should be discussed with the student’s advisor at the earliest possible date.

Professional Expectations of Students. Please refer to ‘Professional Expectations of Students in Academic and Clinical Settings’ (Policy CP #05-01-17B).
The following requirements must be met by all students, including those who are entering the clinical major and those who are in the clinical nursing major.

The non-negotiable due dates for all students are:
- August 1st for Fall semester (all students going into any level in Fall)
- January 2nd for Spring semester (all students going into any level in Spring)
- November 1st influenza inoculation required annually (all students)

For students who are entering the clinical nursing major, failure to complete these requirements and to upload them to CastleBranch by the due date will result in the student losing the clinical placement. Rationale: If a student is not motivated to complete the requirements for admission, we have students on the wait list who could take the spot. There will be no consequences beyond this for the CON, the student admitted from the wait list, or the faculty/staff.

For students already in the clinical nursing major, failure to complete these requirements and to upload them to CastleBranch by the due dates noted above will result in a 10% deduction from the final clinical grade (first offense) and loss of clinical placement (with readmission only on a space available basis).

Detailed information Related to these expectations follows:

Health and Accident Insurance Students are required to have personal health insurance that is in effect at the time of entry into the clinical portion of the nursing program. This insurance must cover you while you are on location at a facility or institution. STUDENTS ARE NOT COVERED BY HEALTH OR ACCIDENT INSURANCE BY EITHER THE UNIVERSITY OF WISCONSIN-MILWAUKEE NOR THE PRACTICUM FACILITY NOR PRACTICUM INSTITUTION. In addition, WORKER’S COMPENSATION INSURANCE DOES NOT COVER STUDENTS. IF YOU BECOME ILL OR INJURED AS A RESULT OF THE FIELD TRAINING PROGRAM, THERE IS NO COVERAGE FOR YOUR COSTS OF MEDICAL TREATMENT. If you suffer a needle stick or are hurt while in practicum, you need personal health insurance to cover your medical bills. You are not covered by any policy from the University nor the practicum site.

Health: Physical Exam Requirements, including Health Record and Proof of Immunizations. Good physical and mental health is essential for study and practice in professional nursing. The faculty of the College of Nursing reserves the responsibility for retaining only those students who demonstrate qualities of physical and mental health generally considered to be imperative for professional nursing practice.

Every student admitted to the professional nursing major must complete a physical examination and specific immunizations and tests. Written proof of completion of these
Physical Exam. Evidence of a physical examination upon admission to the major. This is to be completed by a nurse practitioner or physician of the student’s choice. It must be uploaded to CastleBranch as instructed by the College of Nursing Student Affairs Office on a date specified. The examination must be completed within 3 months before the date on which the student begins clinical nurse course work.

b. Immunizations. In order to maintain the health and safety of College of Nursing staff, students and the clients whom they care for, the specific diagnostic tests and/or immunizations are required of all students. Students must submit immunization records and/or proof of immunity in the form of laboratory reports within CastleBranch by the appropriate deadline. See Table 4 for immunization requirements.

Health and Vaccination Service Availability
The Norris Health Center is available, by appointment, to assist students in meeting the physical exam and immunization requirements. Students are asked to bring evidence of recent immunizations to their appointments. A health history and a physical examination will be performed by a physician or nurse practitioner. There is no fee for the physical examination provided through the Norris Health Center for matriculated students. IF the exam is completed prior to the date designated each semester by the Norris Health Center. After the designated date, nursing students will be charged per the fee schedule.

Students who choose to go to their personal physical or nurse practitioner to fulfill the health requirements must bring documentation of the physical exam and immunization and/or diagnostic tests to CastleBranch.

Consortial Nursing Program students may use the UWM Norris Health Center on a payment-for-services basis as indicated by the current Norris Health Center fee schedule.

Table 4: Immunization Requirements - due by August 1 prior to starting the program in fall and January 2 prior to starting the program in Spring.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Primary Schedule</th>
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<tbody>
<tr>
<td>Tuberculosis</td>
<td>Annual PPD skin test using Mantoux method two-step process or Quantiferon Gold. For those persons with a history of positive PPD-test reaction, a chest x-ray is required. If results of the initial chest x-ray are negative, repeat x-rays are not required. (this requirement is to be met within 3 months prior to starting the course NURS 353 and kept current through</td>
</tr>
<tr>
<td>Infection and Blood-borne Pathogen In-Service</td>
<td>Results must be turned in by stated deadlines showing compliance through the semester and cannot lapse during the semester.</td>
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<td>---------------------------------------------</td>
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<tr>
<td>Hepatitis B</td>
<td>Hepatitis B vaccine series (3 doses; 0, 1 &amp; 6 months apart)</td>
</tr>
<tr>
<td>Diphtheria/Pertussis/Tetanus</td>
<td>There must be documentation of a Tetanus &amp; Diphtheria toxoids &amp; acellular pertussis (Tdap) followed by Tetanus and Diphtheria (Td) booster within the past 10 years. Additional Td booster only required if 10 years since Tdap.</td>
</tr>
<tr>
<td>Rubeola (measles)</td>
<td>Serologic evidence of immunity or documentation of 2 MMRs. In the absence of the above records, 1 dose MMR followed by a second dose at least 1 month after the first dose.</td>
</tr>
<tr>
<td>Rubella</td>
<td>Serologic evidence of immunity or documentation of 1 MMR. In the absence of the above records, 1 dose MMR.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Serologic evidence of immunity or documentation of 1 MMR. In the absence of the above records, 1 dose MMR.</td>
</tr>
<tr>
<td>Varicella (chicken pox)</td>
<td>Serologic evidence of immunity. If no immunity shown, two 0.5 ml doses 4-8 weeks apart.</td>
</tr>
<tr>
<td>Influenza</td>
<td>Influenza inoculation required annually due by 11/1.</td>
</tr>
</tbody>
</table>

**Infection and Blood-borne Pathogen In-Service.** The annual mandatory in-service will be conducted by the College of Nursing.

**CPR Certification.** Current American Heart Association BLS (no other certification will be accepted) certification is required to be kept current throughout the professional major. This cannot lapse during a semester – if so, it must be renewed prior the start of the semester.

**Caregiver Background Check.** Chapters 48 and 50 of the WI State Statutes make it a requirement for the College of Nursing to perform rigorous background checks on all students who are required to complete internships or clinical training at a WI Department of Health and Family Services covered facility. Students admitted to the CON Clinical Major are required to have a completed Background Information Disclosure form (BID/HFS-64) and an Authorization and Release form through CastleBranch. Cost is @$38.

It is the responsibility of the student to fully disclose pertinent information at time of program admission and to update that information as needed throughout the program. Failure to fully disclose or update information related to background check, criminal history, drug tested, or health status may result in denial of student participation by a clinical site. All requirements must be met by published deadlines or students risk loss of their eligibility.

Should a background check reveal that a student has a history of one of the crimes that are listed as a permanent bar or bar with rehabilitation, they will be asked to make an appointment to see
the Associate Dean to discuss the implications of this finding on their educational plan. For other crimes, the decision about whether a student will be able to complete a practice experience will be made by the clinical agency. More information on Caregiver Background Check Laws is available at: www.dhfs.state.wi.us/caregiver/index.htm. Should a clinical agency request additional information regarding an item in a student’s criminal background check, refusal to satisfy the request may result in ineligibility to participate in clinical experiences and program completion.

You must check your UWM email regularly (even between semesters). You will receive important emails about these clinical requirements. You are responsible for completing them by the due dates noted above.

**Drug Test.** Southeast WI health care agencies that provide clinical experiences require pre-placement urine drug screening for all assigned nursing students. This is done prior to the first semester of the major at which time more information will be given, due by August 1 for Fall and January 2 for Spring. This 10-panel drug test will cost @$34 at the time of sign-up.
Liability Protection. General, professional and medical malpractice is extended to UWM nursing students while participating at a facility/institution, as afforded by Wisconsin State Statutes under the following conditions:

- The program must be sanctioned by the Dean of the College.
- Liability protection is extended only for the time specified by the agreement between the affiliate and the School or College.
- The program provides credit and is a requirement for your graduation.
- You are a registered student in good standing.
- If an accident occurs, you were acting within the scope of the program at the time of the incident.
- You report any incident which may give rise to a claim to the Program Coordinator or Dean of your School or College. (The Coordinator or Dean will advise UWM’s Risk Manager).
- Should the incident result in a claim or legal action naming you or UWM staff, you must cooperate fully and follow instructions given to you by the UWM’s Legal Affairs or Risk Management staff. (If legal action is needed, legal representation will be assigned by the State of Wisconsin Attorney General.)

Personal Property Insurance. The University does not provide insurance for personal property, which may be damaged or stolen while you are at a practicum facility or institution. Students should verify what types of personal property protection they might have under a homeowner’s, renter’s or automobile policy.

Student should leave all valuable property at home, including jewelry, large sums of money, and electronic and computer equipment.
The principle behind this statement is to provide guidance for current acceptable professional appearance, as well as, appropriate identification of professional nursing students for others in clinical areas. Students enrolled in clinical nursing courses must select their clinical uniforms using these guidelines. Students should be aware that specific learning experiences may dictate a need for modification of the uniform as described here. Any differences will be communicated by the course faculty. Individual clinical faculty are responsible for ensuring adherence to this policy in the clinical site and according to clinical site policy. Faculty may dismiss any student who is not dressed appropriately from the clinical setting.

I. Uniforms must be purchased through the College of Nursing. The uniform includes matched blue top and pants with the words “UWM College of Nursing Student” embroidered on the left upper area of the uniform top. A matching color skirt may be worn for religious reasons.

II. UWM College of Nursing photo identification name badges are to be worn at shoulder level while in the clinical agency. The identification photo badges are available through the Office of Academic Affairs.

III. Additional uniform items:
   A. Any style mostly white, navy or black professional or athletic shoes. A small logo (as part of a designer brand no more than a 1”x1) is acceptable. Shoes with any open areas are not acceptable.
   B. Hose of a neutral shade or navy or white socks with slacks.
   C. If sweaters are worn, they are to be either white or navy blue. No fleece jackets nor sweatshirts are permitted.
   D. White or blue turtleneck sweater or white round-neck or turtleneck shirt may be worn under professional top. No words, logos, or other designs may show through the uniform top.
   E. White lab coat, at least ¾ length, is optional. Lab coats must have the words “UWM College of Nursing Student” embroidered on the front of the lab coat.

IV. Appearance
   A. A student nurse’s appearance should never compromise the UWM College of Nursing’s mission, vision, and values. Among other things this means that a student nurse’s appearance should not interfere with the patient’s perception of the nurse’s competence nor interfere with the patient experience in any way.
   B. Personal hygiene must be maintained. A clean and well-groomed appearance is the expectation.
   C. Students are always to be appropriately and professionally attired when engaged in clinical practica activities. Hair must be neat, clean, and controlled. Long hair must be pulled back away from the face. Hair cannot fall forward across the face. Only naturally-
occurring hair colors are acceptable.

D. Mustaches and beards must be neatly trimmed and/or styled so as not to come in contact with patients or interfere with care.

E. Jewelry should be conservative, i.e., simple rings, one pair of stud earrings. Loose, dangling jewelry is prohibited.
   - Aside from earrings, jewelry may not be worn in any visible body piercings including but not limited to, piercings in the tongue, nose or eyebrow. Methods to conceal unacceptable jewelry in a piercing, such as using a bandage, are not permitted. Clear or flesh-colored spacers are permitted only if permitted according to individual clinical agency policy.

F. Tattoos and body art must be covered unless the individual clinical agency permits these to be visible.

G. Natural nail tips must be kept less than ¼ inch long. Only clear nail polish is permitted and must be intact with no chips or cracks. Artificial fingernails, overlays, extenders, and nail ornaments are not permitted.

H. Perfumes, colognes, and other scents may not be worn. Odors or scents that can trigger a respiratory or allergic response are not permitted.

I. Head coverings, except for those worn for religious reasons, are not permitted.

J. Students are encouraged not to smoke while in uniform.
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that is designed to protect students’ education record information. This law grants four specific rights to eligible students (students in attendance at an educational institution). These rights include the right to:

1. Inspect and review the educational records the school is keeping.
2. Request a correction to those records.
3. Control disclosure of certain aspects of their educational records.
4. File a complaint with the Family Compliance Office in the U.S. Department of Education in Washington D.C. concerning alleged failure by an academic institution to comply with the requirements of FERPA.

Educational institutions must obtain written permission from eligible students in order to release any personally identifiable information. For this reason, students requesting letters of recommendation or completion of an online recommendation must complete the Letter of Recommendation Waiver Form. Please complete this form, including your signature, and give it to instructors when you ask them to complete a recommendation for you.

For additional information regarding FERPA, please see https://uwm.edu/registrar/ferpa-facultystaff/
Letter of Recommendation Waiver Form

STUDENT: Please complete this form and give it to your recommender along with a stamped envelope addressed to the person or organization listed below as the recipient of the letter of recommendation.

Name of Student (please print) _____________________________________________ Campus ID # __________________________

Name of Recommender (please print) _____________________________________________

Letter of Recommendation Recipient _____________________________________________

Purpose of Recommendation (must be one of the below), please select one:

☐ Admission to an education institution  ☐ Application for employment
☐ Receipt of an honor or honorary recognition

Section A: Consent

In conjunction with the Family Education Rights and Privacy Act of 1974 I, the above named student, do hereby give the undersigned Recommender the right to release this letter of recommendation to any person or place designated by me. This consent is to remain in effect until revoked by me in writing.

Student Signature _____________________________________________ Date _________________________________

Section B: Waiver

I, the above named student,

☐ Hereby waive my right under the Family Education Rights and Privacy Act of 1974 as amended, to inspect and review such letter or statement.

☐ Hereby do not waive my right under the Family Education Rights and Privacy Act of 1974 as amended, to inspect and review such letter or statement.

Student’s Signature _____________________________________________ Date _________________________________

Section C: Recommender’s Acknowledgement

RECOMMENDERS: Please sign this form to indicate your awareness of the student’s choice regarding right of access to your letter of recommendation. It is suggested that the original waiver be attached to the original letter of recommendation, prior to the letter being mailed. A copy of the waiver should also be attached to any file copies.

Recommender’s Signature _____________________________________________ Date _________________________________

This form can be obtained from the Registrar’s Office, Mellencamp Hall 290 or by calling 414-229-3800
Health Insurance Portability and Accountability Act (HIPAA)

HIPAA stands for Health Insurance Portability and Accountability Act and involves legislation protecting patient privacy and records security. Nursing students are expected to comply with their assigned clinical agency HIPAA privacy policies. Based on agency policies, students may be required to sign confidentiality agreements that describe their responsibilities pertaining to patient information and medical records. Students should raise any questions about HIPAA issues or agency agreements with their clinical agency instructor.

Significant points for students related to HIPAA include:

1. In accordance with the UWM College of Nursing Undergraduate Program Standards of Professional Conduct, students are expected to “observe all institutional, ethical and legal parameters regarding privacy and confidentiality when dealing with clients and families, their records and all information relating to them and their care.”

2. Generally, as nursing students, any medical or other confidential information or knowledge acquired or received during the course of clinical experiences, including, but not limited to, patient data and patient care information, business affairs, methods of operations, and computer-processing systems is confidential. Students agree to maintain this confidentiality and not to disclose or use this information during and after clinical assignments, without the agency's prior written consent.

3. Clinical information and/or activities essential to students’ preparation as professional nurses, under the supervision of their instructors, are provided for under the HIPAA Privacy Rule. Clinical pre- and post-conference discussions between students and their instructors, who have participated in the nursing care of patients on their assigned units, are examples of activities necessary to the clinical education of nursing students.

4. Students must take specific steps to protect the privacy and confidentiality of patients in their care. These steps include, but are not limited to, limiting any written and/or verbal discussions of patients to facts that do not make patients easily identifiable. Discussion of patients outside of students’ clinical practice settings or instruction is not allowed.

5. Students are to keep any notes, files, diskettes, or electronic files that involve patient information in a secure place. Information provided in coursework should not make the patient identifiable. Clinical assignments or coursework should not be submitted or exchanged via e-mail.

6. Students should return or destroy any patient health information received in the clinical setting at the completion of the clinical course. Course instructors may collect this information to facilitate its destruction.
HEALTH AND SAFETY ISSUES

Invasive Procedures
UWM nursing students may not practice invasive procedures on each other in the Cunningham Building, Tallent Hall, nor in clinical facilities. Invasive may be interpreted as breaking of skin integrity or entering body orifices with the hands or with objects, with the exception of orifices in the head (i.e., assessment of eyes, ears). Students in the clinical setting may conduct invasive procedures with patients when the student is under the direction of a clinical instructor.

Guidelines on Acquired Immunodeficiency Syndrome (HIV/AIDS)
1. Students and faculty with HIV/AIDS should contact the UWM Norris Health Center for an individual analysis and response based upon the particular facts of each situation.
2. Students who come in contact with patients/clients/co-workers who have HIV/AIDS should follow the policies and procedures of the appropriate agency.
3. It is usually recommended that persons who are pregnant or are immunosuppressed due to a chronic debilitating disease, such as cancer, should not care for patients/clients with HIV/AIDS due to the high incidence of viral infections in such patients/clients.
4. Students with known exposure to persons with HIV/AIDS may contact the UWM Norris Health Center for appropriate screening and testing.
5. The UWM Norris Health Center is a screening site for HIV/AIDS. Therefore, there is no charge for these tests. These tests will be examined anonymously and the results returned with a code.
6. Students who have concerns caused by contact with patients or other persons with HIV/AIDS may contact the UWM Norris Health Center for confidential information, advising and possible testing for this disease. As a screening site, the Health Center makes no charge for these services.
7. UW-Parkside Consortial students may contact the UW-Parkside Health Services for information and/or services.

Additional information on HIV/AIDS is available in a file in the Office of the Associate Dean for Academic Affairs. Please direct any concerns or question to the Associate Dean.

Note: At UW-Parkside, students should contact the UW-Parkside Health Services, whose protocol and procedures are extremely similar to the UWM Norris Health Center’s protocol and procedures.

Protocol for Percutaneous Exposure to Body Fluids
Universal Precautions. To protect all persons against exposure to human blood-borne pathogenic disease, “universal precautions” will be observed to prevent contact with blood or other potentially infectious body fluids or tissues. These precautions make the assumption that all human blood and certain body fluids are to be handled as if known to be infectious for Hepatitis B virus (HBV), Human Immunodeficiency Virus (HIV) and other blood-borne pathogens. “High risk body fluids” as defined by the Center for Disease Control (CDC) are blood, semen,
vaginal secretions, cerebrospinal fluid, synovial fluid, amniotic fluid, blood products, menstrual discharge, and inflammatory exudates. Saliva, sputum, tears, nasal secretions, urine, feces, sweat and vomitus are not considered high risk fluids unless visibly contaminated with blood. However, non-blood-borne pathogens may be present in these fluids, and the Exposure Protocol should be initiated whenever a biohazardous injury results in exposure to one of these substances.

**Injury.** If the Exposed Person is a UWM student, please note that the student, not the College of Nursing or UWM, is responsible for costs incurred during the emergency post injury evaluation/intervention if done outside of the Norris Health Center.

**Biohazardous injury.** 1) a puncture or laceration caused by a needle or sharp object contaminated with blood or other body fluids; 2) blood or blood-tinged secretions which contaminate the mouth, eyes, nasal mucosa, or open skin lesions; or 3) human bites.

**Exposure incident.** The direct contact of non-intact skin (e.g. puncture, abrasion, rash) and/or any mucous membrane to the “high risk body fluid” of another person.

**A. Initial Injury Management/First Aid (Immediately upon injury)**

1) Percutaneous injury 5-minute betadine scrub
2) Mucosal/ocular splash-irrigate with normal saline; if the eye involved, lift eyelids to ensure thorough irrigation
3) Report injury to facility infection control officer

**B. Exposure Evaluation and Management (Within 30 minutes of injury)**

1) Exposed Person (EP) should go to ER of facility where exposure occurred;
   
   **IF**
   
   the initial facility ER declines to serve EP and/or is not covered by his/her insurance provider;
   
   **THEN**
   
   2) EP to go to ER facility covered by his/her health insurance provider
   
   **OR**
   
   3) EP to go to Norris Health Center (If Norris Health Center is closed, this is not an option for emergency exposure evaluation). If EP is UWP consortial student, go to Student Health Services (If Health Services is closed, this is not an option for emergency exposure evaluation)

**C. Post-Exposure Counseling (Within 24-48 hours of injury)**

1) EP to contact Norris Health Center or UWP Health Services to make arrangements for follow-up counseling/guidance
   
   **OR**
   
   2) EP to contact counseling/support services covered by his/her insurance provider
**SUMMARY OF UWM POLICIES**

**Academic Misconduct.** The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. (UWM Faculty Document #1686). Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Please review the following webpage for more information about what constitutes academic misconduct. [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

Instructors may require (it will be noted in the syllabus) students to add the following statement to written work submitted to meet course requirements:

"By submitting this paper for grading I am certifying that it is entirely my own work, with any words and/or ideas from other sources properly indicated (words with quotation marks), cited in text, and referenced. I have not submitted this paper to satisfy the requirements of any other course."

Please refer to the following document below: Undergraduate Students and Faculty Minimum Expectations for APA Style and Professional Writing.

**Nonacademic Misconduct.** As with any community, the University has established standards of conduct in order to create a safe, healthy environment for all students. Students are expected to adhere to all policies and standards established by the University of Wisconsin-Milwaukee and UW-System. These rules are found in the UW-System Administrative Code which applies to all UW campuses and students. They are commonly referred to as UWS 17. [https://uwm.edu/deanofstudents/conduct/policies/](https://uwm.edu/deanofstudents/conduct/policies/)

For additional information about nonacademic misconduct, please refer to the Dean of Students web page [https://uwm.edu/deanofstudents/conduct/conduct_procedures/non-academic-misconduct/](https://uwm.edu/deanofstudents/conduct/conduct_procedures/non-academic-misconduct/)

**Accommodation for Religious Observances.** No: S-1.5. Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. (UWS 22 and UWM Faculty Document 1918) [https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf](https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf)

**Accommodations for Military Duty.** Accommodations for absences due to call-up of reserves to active military duty can be found here. [http://uwm.edu/active-duty-military/](http://uwm.edu/active-duty-military/)

**Complaint Procedure.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific
University policy, it may be directed to the head of the department or academic unit in which the complaining occurred or to the appropriate university office responsible for enforcing the policy. All complaints should be directed to the Professor first. If you are unsatisfied with results of this meeting, then the next step is to go to the Professor's program director.  
https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

**Discriminatory Conduct Policy.** Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.  
https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

**Participation by Students with Disabilities.** If you need special accommodations in order to meet any of the Technical Standards for the program, please contact the Accessibility Resource Center so accommodations can be provided in a timely manner. http://uwm.edu/arc/

**Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: https://uwm.edu/sexual-assault/

**LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. http://uwm.edu/lgbtrc/

**Financial Obligation.** The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the Schedule of Classes. It is important to both you and the University to make payment on time. A complete description of UWM Fee Facts may be obtained from the Department of Enrollment Services. Please refer to the Dean of Students, Tuition and Fee Appeals https://uwm.edu/deanofstudents/assistance/tuition-and-fee-appeals/

**Grade Appeal Procedure.** A student may appeal a grade on the grounds that is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective program director or the Academic Dean of the School. (UWM Faculty Document #1243)  
https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf
**Incompletes.** A notation of “Incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester, but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. (UWM Faculty Document #1558 and #2536).

http://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

**Final Examinations.** Information about the final exam requirement, the final exam date requirement, and make-up examinations. (UWM Faculty Document #214R1 & #2691)

https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf

**Inclement Weather.** UWM students should contact the University at 414-229-4444 (UW-Parkside, 262-595-2345) to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor.

**Smoke and Tobacco-Free campus.** S-49. UWM prohibits smoking and the use of tobacco on all campus property.

https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf
University of Wisconsin-Milwaukee  
College of Nursing  
Undergraduate Students and Faculty Minimum Expectations  
for APA Style and Professional Writing

All nursing faculty expect students to demonstrate a minimum level of competence in using APA format and professional writing in a baccalaureate program. Although faculty members may provide different levels of feedback on student work, all faculty use the most recent APA guidelines for evaluating student assessments. The following minimum expectations are required by students and faculty members on every scholarly submission in the Undergraduate Program.

Student Expectations

Mechanics:
- Submitted work follows the most recent APA Style manual guidelines.
- Running head formatted correctly.
- No introduction heading above first paragraph.
- Papers include a cover page with a signed academic honesty statement (see Word document template in each competency set).
- Papers are double spaced evenly throughout (including between paragraphs), have one-inch margins and page numbers.
- Indent the start of paragraph.
- Papers use a 12-point font (APA manual lists Times New Roman, Courier or another standard font)
- Submitted work contains no grammar or spelling errors.
- Paragraph should not be longer than one page.

Plagiarism:
- Assessments are the students own work with no plagiarism.
- Each source used is cited to avoid plagiarism; words and ideas of others should not be represented as the writer’s own.
- Direct quotes should always be limited and used sparingly.

In-text citations:
- All in-text citations have an exact match in the final reference list of the paper.
- Paraphrased or summarized citations use (author, year) when cited in the text of the paper.
- Direct quotes use quotation marks (for less than 40 words) or indentations with single spacing (for more than 40 words) and (author, year and page number) when cited in the text of paper.
- Direct quotes should always be limited and used sparingly.
- Correctly formats citation for articles with multiple authors.

Reference list:
- Final reference list is a separate page and is titled “References”.
- All references listed have an exact match in the text of the paper.
- References in the final reference page are listed in correct format (author, year, italicized titles of books or periodicals, other data as needed).

Faculty Expectations

- Must explicitly identify unmet expectations from the list above in narrative feedback.
- Can point out additional errors (not noted above) in the paper or your narrative feedback.
- Must correct at least some of the above errors in the narrative feedback or on the actual paper using track changes.
- Point deductions for APA format must be based on clear, objective rubric criteria. Points allotted for APA format must be less than 10% of the paper grade.
Accommodations
Please refer to the College of Nursing Technical Standards policy CP # 04-05-19, which describes the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe health care. Students must be able to meet these technical standards, with or without reasonable accommodations. Assistance is available to students who have challenges in learning caused by physical, psychological or learning disabilities.
UWM students who think they may need accommodations should contact the Accessibility Resource Center at 414-229-6287 or go to https://uwm.edu/arc/.
UWP students should contact Disability Services at 262-595-2372 or go to https://www.uwp.edu/live/offices/disabilityservices/ UWP students may also contact Student Support Services at 262-595-2726 or go to https://www.uwp.edu/learn/academicsupport/studentsupportservices/

Academic Supports
The Academic Enrichment Center (AEC) is located in Cunningham Hall, Room 139, across from the large lecture hall. The Center provides mentoring services and academic support in science and other nursing classes for all nursing students who desire to achieve academic success. Please contact the AEC Coordinator through the Student Affairs office in the College of Nursing 414-229-2491. UWP students should contact the Academic Resource Center at 262-595-2044. You may find more information at https://www.uwp.edu/learn/academicsupport/parc/

E-mail
All students receive a university e-mail account and the faculty and staff of the nursing program count on you to use it. The College of Nursing relies on this method of communication to inform you of important events or issues related to your theory and clinical courses. It is essential that you check your e-mail on a consistent basis to stay informed. If you have problems with your email account, contact your campus Help Desk immediately. If you do not have a computer at home, there are computer labs available on campus for your use.

Scholarships for Nursing Students
UWM students can access scholarship information and applications at the following website: https://uwm.edu/onestop/finances/types-of-financial-aid/scholarships/
Here you will find the Panther Scholarship Portal along with other good information regarding financial assistance. Also review the following nursing webpage for scholarship information: https://uwm.edu/nursing/academics/scholarships/
The nursing webpage also contains a link to the scholarship portal.

UWP students can access scholarship information at the following website:
https://www.uwp.edu/apply/payingforschool/scholarships.cfm
The Student Affairs advisor keeps a binder with scholarship information in Tallent Hall, Room 180. Also, please watch your email for information from Student Affairs about scholarships.
Student Affairs Office
You are assigned to an academic advisor in the College of Nursing who is available to assist you personally and academically.

Nursing Learning Resource Center (NLRC)
The Nursing Learning Resource Center provides learning and teaching resources for students, faculty, and staff. Learning in the NLRC occurs through a variety of strategies with simulation as one of the major tools. Simulation provides an environment for the student to experience an aspect of patient care without fear of harm to a real patient. Simulation includes the use of models, manikins, medical equipment, as well as human patient simulators that are run with computer software.

NLRC resources for students include:
- Practice labs where students learn, practice, and test-off on basic to advanced psychomotor skills.
- Media/resource library for textbooks, reference books, video/audio/DVD resources, and all books that have been purchased by Black & Gold that are loaned to students during semesters 2-4.
- Audiovisual equipment for student viewing of media and digital video recording
- Equipment for clinical activities, such as audiometers and vision screening, BP cuffs, and patient/client teaching materials.
- Human patient simulators, both adult and infant

Computer Lab Availability
At UWM, there is a computer lab located on the ground floor in Cunningham Hall. This computer lab is also used for testing, course-related activities, and faculty/staff instruction. At UWP, computer lab availability can be found by checking this site https://www.uwp.edu/explore/offices/campustechnologyservices/classrooms/computerlabs.cf m
Students are encouraged to participate actively as individuals and/or as a group to enhance their professional development and the progress of the College of Nursing. This is your school and the faculty and administration desire to hear from you to continue to meet the needs of students. Some of the ways you can become involved are described below, including feedback to faculty regarding courses and faculty teaching methods; student representation on College of Nursing committees; student organizations; and attendance at social events.

**College of Nursing - Student Representation on Standing Committees.** Undergraduate nursing students may be appointed to serve as voting members on the Undergraduate Program Committee. Interested students should obtain the necessary application from the UWM Student Association and also alert the Academic Affairs Office of your intent.

**Student Organizations**

**Black and Gold.** Students, faculty and staff work together to share information and make decisions affecting the undergraduate program. The College of Nursing’s Black and Gold Committee strives to 1) promote and maintain an open environment for the exchange of information between students, faculty, and staff, 2) improve student satisfaction and success through the identification and reduction of stressors within the boundaries of the CON’s Black and Gold committee, and 3) Enhance the respect for a diverse population within the CON.

**Wisconsin Student Nurse Association (WSNA) and the National Student Nurses Association (NSNA).** There are chapters at both UWM and UW-Parkside. At UWM, students belong to the Nursing Students Association (NSA) and at UW-Parkside, the Students Nurses Association at UW-Parkside- UWM Consortial Program (SNAP-UWM). Membership is open to all nursing students whether or not they are yet enrolled in the nursing major. Membership in NSA and SNAP-UWM provides students with opportunities to share concerns, ideas, and information among themselves, as well as with nursing students throughout the state and the nation. The affiliation with the state and national associations provides students with a broad perspective of political and legislative issues and actions.

**Sigma Theta Tau.** The Eta Nu Chapter of Sigma Theta Tau International Honor Society was established in fall of 1983. The purpose of the honor society is to recognize superior achievement, leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals of the profession. This prestigious membership is by invitation only, based on criteria established on the international level. Undergraduate students are invited to join at the end of either their junior or senior year.

**Nursing Alumni Association (NAA).** All graduates of the CON are encouraged to become members of the Nursing Alumni Association, a constituent association of the UWM Alumni Association. The purposes of the NAA are to: stimulate the continue interest of graduates and other nurses in the community in the UWM College of Nursing, Support and assist fund raising efforts for the College of Nursing, promote the continued emphasis on high standards in the
education, research, and service functions of the College, promote the professional interest of nurses and to cooperate with other professional nursing organizations in promoting a high standard of professional practice through such means as newsletters, educational functions, and social functions, and provide an opportunity for communication between alumni, faculty, and students of the CON about educational trends and developments in nursing.
Independent Study in Nursing

UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing

I. Overview
Independent Study in Nursing provides the student with an opportunity to pursue a topic or project under the guidance of a College of Nursing faculty member. The student enrolled in an Independent Study course is expected to assume primary responsibility for learning. The faculty member’s role is to stimulate and guide the student in intellectual efforts.

II. Student’s Role
The student may select any area for independent study in nursing which meets the individual’s overall learning goals. In addition, the student is responsible for establishing a contract with a College of Nursing faculty member. The student performing effectively in an independent study course is one who:
- Is intrinsically motivated.
- Makes use of human and material resources.
- Is searching for knowledge.
- Can define her/his own learning needs.
- Can formulate and articulate a set of learning objectives.
- Is able to produce results.
- Can learn to evaluate her/his learning achievement; and strives for improvement.

III. Faculty Member’s Role
The faculty member is a facilitator in helping the student arrange learning opportunities rather than providing and/or dispensing what is to be learned. The faculty member and student establish a written contract in which the faculty member agrees to:

- a. Provide time for individual conferences and other forms of supervision.
- b. Help the student critically plan learning experiences.
- c. Challenge and assist the student to think critically.
- d. Help the student integrate learning experiences with overall learning objectives; relate knowledge and see new relationship.
- e. Support the student’s independence and creativity.
- f. Assist the student in evaluating whether the objectives of the independent study are met.
- g. Prepare a written evaluation for the student’s file.

The faculty member must accept the premise that the student is capable of learning apart from regularly established classroom and clinical settings. In addition, the faculty member must be flexible in allowing for innovative and creative learning experiences both within and without the university setting and must determine whether he/she has prerequisite expertise and time to assist the student in the independent study course.
IV. Process

The student may apply credit earned in Independent Study in Nursing under the “free elective” designation. The number of independent study credits applied to degree requirements may not exceed the total number of electives identified in the 124-credit curriculum.

1. Prior to registration, the student desiring to register for independent study in nursing confers with a faculty member selected by the student. If the faculty member believes the student can achieve the objectives which the student has identified, the teacher agrees to act as mentor.

2. Prior to registering for the course, the student completes the attached College of Nursing Application form.* On this form, the student is expected to:
   
   Identify the title of study,
   State the objectives,
   Outline the plan for action and evaluation,
   Obtain the Application for Independent Study and obtain the faculty member’s signature on the Faculty Member Agreement form and forward both original forms to the Director of the Undergraduate Program.

   The completed application form and faculty consent form are submitted to the Director of the Undergraduate Program. Upon receiving the faculty member’s approval, the student may register for the course using the current class schedule.

   See your advisor for assistance with course numbers. Students taking multiple semesters of Independent study should not duplicate course numbers, as degree credit is not granted for multiple semesters of the same course.

3. All work for an independent study course must be completed within the semester. Independent Study that requires more than one semester to complete must be divided into two or more semesters. Plans must be agreed upon by the faculty member and the student. In such cases, a separate grade will be awarded for each semester’s work.

4. The student is responsible for scheduling regular conferences with the faculty member.

5. Both the student and the faculty member are responsible for submitting the Evaluation Form (evaluation of the learning experience and of the learning achievement).

6. The faculty member is responsible for submitting a grade for a special studies course in accord with UWM Policies and Procedures.
Application for Independent Study in Nursing

UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing

Name ______________________________ # of credits assigned to study

____________________

Address ______________________________________________________________________

Telephone # _________________________ Student #

____________________

Semester & Year of Independent Study _______________________

NURS - ___________ - ___________

3-digit course # - instructor code #

Graduate Students Master’s____ CNS____ FNP____ HPEC_____ PhD _____

Undergraduate Students Level in Nursing program:

Traditional Student____ Pre-Clinical _____

Accelerated Student____ IIIA ____ IIIB ____

RN Student _____ IVA ____ IVB____

Cumulative Grade Point Average ________

Faculty Member Selected __________________________________________

Did s/he agree to work with you? Yes____ No____
TITLE of Independent Study:

________________________________________________________

OBJECTIVES

PLAN FOR MEETING THE OBJECTIVES (brief explanation):

________________________________________________________

EVALUATION PLAN (brief explanation):

________________________________________________________

Please discuss your plans for Independent Study with the faculty member you selected. When you and the faculty member have reached agreement and this form is complete, return with the Faculty Member Agreement form, to the Director of the Undergraduate Program. The original will be placed in your file.

**Make a copy for yourself, instructor, and forward original to Director of the Undergraduate Program for final signature**

To be completed by the Director of the Undergraduate Program:

__________________________________________  __________________________
Date                                     Director of the Undergraduate Program’s signature
Faculty Member Agreement Form

UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing

For Independent Study in Nursing   NURS - ____________-______________
                                      3-digit course # - instructor code #

Semester/Year______________

I have discussed the proposed independent study with ________________________________

And am willing to supervise this student’s work. We shall arrange for regular conferences and
will submit an evaluation of this learning experience at the end of the semester.

_______________________________________________
Date           Faculty member’s signature

Please forward this form with the Application for Independent Study to the Director of the
Undergraduate Program. The original will be placed in the student’s file.

**Make a copy for yourself, instructor, and forward original to Director of the Undergraduate
Program for final signature**

To be completed by the Director of the Undergraduate Program:

________________________________________
Date  Director of the Undergraduate Program’s signature
**Evaluation Summary for Independent Study**

Directions: To be completed upon completion of the Independent Study course as stated below. Supervising professor should complete the form below to evaluate student’s performance. A copy of this completed form should then be sent to the Student Affairs Office for placement in the student’s file.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester/Year __________ Number of Credits___________

Evaluation/Summary of Independent Study (to be filled out by the faculty member):

**Make a copy, and forward original to the Student Affairs Office**

To be completed by the faculty member:

Grade Earned_____________ Signature of Professor_____________________________
University of Wisconsin-Milwaukee
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Background Checks Policy

Background Checks
Students undergo criminal background checks and caregiver background checks as required by Wisconsin State Statute and affiliation agreements with partner agencies. Checks must be completed by published deadlines through the CON’s designated vendor and are done at student expense. Complete information on Wisconsin’s Caregiver Background Check Law is available from the Wisconsin Department of Health Services. Students consent to release required information to partner agencies through the Authorization and Release form.

Student Responsibility
It is the responsibility of the student:
• To fully disclose information related to all background checks via the Background Information Disclosure form (BID), including history of prior residency, prior student names and aliases.
• To update the College of Nursing while they are enrolled in the program with any changes to their background checks, including but not limited to arrests, pending charges, or convictions. Such updates must occur when the student becomes aware of the issue, prior to participation at a partner agency site, and no later than the next business day.

It is essential that students understand:
• Any discrepancy between disclosed information and background check findings may result in a student being rendered ineligible for placement with a partner agency and prevent program completion.
• Once completed, the BID form may not be revised without permission from the Associate Dean for Academic Affairs.
• Should a background check reveal that a student has a history of a crime listed in State Statutes as a permanent bar to licensure or bar with rehabilitation, they will be asked to make an appointment with the Associate Dean for Academic Affairs to discuss the implications of this finding on their educational plan.
• For other crimes, the decision about whether a student will be able to complete a practicum experience will be made by the partner agency. Each partner agency independently determines student eligibility for participation on site and their determination may not be appealed.
• Should a partner agency request additional information regarding an item in a student’s criminal background check, refusal to satisfy the request may result in ineligibility to participate in clinical experiences and hinder program completion. Such a request may be made via the student’s UWM email account and may come from the agency itself or through a CON program representative. Students are responsible for monitoring their email account including during semester breaks and responding to such requests in a timely fashion.
Drug Testing
The College of Nursing performs drug testing of students as required by Wisconsin State Statute and affiliation agreements with clinical partner facilities.

Student Responsibility and Implications of Positive Results

- Testing must be completed through the College of Nursing authorized vendor by published deadlines to be eligible for placement with a partner agency.
- If the screen results are positive due to the unlawful use of drugs, prior to making a final determination that may adversely affect the student, the College of Nursing will inform the individual of his/her right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the results of the substance screen are correct.
- A student who does not pass or refuses to submit a substance screen, and/or who attempts to tamper with, contaminate or switch a sample, may be dismissed from the program, subject to other remedial action, and/or otherwise disciplined (up to and including suspension or expulsion) pursuant to UWM and College of Nursing policies and procedures. Additional information may be found in policy CP 05-06-17.
University of Wisconsin Milwaukee  
College of Nursing  

Classroom and Clinical Policies

This document clarifies College of Nursing Academic policies and procedures.

Syllabi.

• The College of Nursing adheres to the University of Wisconsin – Milwaukee Uniform Syllabus Policy. See: [http://uwm.edu/secu/wp-content/uploads/sites/122/2014/08/1895R3-Uniform-Syllabus-Policy-1.pdf](http://uwm.edu/secu/wp-content/uploads/sites/122/2014/08/1895R3-Uniform-Syllabus-Policy-1.pdf) To assist faculty in creating syllabi that meet these criteria the CON has created a syllabus template for both undergraduate and graduate courses. Faculty and instructional staff are strongly encouraged to use this template.

• For some courses, a master syllabus has been created. These are mostly courses in the Undergraduate Program. The purpose of the master syllabi is to assure that the implementation of the concept based curriculum occurs as designed. Faculty and instructional staff teaching in the undergraduate curriculum are expected to use the master syllabi and cover course concepts as indicated. Level Coordinators and the Undergraduate Program Director are available to assist as needed. Additionally, Faculty and instructional staff are responsible for understanding and utilizing required resources in the UG curriculum (i.e., Pearson, ATI, Kaplan)

• At the beginning of each semester the Provost distributes a memo that covers UWM policies on:
  - Course syllabi
  - Course reserves
  - Accommodations for student with disabilities
  - Religious observances
  - Policy on teaching evaluations
  - FERPA reminders
  - Grading and grade records
  - Posting of student grades
  - Drop withdrawal repeat policies
  - Early warning system
  - Helping students cope with stress
  - The Camus Assessment Response and educating team
  - The Safety Awareness Campaign
  - Students called to Military Service
  - Schedule of final exams
  - Please make sure to review this memo for important information.
Academic Calendar and Scheduling

- The University Academic Year Calendar governs when classes are in session in the College of Nursing. This calendar can be found at: [http://uwm.edu/secu/calendars/](http://uwm.edu/secu/calendars/). When the University is in session, classes are required to meet. Please note that the Parkside calendar is different than the UWM calendar and can be found at: [https://www.uwp.edu/live/offices/registrarsoffice/Academic-Calendar.cfm](https://www.uwp.edu/live/offices/registrarsoffice/Academic-Calendar.cfm) UWM nursing courses that are offered at UW-Parkside are governed by the Parkside calendar. When UW-Parkside is in session, all courses are required to meet. Campus closure notices for weather are posted on the UWM website and announced on local TV stations.

- All dates and times of classes are posted in the UWM Schedule of Classes. The schedule of classes is the contract with the student. Program directors work closely with faculty and instructors to set dates and times for courses and there is some flexibility in the planning process. However, once the dates and times are published in the Schedule of Classes changes cannot be made. The one exception to this would be a small change that all the students in the class agree is workable.

Colleague Coverage

- In the case of illness of an instructor, for a face to face class, please contact the Program Director. The Program Director will work with the instructor to determine if a replacement instructor can be found or if the class needs to be cancelled.

- In the case of illness of an instructor for a clinical course, please contact the Level Coordinator for that area in the undergraduate program. In the MN program please contact the Program Director of the MN program. These individuals will work with the instructor to determine what course of action, i.e. alternative assignments or cancellation is appropriate.

Examinations

- Exams must be taken on the day they are scheduled. During the semester, make up exams will only be offered for an excused absence. Excused absences are defined as those where the student notified the instructor before the exam and where written verification can be provided by the student of the need for the makeup exam. For example, participation as a student athlete, religious observances, jury duty, serious illnesses, or death of a family member may be considered excused absences. Makeup exams can only be given after the date of the original exam, not before. During the semester the instructor and level coordinator/program director can make the decision on offering a makeup exam.

- Final Examinations must be taken on the date scheduled. These dates are posted online in the course schedule for every semester; see: [http://www4.uwm.edu/schedule/](http://www4.uwm.edu/schedule/). Any requests for moving the date of a final exams, according to UWM policy, must be approved by the Associate Dean for Academic Affairs.
Extra Credit Policy

- The Undergraduate and Graduate Program Committees of the CON have established that no extra credit is allowed in undergraduate or graduate courses.

Expectations for Attendance at Meetings

- Faculty and full time instructional staff in the College of Nursing are expected to attend faculty/staff meetings, level meetings, clinical course meetings, role course meetings, and theory course meetings. Additional meeting are scheduled before the beginning of the fall and spring semesters and during winterim. These meetings are part of faculty and instructional staff contract requirements. Faculty and instructional staff teaching clinical courses are expected to attend orientation, information sessions, faculty development programs, teaching roundtables, and EHR training provided by healthcare organizations where they are teaching. Dates and times for these meetings will be provided as early as possible.

Demonstration of Professional Behavior

- The College of Nursing has established Professional Expectations of Students in Academic and Clinical settings. Students are expected to demonstrate patterns of professional behavior consistent with the UWM College of Nursing Core Values which include accountability, collaboration, human dignity, integrity and diversity. Faculty and instructional staff are expected to implement these expectations through established policies and procedures that are included in the UPC and GPC handbooks. The College of Nursing supports early intervention for any student exhibiting unprofessional behavior. If this occurs faculty and instructional staff can contact the level coordinator and/or Program Director for assistance in implementing the informal and or formal review procedures.

5/2/17 UPC & GPC approved to convert Fac Doc (17-04)140 to become a Curricular Policy CP # 05-02-17 policy, 7/2/19 policy was updated to CP # 05-02-17A because of an editorial correction that did not get updated on this document but was approved by the CON faculty on 9/15/17.
Professional Expectations of Students in Academic and Clinical Settings Policy

A. All students in the College of Nursing programs (or taking program courses) are expected to demonstrate that they are prepared to practice nursing\(^1\). This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all nursing professionals should possess. Students will demonstrate patterns of professional behavior consistent with the UWM College of Nursing Core Values which include accountability, collaboration, human dignity, integrity and diversity.

Throughout this document there are references to “others”, which can include peers, faculty, staff, clients and their families.

1. **General Requirements of UWM College of Nursing Students:**

   a. Prepared and punctual attendance in all classes and clinical (includes skills lab and simulation) experiences.

   b. Complete assignments according to timelines designated by the course instructor and policies.

   c. Scholastic Integrity - Demonstrate honesty and integrity in one’s own work; giving credit for ideas and work of others; and providing proper citation of source materials.

   d. Communication Skills. The student:

      1) Demonstrates the written and in-person skills expected of a nursing professional and demonstrates the ability to comprehend information and communicate ideas and feelings in keeping with professionalism standards in order to convey content presented in the program and to adequately complete all assignments.

         a) **Written communication:** Demonstrates professional level skills in written English.

         b) **In-Person Communication:** Communicates effectively and professionally, expressing ideas and feelings clearly. Demonstrates a willingness and an ability to listen to others.

         c) **Inappropriate Communication:** Refrains from inappropriate communication with others including written or electronic communications including text messaging, email, all forms of social media and in person.

\(^1\) The Sustainable Peacebuilding Program will use the applicable parts of this policy. Please refer to the program handbook for more information.
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College of Nursing

2. Personal and Professional Requirements

a. Synthesizes previously learned knowledge, new knowledge, and safety and quality principles into the care of all clients.

b. Maintains confidential information in keeping with HIPPA and the law.

c. Meets the needs of the client from a biological, psychological, sociological and cultural standpoint.

d. Practices within the guidelines set forth in the course syllabus, the UWM College of Nursing Student Handbook, and the rules and regulations of the health care agency or agencies that are the site(s) of the clinical practicum. Nursing students must practice within the boundaries of the Wisconsin Nurse Practice Act.

e. Practices according to a code of ethics and standards for safe and professional behavior. For nursing students this refers to two core professional documents from the American Nurses Association: The Code of Ethics for Nurses and the Nursing Scope and Standards of Practice.


g. Demonstrates consistency in the responsible preparation, documentation, communication, and promotion of continuity in the care of clients.

h. Demonstrates interpersonal skills that are required for successful nursing practice. These skills include the abilities to:
   1) seek, accept and act upon constructive feedback.
   2) participate thoughtfully in the self-evaluation process
   3) recognize own limitations and seek appropriate assistance
   4) respect individuals, families and community perspectives about health care.
   5) separate personal and professional issues in the classroom and in the clinical setting.
   6) work collegially with others in the classroom (individually or in groups) and within teams in the clinical setting in a manner that demonstrates civility and respect.
   7) act always for the benefit of clients by advocating for equitable care.

i. The student maintains professional relationships with others and does not abuse or
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bully others in physical, emotional, verbal, or sexual manner or otherwise cause physical or emotional harm.

j. The student demonstrates appropriate personal hygiene and dress for professional contexts.

3. Cultural and Social Attitudes and Behavior

a. Exhibits respect for people in all settings.

b. Understands and appreciates the value of diversity and looks beyond themselves in interactions with others; respect differences of race, gender, ethnicity, sexual orientation, religion, social class, national origin, and disability.

c. Works productively with their peers.

d. Speaks in a manner appropriate to the context of all settings.

e. Demonstrates positive social skills in professional and social interactions with others.

4. Social, Emotional, Cognitive and Physical Skills

a. Stress Management
   1) The student maintains the ability to manage life stressors through the use of appropriate self-care, demonstrating self-regulation.

b. Emotional, Physical and Cognitive Capabilities
   1) Uses sound judgment.
   2) Demonstrates the emotional, physical and mental health required to function effectively as a nursing student.
   3) Is not impaired by any substances (e.g. alcohol and drugs).
   4) Thinks critically about patient centered care, professional nursing practice and evidence-based practice.
   5) Demonstrate reflective practice.
   6) Is flexible, open to new ideas, and willing and able to modify their beliefs and practices based on in the classroom and clinical settings.

B. Student Review Process for Unprofessional Behavior

Students exhibiting unprofessional, unsafe, and/or disruptive behavior will be asked by faculty to leave the classroom or clinical setting and later referred for further assessment and intervention. This may include referral to the Dean of Students Office for possible disciplinary action per the UWS Chapter 17.

Additionally, academic misconduct (i.e. plagiarism, etc.) will be handled in accordance with UWM policies and procedures. These are specified in UWS Chapter 14 and the UWM
implementation provisions of Faculty Document 1686. These provisions can be found at: https://uwm.edu/deanofstudents/conduct/academic-misconduct/

All students referred for review are expected to participate in the review process. These are elements of the process:

- At any time in the process, an instructor may consult with the Curriculum Coordinator or appropriate Program Director for assistance.
- There are three different levels of review that are not necessarily progressive in nature. (Informal, Level I, and Level II). Egregious violations may result in immediate Level II review.
- Instructors may consult the Curriculum Coordinator/Program Director if they are unsure of the appropriate level of review. The level of review depends on the nature, severity, and/or frequency of the incident or concern. An Informal review may be sufficient to address the problem with no further action required.
- A Level I review must include a remediation plan with expected behavioral indicators and re-evaluation dates. Documentation of outcomes of the plan by the instructor is required. A Level II review may include a remediation plan depending on the disposition of the case.
- A copy of all forms is provided to the student by the person conducting the review meeting and a copy is placed in the student’s program file by the Curriculum Coordinator or Program Director.
- Any behavior that is unsafe and endangers patients, staff or others can result in immediate removal from clinical or classroom settings and a Level II Review. Behavior that endangers the ongoing UWM partnership with a clinical site will result in immediate Level II Review.
- Reviews of students in pre-nursing courses (UG program) will be referred to the Program Director.
- If students refuse to participate in the review, it will proceed without the benefit of their input.

1. Informal Review

An informal review involves an instructor and a student. When an instructor has minor concerns about a student meeting the professional expectations criteria, they will:

a. Discuss the concerns directly with the student and seek to work with the student to resolve difficulties;

b. Advise the appropriate Curriculum Coordinator or Program Director in order to identify potential patterns and issues related to the student;

c. Document dates and content of meetings with the student using the review form, indicating that it is an Informal Review;

d. Give the student a copy of the form and provide the Curriculum Coordinator or
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Program Director with a copy of the form for the student’s program file.
e. Since there is no remediation plan with an Informal Review, the expectation is
that the behavior(s) is resolved. If unresolved, the instructor should complete a
Level I review.

2. Formal Review: Level I

When an instructor has more serious concerns about a student’s behavior, they will
complete the Formal Review - Level I. Completed forms should be given to the
appropriate Curriculum Coordinator or Program Director.

a. A three-way conference will be scheduled with the instructor, the student and the
appropriate Curriculum Coordinator or Program Director. During this
conference, the Level I and Remediation Plan will be reviewed. The nature and
content of the remediation plan will depend on the specific situation, however,
all remediation plans must:
   1) Be written using measurable, objective terms;
   2) Include a reasonable timeline;
   3) Be signed by all parties involved.

b. If a student fails to meet the requirements of the remediation plan by the date(s)
indicated, the instructor will consult with the Curriculum Coordinator or
Program Director to prepare a Level II review. If a student successfully
completes a remediation plan, probationary/remedial status will be removed by
the instructor who must provide documentation of resolution on the original
remediation plan along with the date and signature. A copy of the remediation
plan resolution will be given to the student and placed in the student’s file.

c. A remediation plan may continue for more than one semester, depending on the
individual circumstances

d. Give the student a copy of the forms and provide the Curriculum Coordinator or
Program Director with a copy of the forms for the student’s program file.

3. Formal Review: Level II

A formal Level II review is warranted in the following circumstances:
• A second incident or concern is reported for the same student:
• The student failed a remediation plan during the Level I Review;
• The incident or concern is serious.

a. A Level II review requires discussion among some or all of the following parties:
instructor, appropriate Program Director, Associate Dean for Academic Affairs,
Univer

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and the Curriculum Coordinator (if applicable) to discuss the documentation and disposition of the review.
b. The disposition may include continuation in the program with or without further remediation, continuation in the program with removal from one or more courses and a remediation plan, or dismissal from the program.
c. A subsequent meeting will be held with the student and appropriate parties to:
   1) Interview the student
   2) Discuss the Level II review
   3) Make determination regarding the student’s ability to continue in the program
   4) Discuss the remediation plan, if applicable
   5) Give the student a copy of the forms and provide the Curriculum Coordinator or Program Director with a copy of the forms for the student’s program file.

If the student requests an appeal and if it is appropriate, the Student Advisor assists the student in preparing the appropriate forms and determining logistics for an appeals meeting, directing students to the appropriate resources throughout the process.

The student is afforded due process throughout these proceedings. Following a Level II review, an appeal may be requested using the procedure established by the appropriate program committee (UPC or GPC) using a sub-committee for student appeals from the appropriate committee.
Professional Expectations of Students in Academic and Clinical Settings Policy
Review Form

Student Name:

Course number:

1. Indicate the Type of Review:

☐ Informal
☐ Level I with Remediation
☐ Level II with Remediation/Disposition

2. Provide a succinct and objective description of the issue(s) and/or behavior(s).

3. Check the category subheadings from the Professional Expectations Policy document that apply to the issue or behavior described. Check all that apply.

☐ General Requirements
☐ Personal & Professional Requirements
☐ Cultural, Social Attitudes & Behavior
☐ Social, Emotional, Cognitive & Physical Skills
4. For each category checked above, identify the specific behavior(s) of concern from the policy.

5. Identify the specific course objectives the student is not meeting or is at high risk of not meeting due to the issue or behavior described. Link the objectives to the behavior(s) or issues described in #2 above.

6. Attach any additional relevant documentation.

7. Complete the Remediation Plan for a Level I or Level II Review
1. Identify specific behavioral expectations that address the student issue or behavior (i.e., what behaviors do you expect to see the student demonstrate to resolve the issue).

2. Indicate the date(s) for reevaluation by the instructor for each behavioral expectation.

Date:

Remediation Reevaluation

1. Provide documentation of outcomes, either resolved or unresolved, with dates.

☐ Resolved

☐ Unresolved
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2. If unresolved, identify action plan which may include, extension, change or addition to the remediation plan with new dates and/or consultation with the Curriculum Coordinator and/or Program Director to, determine appropriateness of a Level II review.

Please sign below for Informal, Level 1, and Level 2 Reviews

**Student Signature** indicates notification regarding concern(s) and remediation expectations (if applicable) and is not an indication of agreement.

Student Signature: __________________________  
Date: _______________

**Instructor signature** indicates that the student has been informed in writing of the concern(s) and of the Remediation Plan (for Level I or Level II Review only)

Instructor Signature: __________________________  
Date: _______________

Curriculum Coordinator Signature: __________________________  
Date: _______________

Program Director Signature: __________________________  
Date: _______________

Please provide the student with a copy of this form including the remediation plan (if applicable)  
Return the form and the Remediation Plan to the Program Director to be placed in the student’s file.

**NOTE:** The student may provide additional documentation if desire
Disposition of Case
Following review of the evidence presented from previous professional expectations meetings and after interviewing the student in question and the instructor involved with this case, the following recommendation is made based on consultation with the Associate Dean for Academic Affairs:

☐ Student is allowed to proceed in program without further remediation plan.

☐ Student is allowed to proceed in the program with remediation plan.

☐ Student is allowed to proceed in the program but is removed from the following course(s) (add course number) with a remediation plan.

☐ Student is not allowed to proceed in the program and is being dismissed from the program effective immediately.

Student signature indicates notification regarding the decision and is not an indication of agreement.

Student Signature: ________________________________

Date: __________________

Program Director Signature: ________________________________

Date: ______________

Associate Dean for Academic Affairs Signature: ________________________________

Date: ______________

Please provide the student with a copy of this form including the remediation plan (if applicable) Return the form and the Remediation Plan to the Program Director to be placed in the student’s file.

NOTE: The student may provide additional documentation if desired.
Policy on Testing and Exams in Undergraduate Nursing Courses

Background

Requirements for first-time licensure as a registered nurse in every state include graduation from a state-approved pre-licensure nursing education program and successful completion of the NCLEX-RN Examination. To be a state-approved nursing education program, first-time NCLEX-RN pass rates for graduating nursing students from an individual school must meet established benchmarks. For these reasons, the curricula of nursing education programs should be designed to develop students’ ability to think critically, apply knowledge, and approach patient situations like a nurse – all crucial to NCLEX-RN success.

At UWM College of Nursing, multiple resources and strategies are implemented throughout the undergraduate curriculum to increase the percentage of students who pass the NCLEX-RN on the first attempt. Resources from the Assessment Technologies Institute (ATI), including four concept-based assessments and an NCLEX predictor exam, will be integrated across all four semesters beginning in the fall semester of 2018. Replicating the circumstances under which the NCLEX-RN is taken is an important element designed to increase student success, and these proctored assessments have rigorous testing procedures similar to the NCLEX-RN exam.

Additional strategies to improve NCLEX-RN exam pass rates are to reduce variations in item writing, testing procedures, and test item analysis interpretation and management across the curriculum. Accordingly, the following policies, procedures, and recommendations are based on the Assessment Technologies Institute (ATI) and National Council of State Boards of Nursing (NCSBN) rules for NCLEX testing (https://www.ncsbn.org/1268.htm).

For purposes of this policy/procedure, the following definitions are provided:
Quiz: An assessment that includes 15 or fewer questions and/or represents less than or equal to 10% of the final grade (low stakes).
Test or Exam: An assessment that includes more than 15 questions and represents more than 10% of the final grade (high stakes).

I. Preparing Tests and Blueprints

Policies
1. Instructors who teach courses that include exams must create test blueprints. When an exam is changed, a new blueprint needs to be created and sent in electronic format to the Program Director along with a copy of the exam. A file with test blueprints with instructions is located on the SharePoint site “Undergraduate Program Workgroup.”
2. All exams must be reviewed before administration by another instructor—either one teaching another section of the same course or someone who is familiar with the course content.

3. Exams for the same course taught at different locations (i.e. different sections at the same location or sections at different locations (UW-Parkside, UW-Washington County, UW-Waukesha) must be the same.

**Recommendations**

- Instructors must give the Program Associates at UWM and UWP five days to prepare exams. When the instructor’s exams are copied and numbered with a scantron form, the Program Associate will put them in confidential folder in the instructor’s office which must be locked.
- Instructors may use textbook test banks as guides for developing test items but ATI test bank questions are preferred.
- When determining the number of items on an exam, consider that longer tests have increased validity.
- Include 40-50 items for unit exams and 80-100 items for cumulative final exams.
- Students should be given 1.5 minutes per test item if administering an exam within a specific time period.
- Each Health & Illness focus area course (with the exception of Synthesis level courses) should have a cumulative final exam that is 20-25% of course grade.
- Following is the recommended percentage of questions that are written at Bloom’s Taxonomy levels for each course/level of the program:
  - By end of first semester: 60% remembering/understanding, 40% applying/analyzing
  - By end of second semester: 50% remembering/understanding; 50% applying/analyzing
  - By end of third semester: 30% remembering/understanding; 70% applying/analyzing
  - By end of fourth semester: 10% remembering/understanding; 90% applying/analyzing

**II. Administering Tests/Exams**

**Policies: Student Information**

1. Exams must be taken on the day they are scheduled.
   a. During the semester, make up exams will only be offered for an excused absence. Excused absences are defined as those where the student notified the instructor before the exam and where written verification can be provided by the student of the need for the makeup exam. For example, participation as a student athlete, religious observances, jury duty, serious illnesses, or death of a family member may be considered excused absences. Makeup exams can only be given after the date of the original exam, not before. During the semester, the instructor and level coordinator/program director can make the decision on offering a makeup exam (Faculty Document # (17-04)140A).
b. Final examinations must be taken on the date scheduled. These dates are posted online in the course schedule for every semester. Any requests to move the date of a final exam must be approved by the Associate Dean for Academic Affairs and be moved to a date after the final exam date. (Faculty Document # (17-04)140A).

2. Any student who will miss an exam due to emergency or illness must notify the professor at least one hour before the start of the exam. Failure to do so will result in a grade of 0 for the exam.

3. Late arrival to exams is distracting and is not permitted. If the student arrives late to the designated time for an exam, the student will not take the exam at the session that is underway. The instructor will meet with the student after the exam to determine the appropriate steps to take depending on the individual situation that caused the student to be late.

4. Students will be asked to show their UWM ID at the start of all ATI exams but not course exams.

5. All personal belongings or items (e.g., coats, backpacks, book bags, food, drink, candy, gum, lip balm, ear plugs or ear buds) must be physically separated from the student during the exam. Nothing will be allowed on the desk. Students may have a pencil or pen. A numbered sheet of paper and/or a calculator will be provided by the instructor as needed. Instructors should encourage students to bring as few personal items as possible into the exam room.

6. Cell phones and all other electronic personal devices, including smart watches, must be stored in book bags, backpacks, or coats during exams. All book bags or backpacks must be zipped completely closed and placed under the desk or at the front of the room, physically separated from the student. Faculty are not responsible for lost or stolen items.

7. Most exams/tests will not take more than two hours. Therefore, each student will be expected to take care of all personal needs immediately prior to the exam/test and will not be allowed to take a break until they have turned in the exam/test, barring an emergency. If there is an emergency, a proctor will escort the student to the restroom.

8. Traffic and noise during an exam is very distracting. Students must retrieve personal items and exit quietly when they complete the exam. If there is a lecture following the exam, students must wait in the student lounge or in a location away from the testing room until all students have completed the exam. Students must not congregate in the hall outside of the room where the exam is being administered.

9. If a student refuses to follow the procedures above, they will not be allowed to test and will not be allowed to reschedule/retake the exam/test.

**Policies: Emergent Issues**

1. Students are not allowed to keep a cell phone during an exam/test even if they are expecting an emergent call.

2. If someone outside the College of Nursing needs to notify a student about an emergency while the student is taking an exam/test, they may call the Student Affairs office at 414-229-5047. The message will then be relayed to the student. In the rare event the exam is administered outside of the hours the Student Affairs office is open, an alternate emergency contact number will be arranged.
Policies: Instructor Information

1. A test/exam should provide a “level playing field” for all students. Answering questions during an exam provides an unfair advantage to those students.
   a. As a result, instructors may elect to not respond to any questions during an exam about exam content, OR,
   b. Instructors may elect to respond to questions about the meaning of a word on an exam that is not content-related. Students must raise their hands to ask such a question and the question may only be answered by the instructor who wrote the exam or who is administering the exam. When an instructor responds to a question, the proctor must continue to observe students in the room. The instructor may also bring an English dictionary for students to use during a test. The dictionary must be accessed in the presence of the instructor. If knowing medical terminology is part of the question, then the dictionary cannot be used for those words.
   c. In either case, instructors will not respond to questions about exam content immediately before, during, or following the exam (until all students have taken the exam and exam grades are posted).

2. In addition to the instructor who is giving the exam, proctors will be assigned as follows:
   a. 40 or fewer students: 1 proctor; 41-80 students: 2 proctors; 81-125 students: 3 proctors.
   b. If an exam is being given to 80 or more students, the instructor may request a second classroom. The number of proctors assigned to each room should follow the guideline above.

3. The instructor must explain to proctors what is expected of them. For example,
   a. Proctors need to stay alert and walk around the exam room. They should not be reading or involved in unnecessary conversation with other proctors.
   b. Proctors should never leave students alone during the test.
   c. For all ATI proctored assessments, proctors will check each ID and student upon entry to the room.

4. If a calculator is needed for medication calculations on an exam, instructors should request calculators from the Nursing Learning Resource Center (NLRC). Students are not permitted to use their own calculators or other electronic devices during an exam.

Policies: Students with Accommodations

1. Alternative testing must be managed and scheduled online through ARConnect. See https://uwm.edu/arc/connect-resources/ Also see ARConnect FAQ at https://uwm.edu/arc/faculty-faq/

2. One to four weeks before the semester, the instructor will receive an email letter through ARConnect as notification of an enrolled student’s accommodation request(s).

Recommendations

- It is important for instructors to create tests that are fair—i.e., tests cover the intended content communicated to students; there is adequate time to complete the exam; the instructions are clear; the exams have no typographical or grammatical errors.
- Instructors should revise tests each semester by adding new items and revising items that did not perform well based on item analysis.
• Instructors need to help students manage test-related anxiety by discussing the test procedure and creating an exam review guide that outlines the material to be included.

III. Strategies to Prevent Cheating

Policy
1. A minimum of two versions of an exam must be used (Versions A and B) for classes with more than 40 students or classes where students must be seated close together.

Recommendations
• Instructors may elect to use different colors of paper, present questions in a different order on each version, or vary the order of the response alternatives. Where calculations are involved, values can be modified within the same question on different versions so that responses are different.
• The instructor or Program Associate may pre-code scantron sheets and tests by using a numbering system so that the number on each test matches the one on each student's scantron answer sheet.
• Instructors should systematically hand out alternative exam and scantrons, taking into account students sitting laterally as well as those sitting in front and in back of each other.

IV. Responding to Suspicious Student Behavior During an Exam

Policies
1. Instructors should immediately attend to any suspicious conduct by the student. If the conduct is suspicious (but not conclusive), instructors should walk the room and stand nearby (as a deterrent) and or move the student to another location in the room. These actions should be immediate and minimally disruptive.
2. Instructors should state ahead of time the plan to follow this practice whenever something suspicious occurs as assistance to all students involved.
3. Instructors should let the suspected student finish the exam. Not doing so poses a problem if the student(s) was not cheating.
4. The instructor needs to discretely document the situation. Write down why cheating was suspected. Write down the time, how long the student has been taking the test, what behaviors were suspicious, and how many times the behavior was witnessed. Write down the names of all people sitting near the suspected person -as well as where they were seated.
5. Instructors should ask proctors to observe the suspected student to confirm any of the suspicious behaviors.
6. Student academic misconduct procedures are specified in Chapter UWS 14 and the UWM implementation provisions (Faculty Document 1686). If an instructor suspects cheating on an exam, that instructor must confer with the Investigating Officer (IO) of the school/college in which the student is enrolled. The Investigating Officer in the College of Nursing is the Associate Dean for Academic Affairs. See the following UWM webpage for additional information: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm
V. Exam Analysis Review and Management

Policy
1. The exam keys and student scantrons (separated into Version A and B piles) should be given to Program Associates at UWM and/or at UWP. All UW-Waukesha and UW-Washington County exams should go to UWM.
2. The instructor who wrote and administered the test is responsible for reviewing the analysis of test results. If more than one section of students took the exam or if the exam was administered in another location besides UWM (i.e., UW-Parkside, UW-Washington County, UW-Waukesha), the analysis of test results should occur with all instructors teaching the course.
3. Curving an exam, that is, adding points to all students’ scores because of a higher than usual failure rate must not be done as a means of managing grades. Consistency in item analysis is essential. See recommendations below.
4. Exam review and management must occur before posting exam grades. Grades should be posted within one week of the exam.
5. Since exam analysis review and management has occurred by the time grades are posted, instructors must not change items based on student complaints that arise during exam review. Decisions about exam items must be based on analysis of exam statistics as described above.
6. A copy of every exam (given during the nursing major) along with the key and student scantron forms must be kept in a locked file cabinet until students graduate from the program. Pre-nursing course exams should be kept for three years.

Recommendations
- The following guidelines are recommended for test item analysis and management of exam grades. Use of consistent guidelines allows the instructor to provide clear rationale for any changes to exam grades for individual students
- The following guidelines are recommended for test analysis and management:
  - Item analysis:
    - Level of achievement on mastery items (should be less than 10% of the items on an exam): Attempt to have 100% correct responses on items that every student must know.
    - Difficulty level: Attempt to have 30-50% correct responses on non-mastery items.
    - Discrimination level (point biserial): The following are used as a guideline:
      - 0.30 and above: excellent item
      - 0.20-0.29: good item
      - 0.15 – 0.19: acceptable item
      - 0.10 – 0.14: marginal item
      - 0.09 and below: poor item (should be reviewed and edited)
• Determine what action will be taken if the stats for discrimination are unacceptable (positive [+] point biserial for incorrect responses, negative [-] point biserial for correct response; difficulty level below 29%)
  • Give credit for more than one choice. (This is the preferred action.)
  • Nullify the test item by giving credit for all choices. (This means a point would be added to the total correct number for all students who got the question wrong).
  • Delete the test item from the exam and recalculate with one less total item. (This is the least preferred action because students who answered these questions correctly will have a lower score after the item is deleted)

○ Exam: Kuder-Richardson Formula 20 – a measure of test reliability: Attempt to have 0.65 or higher

• These statistics determine the validity and reliability of the exam. Instructors need to review and revise items and exams without acceptable statistics before using them in subsequent classes.

Policies: Exam Review
1. It is at the instructor’s discretion to conduct individual, small group, or large group exam review with students.
2. No matter how the exam review is conducted, students may not have any personal items, electronic devices, paper, writing implements, etc. (as noted in the procedure for administration of exams above). Students are not allowed to take notes; they may read the exam and discuss questions with the instructor. If an individual review is conducted, the instructor may summarize the student’s issues and provide them via email.

Recommendations
• If students become upset or argumentative during an exam review, the instructor may end the review.
• Instructors are encouraged to recommend that all students earning less than 80% on an exam should make an appointment with the instructor for an individual review of the test.
• The instructor will discuss the results with the student to assist the student with strategies for improvement on the next exam. If the instructor is concerned about the student failing a course due to exam performance, the student may be referred to the NCLEX Coordinator.

9/7/18 UPC approved, 9/21/18 CON faculty approved, 11/2/18 addendum approved, 7/2/19 editorial updates to include addendum that were approved by UPC on 11/2/19 but not corrected in policy document at the time so edited & updated policy to UPC # 09-07-18A
Addendum

UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing
Undergraduate Program Committee

Policy on Testing and Exams in Undergraduate Nursing Courses
Information for UG Nursing Students

Background

Requirements for first-time licensure as a registered nurse in every state include graduation from a state-approved pre-licensure nursing education program and successful completion of the NCLEX-RN Examination. To be a state-approved nursing education program, first-time NCLEX-RN pass rates for graduating nursing students from an individual school must meet established benchmarks. For these reasons, the curricula of nursing education programs should be designed to develop students’ ability to think critically, apply knowledge, and approach patient situations like a nurse – all crucial to NCLEX-RN success.

At UWM College of Nursing, multiple resources and strategies are implemented throughout the undergraduate curriculum to increase the percentage of students who pass the NCLEX-RN on the first attempt. Resources from the Assessment Technologies Institute (ATI), including four concept-based assessments and an NCLEX predictor exam, will be integrated across all four semesters beginning in the fall semester of 2018. Replicating the circumstances under which the NCLEX-RN is taken is an important element designed to increase student success, and these proctored assessments have rigorous testing procedures similar to the NCLEX-RN exam.

Additional strategies to improve NCLEX-RN exam pass rates are to reduce variations in item writing, testing procedures, and test item analysis interpretation and management across the curriculum. Accordingly, the following policies, procedures, and recommendations are based on the Assessment Technologies Institute (ATI) and National Council of State Boards of Nursing (NCSBN) rules for NCLEX testing (https://www.ncsbn.org/1268.htm).

VI. Administering Tests/Exams

Policies: Student Information

1. Exams must be taken on the day they are scheduled.
   a. During the semester, make up exams will only be offered for an excused absence. Excused absences are defined as those where the student notified the instructor before the exam and where written verification can be provided by the student of the need for the makeup exam. For example, participation as a student athlete, religious observances, jury duty, serious illnesses, or death of a family member may be considered excused absences. Makeup exams can only
be given after the date of the original exam, not before. During the semester, the instructor and level coordinator/program director can make the decision on offering a makeup exam (Faculty Document # (17-04)140A).

b. Final examinations must be taken on the date scheduled. These dates are posted online in the course schedule for every semester. Any requests to move the date of a final exam must be approved by the Associate Dean for Academic Affairs and be moved to a date after the final exam date. (Faculty Document # (17-04)140A).

2. Any student who will miss an exam due to emergency or illness must notify the professor at least one hour before the start of the exam. Failure to do so will result in a grade of 0 for the exam.

3. Late arrival to exams is distracting and is not permitted. If the student arrives late to the designated time for an exam, the student will not take the exam at the session that is underway. The instructor will meet with the student after the exam to determine the appropriate steps to take depending on the individual situation that caused the student to be late.

4. Students will be asked to show their UWM ID at the start of all ATI exams but not course exams.

5. All personal belongings or items (e.g., coats, backpacks, book bags, food, drink, candy, gum, lip balm, ear plugs or ear buds) must be physically separated from the student during the exam. Nothing will be allowed on the desk. Students may have a pencil or pen. A numbered sheet of paper and/or a calculator will be provided by the instructor as needed. Instructors should encourage students to bring as few personal items as possible into the exam room.

6. Cell phones and all other electronic personal devices, including smart watches, must be stored in book bags, backpacks, or coats during exams. All book bags or backpacks must be zipped completely closed and placed under the desk or at the front of the room, physically separated from the student. Faculty are not responsible for lost or stolen items.

7. Most exams/tests will not take more than two hours. Therefore, each student will be expected to take care of all personal needs immediately prior to the exam/test and will not be allowed to take a break until they have turned in the exam/test, barring an emergency. If there is an emergency, a proctor will escort the student to the restroom.

8. Traffic and noise during an exam is very distracting. Students must retrieve personal items and exit quietly when they complete the exam. If there is a lecture following the exam, students must wait in the student lounge or in a location away from the testing room until all students have completed the exam. Students must not congregate in the hall outside of the room where the exam is being administered.

9. If a student refuses to follow the procedures above, they will not be allowed to test and will not be allowed to reschedule/retake the exam/test.

Policies: Emergent Issues

1. Students are not allowed to keep a cell phone during an exam/test even if they are expecting an emergent call.

2. If someone outside the College of Nursing needs to notify a student about an emergency while the student is taking an exam/test, they may call the Student Affairs office at 414-229-5047. The message will then be relayed to the student. In the rare event the exam is
administered outside of the hours the Student Affairs office is open, an alternate emergency contact number will be arranged.

**Policies: Additional Information**

1. A test/exam should provide a “level playing field” for all students. Answering questions during an exam provides an unfair advantage to those students.
   a. As a result, instructors may elect to not respond to any questions during an exam about exam content, OR,
   b. Instructors may elect to respond to questions about the meaning of a word on an exam that is not content-related. Students must raise their hands to ask such a question and the question may only be answered by the instructor who wrote the exam or who is administering the exam. When an instructor responds to a question, the proctor must continue to observe students in the room. The instructor may also bring an English dictionary for students to use during a test. The dictionary must be accessed in the presence of the instructor. If knowing medical terminology is part of the question, then the dictionary cannot be used for those words.
   c. In either case, instructors will not respond to questions about exam content immediately before, during, or following the exam (until all students have taken the exam and exam grades are posted).

2. If a calculator is needed for medication calculations on an exam, instructors should request calculators from the Nursing Learning Resource Center (NLRC). Students are not permitted to use their own calculators or other electronic devices during an exam.

**Policies: Students with Accommodations**

1. Alternative testing must be managed and scheduled online through ARConnect. See [https://uwm.edu/arc/connect-resources/](https://uwm.edu/arc/connect-resources/) Also see ARConnect FAQ at [https://uwm.edu/arc/faculty-faq/](https://uwm.edu/arc/faculty-faq/)

2. One to four weeks before the semester, the instructor will receive an email letter through ARConnect as notification of an enrolled student’s accommodation request(s).
UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing

POLICY STATEMENT FOR UNDERGRADUATE PROGRESSION AND APPEALS

This policy is divided into two sections: 1) Progression in the Nursing major and 2) Appeals

PROGRESSION POLICY

Definition: Progression refers to student’s ability to move forward in the program. A failing grade is a C- or below per the College of Nursing grading scale.

PROGRESSION IN PRE-NURSING COURSES

The following information applies to student progression in the pre-nursing program and is tied to meeting admission criteria:

- Per UWM policy [S-19 Drop, Withdrawal, and Repeat Policy for Courses], students can repeat pre-nursing courses and non-nursing courses once without special approval.

- Before deciding to repeat a required pre-nursing class, students are strongly encouraged to review the College of Nursing admission criteria for the professional major. (Include link.)

- Courses required for admission to the professional major can only be repeated once (two attempts). See CON website for a complete list of required courses. If a student elects to repeat a course to improve a passing grade (C or higher), this will not count toward the repeat course total allowed in the admission criteria.

- Students may request to the Student Affairs Office if they wish to repeat a required course for the second time (three attempts). If the request is not granted students may appeal the decision to the Undergraduate Appeals Subcommittee using the process below.

- The third repeat (fourth attempt) of any individual pre-nursing required course is not allowed per the CON admission criteria. No appeal is allowed.

https://uwm.edu/nursing/academics/undergrad/
PROGRESSION IN THE PROFESSIONAL NURSING MAJOR

The following information applies to student progression in the traditional nursing major:

Students in the professional major should consult the student handbook and their advisor for additional information related to progression.

1. Failures of theory and clinical courses in the professional major are handled differently. In limited circumstances, Student Affairs Office, in consultation with the Undergraduate Program Director, may decide to:
   a. Grant students a request for a first repeat (second attempt) of a theory course (one time only), or
   b. Send the student’s case to the Appeals Subcommittee
   c. All requests to repeat clinical courses are heard by the Undergraduate Appeals Subcommittee.

2. A student may repeat once (second attempt) a maximum of any two separate courses in the professional major. A student is not permitted a second repeat (third attempt) of any individual course in the professional major. No appeal is allowed.

3. Withdrawing from two different courses, or the same course twice, will be considered one repeat (second attempt) and will be counted in the total repeat count allowed in the professional major.

4. Consistent with the University policy S-19, https://apps.uwm.edu/secu-policies/storage/other/S_19_Drop_Withdrawals_FINAL.pdf a student’s decision to withdraw from a course can be classified either as a withdrawal or a course failure. Repeated drops and withdrawals may impact a student’s ability to progress in the program. The student must consult with the course instructor, Program Director and the Student Affairs Office before withdrawing from a course.

5. Withdrawals for medical reasons, military reasons, or other extraordinary circumstances may merit exceptions to this policy. These decisions are made by the Program Director in consultation with the Associate Dean for Academic Affairs.

6. When repeating a course in the professional major, students cannot take other required courses beyond the current level of the program.

PROGRESSION IN THE RN-TO-BS-NURSING PROGRAM

The following information applies to student progression in the RN-BSN Program:

1. In limited circumstances, the Student Affairs Office and/or FLEX Option Academic Success Coaches, in consultation with the RN-to-BSN Program Director, are delegated the decision to:
   a. Grant students a fourth attempt (i.e. third repeat) of a nursing course, or
b. Send the student’s case to the Appeals Subcommittee.

2. Requests to repeat the final capstone clinical course in the RN-BSN Program are heard by the RN-to-BSN Program Director. The decision of the Program Director is appealable to the UPC Appeals Subcommittee.

**APPEALS POLICY**

**FUNCTION AND MEMBERSHIP OF THE UNDERGRADUATE APPEALS SUBCOMMITTEE**

1. **FUNCTION:** The Undergraduate Appeals Subcommittee is delegated the authority by the Undergraduate Program Committee to hear appeals and make recommendations to the Associate Dean for Academic Affairs. The committee:
   a. Reviews individual undergraduate student appeals for exceptions to College of Nursing rules and regulations and make recommendations to the Associate Dean for Academic Affairs of the College of Nursing.
   b. Hears appeals of undergraduate students who have received an unsatisfactory decision in an academic or policy matter (e.g., dropping a course, grade, grade grievance, scholastic standing, and graduation decisions).

2. **MEMBERSHIP:** Three voting Undergraduate Program Committee members, the Director of Undergraduate Programs (non-voting), and one Student Affairs Office representative (non-voting). The three voting members are appointed annually by the Chair of the Undergraduate Programs Committee who presides over the meeting.

3. **MEETINGS:** Meetings will be held as determined by the Undergraduate Appeals Subcommittee in consultation with the Student Affairs Office. Generally, appeals are heard shortly after the end of each semester. Appeals for the RN-BSN FLEX Option may be heard at any time.

4. **FORMS:** Student Affairs Office representative or FLEX Option Academic Success Coach receives the appeals and distributes them to the Undergraduate Appeals Subcommittee members for review. Student Request to Appeal College of Nursing Policy or Regulation forms are available in the UWM or UW-Parkside Student Affairs Office, on the SharePoint Undergraduate Program folder, and in the student handbook. All completed forms will be held in the student file.

**APPEALS POLICY STATEMENTS**

1. **DEFINITION:** The Undergraduate Program Committee defines an appeal as either:
   a. A request for exemption from the stated policies and/or regulations of the College of Nursing, or
b. A request for an academic grievance/course grade change when a student wishes to appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor as stated in the university policy S-28. 
https://apps.uwm.edu/secu-policies/storage/other/S_28_Grade_Appe_by_Students.pdf

2. For progression related matters in the professional major, students are allowed up to two appeals to the Undergraduate Appeals Subcommittee as a result of a failing grade.

3. Students may petition for an additional appeal to the Associate Dean for Academic Affairs only after consultation with the respective Program Director (BS or RN-BSN).

4. There is no limit on the number of academic grievances/course grade changes [UPC#05-05-17(2) Undergraduate appeal for an Academic Grievance/Course Grade Change].

5. Written appeal forms must be in the Undergraduate Appeal Subcommittee’s possession no later than the published deadline dates. Deadline and committee meeting dates will be determined by the Undergraduate Program Committee Chairperson and Student Affairs Office. Deadlines will be published by the Student Affairs Office via email.

6. Recommendations of the Undergraduate Appeals Subcommittee are final. The decision of the Associate Dean may be appealed to the Dean of the College of Nursing as a final step within the College of Nursing. College decisions are final and not appealable.

APPEALS PROCEDURES

1. PROCEDURE FOR EXEMPTION FROM STATED POLICIES OR REGULATIONS OF THE COLLEGE OF NURSING

Step 1: Students are to complete the Student Request for Appeals Form stating:
- The policy or regulation being appealed. See the Undergraduate Student Handbook.
- The unique circumstances that led to the request, and
- The actions and efforts taken and planned to correct the situation.

Step 2: Students must complete the Open Meeting Law form request.

Step 3: When a student fails a course, the responsible instructor or Program Director completes the evaluation for readmission form and places it in the student file.

Step 4: The student’s appeal is received in the Student Affairs Office (UWM-Cunningham 135, UWP-180 Talent Hall) and placed on the agenda of the next scheduled meeting of the Appeals Subcommittee.
Step 5: The Chairperson of the Undergraduate Program Committee informs the student by email of the scheduled date, time and location of the meeting.

Step 6: Members of the Appeals Subcommittee review the files of students whose appeals are scheduled on the agenda.

Step 7: Students may review all forms in their appeals file.

Step 8: The open session of each meeting precedes the closed session of the meeting. The student is given the opportunity to present additional material related to their appeal to the Appeals Subcommittee. If the student is present, this student should be prepared to answer questions related to their appeal. If the student is not present, the Subcommittee will make a decision from the student’s written documentation.

Step 9: A Student Affairs Office representative will take minutes of the meeting and distribute to the Chair of the Undergraduate Program Committee.

Step 10: The Undergraduate Appeals Subcommittee will forward their recommendation to the Associate Dean for Academic Affairs.

Step 11: Within two (2) business days, following the Undergraduate Appeals Subcommittee meeting, the student will be notified by email of the Subcommittee’s recommendation and the subsequent decision of the Associate Dean for Academic Affairs. A follow-up letter will also be sent.

2. PROCEDURE FOR ACADEMIC GRIEVANCE/COURSE GRADE CHANGE IN THE COLLEGE OF NURSING

This appeal must be initiated within 10 days of the university final grade posting date in PAWS following these steps:

Step 1: Students are to complete the Grievance/Course Grade Change Appeal Form and talk to instructor.

Step 2: If the student is dissatisfied with the outcome of Step 1 and desires to resolve the issue, the student must discuss the grievance/grade appeal with the Director of Undergraduate Program.

Step 3: If the student is dissatisfied with the outcome of Step 2, the student may present the grievance/grade appeal to the Chairperson of the Undergraduate Program Committee Appeals Subcommittee. The student must complete the Open Meeting Law form request.

Step 4: The student’s appeal is received in the Student Affairs Office (UWM-Cunningham 135, UWP-180 Talent Hall) and placed on the agenda of the next scheduled meeting of the Appeals Subcommittee.
Step 5: The Chairperson of the Undergraduate Program Committee informs the student by email of the scheduled date, time and location of the meeting.

Step 6: Members of the Appeals Subcommittee review the files of students whose appeals are scheduled on the agenda.

Step 7: Students may review all forms in their appeals file.

Step 8: The open session of each meeting precedes the closed session of the meeting. The student is given the opportunity to present additional material related to their appeal to the Appeals Subcommittee. If the student is present, this student should be prepared to answer questions related to their appeal. If the student is not present, the Subcommittee will make a decision from the student’s written documentation.

Step 9: A Student Affairs Office representative will take minutes of the meeting and distribute to the Chair of the Undergraduate Program Committee.

Step 10: The Undergraduate Appeals Subcommittee will forward their recommendation to the Associate Dean for Academic Affairs.

Step 11: Within two (2) business days, following the Undergraduate Appeals Subcommittee meeting, the student will be notified by email of the Subcommittee’s recommendation and the subsequent decision of the Associate Dean for Academic Affairs. A follow-up letter will also be sent.

Wisconsin Open Meetings Law

Appeals hearings are subject to the Wisconsin Open Meetings Law statutes 19.81-19.98 and may be closed if the student requests a closed meeting or if the committee determines it is necessary to hold a closed meeting as permitted under Wisconsin open meetings law. Deliberations of the committee shall be held in closed session, in accordance with statutes 19.85. As such, proper notice and applicable rules shall be followed.

1. The student has the right to be present during the hearing when their appeal is being presented. Virtual attendance is allowed upon request in unique circumstances. The student requests in advance to have their appeal considered in an open or a closed session. The Undergraduate Appeals Subcommittee makes the final determination if the appeal is heard in open or closed session.

2. In a closed session, during the presentation the attendance is limited to the committee, the student and the student’s invited guest. After deliberations in the closed session, recommendations concerning the disposition of the appeal are shared with the student and committee members present.
3. In an open session, attendance is not limited and is open to any interested person. After deliberations in the closed session, recommendations concerning the disposition of the appeal are shared with the student, all interested parties and the committee members present.
STUDENT REQUEST TO APPEAL
College of Nursing Policy or Regulation

Please complete and add your signature to the forms in this packet. The Undergraduate Program Committee will be influenced by the information you provide on this request. The Committee’s recommendations on your appeal is forwarded to Associate Dean of Academic Affairs who will notify you of the action taken.

Name ___________________________ Date ___________________________

Address

Phone number ___________________ Student ID _____________________

1. State what policy or regulation is being appealed. Complete a Request to Appeal for each policy you appeal. (See the Undergraduate Student Handbook for a list of policies)

2. Provide an explanation of the unique circumstances that led to requesting the appeal.

3. Describe the desired outcome of this appeal.
4. Describe what you will do or what you have done to remedy the problems stated in Question #2. Please be specific.

Student Signature

Return to: Chairperson, Undergraduate Program Committee
c/o Student Affairs Office
UW-Milwaukee College of Nursing
P.O. Box 413, Cunningham Hall 135
Milwaukee, WI 53201-0413
STUDENT REQUEST TO APPEAL
Academic Grievance/Course Grade Change Form

Please complete the forms in this packet. A request for an academic grievance/course grade change occurs when you wish to appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor as stated in the university policy S-28. In other words, you believe you received unfair treatment outside of stated course syllabus or treatment by the course instructor that was different from your peers. The Undergraduate Program Committee will be influenced by the information provided on this request. The Committee’s recommendations on the appeal is forwarded to Associate Dean of Academic Affairs who will notify you of the action that has been taken.

Name ___________________________ Date ___________________________
Address ___________________________
Phone number ______________________ Student ID ____________________

1. State the course grade or academic grievance that is being appealed.

2. Provide evidence that the grade is a capricious or arbitrary decision of the instructor. (Please attach supporting documentation to this form).

3. Describe the desired outcome of this appeal.
It is your (the student’s) responsibility to meet with the instructor/Course Coordinator and the Director of Undergraduate Programs as part of the appeal. Please have them sign this document as a confirmation of the meeting date.

Instructor/Curriculum Coordinator Signature ____________________________ Meeting Date ____________________________

Director of Undergraduate Programs Signature ____________________________ Meeting Date ____________________________

Return to: Chairperson, Undergraduate Program Committee, c/o Student Affairs Office
UW-Milwaukee College of Nursing
P.O. Box 413, Cunningham Hall 135
Milwaukee, WI 53201-0413
UNIVERSITY OF WISCONSIN  
College of Nursing  

Request for Open/Closed Meeting  

To comply with the State's Open Meeting Law when your Request for Appeal is considered, your desire for an open or closed session must be determined.  

You have a right to be present at either an open or closed session. If you decide to be present, you may be asked questions related to your appeal by members of the Appeals & Progressions Subcommittee of the Undergraduate or Graduate Program Committees. You will be given an opportunity to present material related to your request to appeal.  

In a closed session, attendance at the meeting is limited to you and the members of the Undergraduate or Graduate Appeals Subcommittee. Following the presentation of the appeal, you will leave when the members of the subcommittee discuss and vote on the decision.  

In an open session, attendance at the meeting is not limited and is open to any interested persons. Following the presentation of the appeal, the sub-committee’s discussion and vote are made in the presence of anyone attending the session.  

Please indicate your preference below, sign your name, and return this form with your Request to Appeal.  

1. I will be present when my appeal is considered  
   □ Yes  □ No  

2. I request my appeal to be heard in an open session  
   □ Yes  □ No  

3. I request my appeal to be heard in a closed session  
   □ Yes  □ No  

Return to:  Chairperson, Undergraduate Program Committee  
c/o Student Affairs Office  
UW-Milwaukee College of Nursing  
P.O. Box 413, Cunningham Hall 135  
Milwaukee, WI 53201
UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing

Faculty Evaluation of Student for
READMISSION

Student’s Name:________________________________________________________

Address:______________________________________________________________

Student Number:________________________________________________________

Reason for Dropped Status:

If the student indicated a date of return, what is that approximate date:

Year: _______ Semester: Fall _______; Spring _______; Summer_______

1. What specifically led to interruption of the nursing major for this student: List as many factors as are known to you.
Faculty Evaluation of Student for READMISSION (page 2)

2. List any special recommendations you would make to this student prior to returning to the nursing major.

Did you discuss this recommendation with the student? Please check:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3. Has this student’s difficulties been discussed with the

Faculty ___________________; Course Coordinator ___________________;  
Department Chair ___________________; Associate Dean_________________;  
Dean______________________

4. Do you recommend this student for readmission:

Yes_______ No_______ Insufficient Data_______

Rationale:

Signature ___________________________________________________________________

Course ___________________________________________________________________

Date ___________________________________________________________________