



## School of Nursing

College of Health



# STUDENT HANDBOOK MS & GRADUATE CERTIFICATE PROGRAMS 2023 - 2024

Revised August 2020

NOTE: This handbook may be updated during the academic year. When this happens students will be notified of the changes via email and Blackboard. Changes will be effective the time they are posted, unless otherwise noted.

# Welcome

## to the University of Alaska Anchorage

### School of Nursing

The faculty and staff of the University of Alaska Anchorage (UAA) School of Nursing (SON) take this opportunity to welcome all new students. We are pleased you have chosen to attend our school, and we hope your educational experience with us will be rewarding.

We provide equal education and employment opportunities and provide service and benefits to all students and employees without regard to race, color, religion, national origin, sex, age, disability, or status as a Vietnam era or disabled veteran. This policy is in accordance with the laws enforced by the Department of Education and the Department of Labor, including Presidential Executive Order 11246 as amended, Title VI and Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, the Public Health Service Act of 1971, the Veterans' Readjustment Assistance Act of 1974, the Vocational Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Equal Pay Act of 1963, the 14th Amendment, EEOC's Sex Discrimination Guidelines and Alaska Statutes 18.80.220 and 14.18. Direct inquiries regarding the application of these and other regulations to the University's Affirmative Action Director, the Office of Civil Rights (Department of Education, Washington, DC), or the Office of Federal Contract Compliance Programs (Department of Labor, Washington, DC).

There are two parts to the handbook. **Part I** applies to nursing students in all programs, and **Part II** is specific to your Program. The handbook assists you in becoming familiar with various aspects of your chosen degree program. Please take the time to familiarize yourself with the contents so you can locate specific information as needed. Use this handbook in conjunction with the UAA Course Catalog. In addition, please take advantage of interacting with the SON faculty.

The UAA School of Nursing programs offer both challenges and rewards. We wish you success in advancing your nursing career.

**The School of Nursing Faculty**

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## Purpose of this Handbook

The purpose of this Student Handbook is to provide important information to guide you through your studies at UAA School of Nursing. In it, you will find important information about the University and the School assembled into a single, easy to use resource. The intent is to help you understand what resources are available to promote your success. Also, it outlines the SON's expectation of all students entering or advancing into our programs.

As a student, you are held accountable for reading the handbook, and for knowing and adhering to the SON's policies, procedures, and behaviors. Please become familiar with the information shared in the handbook to avoid non-compliance.

The handbook is revised annually. However, ***the SON reserves the right to make changes in policy, procedure, and operations as needed. Any changes are communicated to the students, staff, and faculty electronically (email, Blackboard post).***

## Accreditation

The Associate of Applied Sciences, Baccalaureate, Graduate Certificate, and Master's programs at the University of Alaska Anchorage School of Nursing, are fully accredited by the Accreditation Commission for Education in Nursing (ACEN). The next re-accreditation visit will occur in 2025.

**Contact Information:**

Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
Fax: (404) 975-5020  
Email: [info@acenursing.org](mailto:info@acenursing.org)  
Web: [www.acenursing.org](http://www.acenursing.org)



The Doctor of Nursing Practice (DNP) program at the University of Alaska Anchorage, School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). The next re-accreditation visit will occur in Fall 2021.

**Contact Information:**

Commission on Collegiate Nursing Education  
655 K Street NW  
Suite 750  
Washington, DC 20001  
Phone: (202) 887-6791  
Fax: (202) 887-8476  
Web: <http://www.aacn.nche.edu/ccne-accreditation>



All University of Alaska Anchorage nursing programs are reviewed and approved by the Alaska Board of Nursing, contingent on obtaining and maintaining national nursing accreditation.

**Contact Information:**

Alaska Board of Nursing  
550 West Seventh Avenue, Suite 1500  
Anchorage, AK 99501-3567  
Phone: 907-269-8160  
Fax: 907-269-8156  
Email: [boardofnursing@alaska.gov](mailto:boardofnursing@alaska.gov)  
Web: <https://www.commerce.alaska.gov/web/cbpl/professionallicensing/boardofnursing.aspx>





## PART 1: School of Nursing Information

### Section 1: Introduction

#### Mission

The mission of the UAA School of Nursing is to promote the health and well-being of people and communities by fostering excellence and innovation in nursing education, research, and health care.

#### Vision

The vision of the School of Nursing is to be a leader in the transformation of nursing in Alaska dedicated to improving local and global health outcomes.

#### Core Values

The core values held by the SON include:

- Excellence – We strive for the best to continually improve ourselves and our endeavors.
- Respect – We treat each person in a manner that recognizes their intrinsic value as a human being
- Integrity – We demonstrate unwavering honesty and decency.
- Caring – We display kindness and concern for all, especially for those in need.

#### Culture Statement

Organizational culture is defined as the integration of patterns of human behavior that include language, thoughts, communications, actions, customs, beliefs, and values within an organization. Culture encompasses the customary way of thinking and behaving that is shared by members.

- A collaborative culture is sustained, and student success is fostered. Individual and collective behaviors incorporate positive communication, collegiality, support, trust, respect, and celebration of diversity.
- Organizational goals are accomplished through a participative leadership/management style that fosters safety, openness to ideas, and input from members. All ideas and opinions are valued.
- Individual and collective behaviors reflect organizational core values of excellence, respect, integrity, and caring.
- Leadership sets agendas with the input of members and functions as a coach and team builder. Leadership expects results and holds members accountable. Membership expects results and holds leaders accountable.

#### Nursing Program Philosophy

The following are the beliefs of the faculty regarding professional nursing, health, client systems, critical thinking, academic integrity, nursing education, and teaching-learning; these beliefs guide the graduate nursing education program at UAA.

#### Professional Nursing

Nursing is a caring profession; it is learned as a science and an art, which synthesizes theoretical and empirical knowledge from science with the practice of the humanistic disciplines. The professional nurse

provides care directed toward health maintenance and promotion, health restoration, and rehabilitation that is based on knowledge derived from theory and research.

Professional nursing care for individuals, families, groups, and populations is structured by the application of critical thinking skills in a variety of settings. The role of the professional nurse is designed to meet the emerging health needs of the public in a changing society; inherent in this role is the application of nursing research to practice and the exercise of leadership and management skills. The professional nurse is liberally educated and prepared to responsibly challenge the status quo by anticipating and adapting to change.

Attributes of professional nursing practice include accepting accountability and responsibility for the evaluation of nursing practice, collaboration with other health care providers and the public in promoting health, and the incorporation of professional values into the therapeutic milieu. This is done with consideration of the ethical and legal implications and dilemmas that affect health care and nursing practice.

### **Health**

Health is a dynamic state of being that varies on personal dimensions such as the presence or absence of disease or disability, ability to fulfill roles, ability to cope and adapt, a sense of well-being, and spirituality. Health is contextual and is influenced by social, political, economic, and cultural environments. The assumption that values and beliefs about health differ is inherent in this conceptualization.

### **Client System**

Professional nurses interact with client systems, which may refer to individuals, families, groups, or populations. Each individual is a unique and holistic being with intrinsic worth whose characteristics reflect interrelationships among internal and external environments comprised of physiological, psychological, sociocultural, developmental, and spiritual factors. Individuals are capable of rational thinking and have the capacity to think, know, and make choices that impact their lives.

### **Academic Integrity**

The profession of nursing holds its members to high standards of conduct. Nurses are expected to be knowledgeable, honest, ethical, responsible, accountable, respectful, and trustworthy. Faculty expect students to demonstrate professionalism in all aspects of their academic work. Academic integrity violations clearly show a lack of core professional values and will not be tolerated in any form. Faculty have a responsibility to the school, to the profession, and to our clientele to graduate nurses with the highest moral, ethical, and professional standards. As such, any proven occurrence(s) of academic dishonesty will result in severe consequences (approved by faculty 9/2009).

### **Nursing Education**

Nursing education prepares nurse generalists at the associate degree level for practice in structured care settings, nurse generalists at the baccalaureate level with experiences in community, population-focused care and evidence-based practice, nurse specialists at the master's level prepared for advanced practice and leadership, and advanced clinical practitioners at the doctoral level with a focus on improving health care outcomes through evidence-based practice and leadership. At each successive level of nursing education, knowledge and skills in practice, interprofessional collaboration, scientific evidence, and management/leadership increase both qualitatively and quantitatively.

At the baccalaureate level, the educational process is designed to provide the student with opportunities to develop the knowledge, understanding, and competencies necessary for entry into beginning professional practice and graduate study. The general education requirements are designed to support nursing practice and development as an educated, productive citizen in society. They serve as the foundation upon which professional education builds. Professional baccalaureate education is based on theoretical constructs drawn from nursing and related disciplines. It is designed to assist the student in the development of critical thinking, affective, and psychomotor skills. The curriculum is designed to prepare students to use nursing therapeutics to adapt care to meet the health needs of client systems from diverse populations and to develop a framework for ethical decision making. The curriculum prepares students to recognize, analyze, and affect trends in health care, in the profession, and within Alaska.

At the graduate level, the educational process builds on the undergraduate baccalaureate degree in nursing. The goals of graduate education are to prepare the student for advanced professional practice with populations of varying complexity and from a variety of sociocultural contexts. It emphasizes the analysis and application of nursing theory, the development of skills in conducting, evaluating, and applying research to practice, and expanded management and leadership skills. Graduate study at the master's level serves as the foundation for further study at the doctoral level.

Continuing education in nursing and related fields is a lifelong expectation for the professional nurse. As a professional, it is the responsibility of the nurse to maintain currency and competence in the chosen arena of practice.

Graduates of the University of Alaska nursing education programs are prepared to practice in a variety of settings and particularly in settings characterized by the demographic, geographic, climatologic, and cultural diversity that is found in Alaska.

## **Learning**

Learning is expected to influence the values, beliefs, and behaviors of the individual. Within the context of professional nursing education, learning is a primarily goal-directed activity that is promoted when the individual has a clear understanding of the objectives of learning opportunities and when the individual takes responsibility for the accomplishment of identified learning objectives. Developing maturity as a professional is demonstrated by the increasing ability of the individual to become an active participant in defining the objectives of learning experiences.

Learning is enhanced when it begins at a point that is congruent with the learner's expectation of what is to be learned when educational experiences are organized in a logical sequence, that promotes continuity, and when the unique needs and strengths of individual students and groups of students are recognized and built upon.

Learning becomes professionally relevant when it is applicable to one's experience and when it provides tools that are applicable in diverse situations. It is futuristic and, therefore, must be transferable to new and different situations.

The responsibility of the faculty is to assist individual students in acquiring the knowledge and competencies needed for entry into beginning (at the baccalaureate level) or advanced (at the master's level) nursing practice. In the socialization of the student to the professional nursing role, the faculty member participates with the learner in the teaching-learning process and acts as a critically thinking role model who is both accountable and responsible for professional actions. Faculty also assists students in developing skills in evaluating their need for continuous learning and in meeting those needs through

planned activities.

The primary responsibilities of the faculty in the teaching-learning process include the identification of the knowledge and competencies required of students at each level of nursing education, the establishment of minimum standards for demonstrating such, and the evaluation of student behaviors to determine the degree to which standards have been met.

## Conceptual Framework

The UAA SON has developed an organizing conceptual framework to serve as a model or map for building the curricula. A group of faculty from the Graduate, BS, and AAS programs considered many current sources to discuss current initiatives and to formulate a single representative list of concepts that would be broad and applicable to all programs. The following sources were considered:

- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco: Jossey-Bass.
- National League for Nursing (NLN) Framework and Integrating Concepts.
- Quality and Safety Education for Nurses (QSEN) Competencies.
- Institute of Medicine (2010). *The future of nursing: Leading change, advancing health*.
- American Association of Colleges of Nursing (AACN) Essentials Series.
- National Organization of Nurse Practitioner Faculties (NONPF). *Core Competencies for Nurse Practitioners*.

As a result of this process, the following unifying concepts have been developed:

- **Relationship-centered care** includes patient advocacy and caring for all clients, regardless of where they receive health care. This is best accomplished as nurses communicate and collaborate inter-professionally within the broader healthcare community to form caring partnerships for the benefit of society.
- **Clinical Reasoning** is a practice-based form of reasoning that relies upon scientific and research-based knowledge, the ability to discern the relevance of scientific and technical knowledge, and the applicability of the information to a particular patient or clinical situation. Clinical reasoning occurs within the context of relationships or situations involving patient, family, community, and health care provider teams, and may encompass the patient's goals and preferences, concerns, co-morbidities, and previous responses to interventions and therapies.
- **Inquiry** is a process of continually augmenting knowledge through a commitment to seeking best practices and optimal outcomes. We are committed to constantly questioning, appraising the data/evidence, and incorporating clinical expertise and the patient/family values to solve problems and to enhance patient care. Inquiry refers to exploring all aspects of the health care domain to improve outcomes.
- **Quality** includes the processes and outcomes designed to promote, achieve, and maintain standards of excellence in nursing and health care. When the quality of care is measured, it is compared to a 'standard'; *quality* addresses standards of "excellence" set by the profession *and* by the health care system. *We strive to be at the forefront in promoting, achieving, and maintaining standards of excellence in nursing and health care.*

## Nursing Programs

### Associate of Applied Science Programs

Graduates of the Associate of Applied Science (AAS) in the nursing program are prepared to use the nursing process to provide effective nursing services to individuals receiving care in inpatient settings and structured outpatient settings. The academic program provides students with a closely related mix of theory and clinical practice; students gain experience in hospitals, nursing homes, clinics, and community agencies. The AAS program offers a standard four-semester option, as well as a three-semester option for individuals who hold a current Alaska license as a Licensed Practical Nurse. Graduates of the AAS program earn both the Associate degree and eligibility to sit for National Council Licensure Examination – Registered Nurse (NCLEX-RN).

In 1973, just prior to the graduation of the first AAS class, the Program received the full approval of the Alaska Board of Nursing. Since then, approval has been continuous. Initial accreditation by the Accrediting Commission for Education in Nursing (ACEN) was achieved in 1976 and has been continuous ever since. The most recent review by ACEN occurred in 2017 with a recommendation for full accreditation, with the next review to take place in 2025.

While the SON Faculty Association Bylaws have established a number of committees that include members of three nursing programs (AAS, BS, and Graduate), the bylaws also ensure that decisions regarding the AAS Nursing Program curriculum and student admission remain within the exclusive purview of the faculty of the AAS Program. Four committees exist for those purposes: AAS Program Committee, AAS Curriculum Committee, AAS Admissions, Progression and Retention Committee, and the AAS Program Evaluation Committee.

### Baccalaureate Program

The Bachelor of Science (BS) Nursing Program offers a Bachelor's degree with a major in Nursing Science. There are two options in the program, the Prelicensure Option with courses offered for students in Anchorage and Fairbanks to earn both the Bachelor's degree and eligibility to sit for National Council Licensure Examination Registered Nurse (NCLEX-RN). There is also an RN to BS Option with courses offered for Registered Nurses to earn a Bachelor's degree in nursing. Continuously approved by the Alaska Board of Nursing since the graduation of its first class in 1978, the BS Program received initial accreditation by the ACEN. Continuing full accreditation was granted in 1986, 1994, 2002, 2009, and 2017 for eight-year periods, with the next accreditation review occurring in 2025.

Participation in the Baccalaureate Program Committee, Baccalaureate Curriculum Committee, Baccalaureate Admissions Progression & Retention Committee, and Baccalaureate Program Evaluation Committee is restricted to program faculty and a student representative.

### Graduate Programs

**Master's Degree in Nursing Science** places primary emphasis upon advanced professional nursing practice, theory, research, and health care delivery systems. Students may develop a specialized practice focus in nursing leadership (NLDR) with an emphasis in nursing education (NLDR-EDUC) or administration (NLDR-ADMIN), as a family nurse practitioner (FNP), or as a psychiatric-mental health nurse practitioner (PMH-NP). Graduates of the FNP option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner. Graduates of the PMH-NP (across the life-span) option are eligible to write the national certification exam for advanced professional practice as a psychiatric-mental health nurse practitioner. NLDR-EDUC graduates are eligible to take the National League for Nursing (NLN) Certified Nurse Educator Exam. Graduates of the NLDR-ADMIN option, with two

years of executive nursing experience, are eligible to take the American Organization of Nurse Executives (AONE) exam for certification in Executive Nursing Practice. The MS program is accredited by the Accreditation Commission for Education in Nursing (ACEN), with the next accreditation review occurring in 2015.

**Nursing Graduate Certificates** are designed for individuals who have previously acquired a master's or doctoral degree in nursing and wish to expand their practice. Graduate certificate programs are offered in three specialty areas: FNP, PMH-NP, and nursing education (EDUC). The graduate certificate curriculum builds on the student's prior graduate degree in nursing by integrating content from that degree with theory-based advanced practice nursing courses and specialty clinical practice. **To be eligible for either the FNP or PMH-NP graduate certificate programs, the individual must already be certified as a nurse practitioner in another specialty.** The graduate certificate programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), with the next accreditation review occurring in 2025.

**The Doctor of Nursing Practice (DNP)** is the first doctoral degree offered solely at UAA. Study at the doctoral level places primary emphasis upon advanced professional nursing practice, theory, research, and leadership roles in advancing health care delivery systems and the application of research into practice. The Doctor of Nursing Practice (DNP) represents the highest degree in nursing practice. Currently, the Post-Master's DNP option is available for those who currently hold an advanced practice registered nurse (APRN) license and who wish to expand their knowledge and skills to interpret research, apply best practices, and incorporate clinical knowledge and leadership skills to influence health care policy. The DNP program at the UAA SON was accredited in September 2016 by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The accreditation was for five years, extending to June 30, 2022 (the next site visit is due Fall 2021). The first cohort graduated in fall 2016.

The SON is considering transitioning the FNP and PMH-NP programs to the Doctor of Nursing Practice (DNP) degree at some point in the future. Currently, graduates of the FNP and PMH-NP MS programs have the option of continuing their education to get the Post Master's DNP.

## Current Structure

The School of Nursing (SON) is a department within the College of Health (COH). The College was formed in July 2011 when the College of Health and Social Welfare was restructured. In addition to the COH, other major units at UAA include the College of Arts and Sciences, the College of Business and Public Policy, the College of Education, the Community and Technical College, and the College of Engineering.

The SON is one of many academic and research units in the COH. They are listed below:

- Alaska Center for Rural Health and Health Workforce
- Center for Human Development (CHD)
- Department of Health, Physical Education, & Recreation (HPER)
- Department of Health Sciences
- Department of Human Services
- Institute for Circumpolar Health Studies
- Interprofessional Health Sciences Simulation Center
- Justice Center
- National Resource Center for Alaska Natives
- Occupational Therapy Program

- Pharmacy
- Physical Therapy Program
- School of Allied Health
- School of Nursing
- School of Social Work
- Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) School of Medical Education

The COH is administered by Jeffrey Jessee, Vice Provost of Health Programs, and Dean of the College of Health. Jeffrey Jessee reports directly to the Provost. The Director of the School of Nursing is Dr. Carla Hagen. She reports to the Associate Dean of Clinical Health Sciences, Dr. Kendra Sticka, and to the Vice Provost/Dean and is responsible for the day-to-day operations of the school, as well as for planning with the faculty to meet future nursing education needs throughout the State. Assisting the SON Director in the administration of the nursing programs is the Associate Director.

The SON Graduate Program Council oversees the SON graduate programs and reports to the SON Director. The Council is responsible for admissions, retention, recruitment, and progression; program assessment; and program curriculum. The SON Graduate Program Council is composed of faculty teaching graduate courses and 1-2 student representatives. Additional members may be assigned by the Director of the SON.

## **Academic Calendar**

Until recently, the BS and Graduate programs were on a trimester system. In AY 2020, the SON transitioned to the semester system that the University follows. Summer classes will continue to be required in some programs.

## **Section II – General Policies**

### **Essential Student Behaviors for Admission, Continuation, and Graduation**

In addition to the University of Alaska Anchorage Student Conduct Code, Board of Regents' Policy, and University Regulation, students must abide by the following specifications for academic behaviors and abilities in order to be admitted, to continue, and to graduate from the School of Nursing programs.

#### **Communication**

Students must communicate effectively and professionally with other students, staff, and faculty members, professionals, and others relevant to their programs of study. Expression of ideas and feelings must be clear and appropriate for a professional setting. Students must demonstrate a willingness and ability to give and receive feedback.

#### **Cognitive**

Students must be able to adequately reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs of study.

#### **Behavioral/Emotional**

Students must have the emotional ability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs of study. Students must possess the emotional ability required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs of study.



Further, students must be able to maintain mature, sensitive, and effective relationships with study subjects, students, faculty and staff members, and other professionals, under all circumstances, including highly stressful situations. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team academic relationships. Students must demonstrate effective and respectful relationships with the diverse academic, professional, and community environments relevant to their programs of study.

### **Professional Conduct**

Students must demonstrate the attributes of compassion, integrity, honesty, responsibility, and tolerance. Students must possess the ability to reason morally and conduct their discovery and/or application of knowledge relevant to nursing science in a manner consistent with ethical scientific and scholarly conduct and guidelines for the protection of human subjects. Nursing students must adhere to the [UAA Student Code of Conduct](#), the SON program/course policies, and the [Code of Ethics for Nurses](#).

### **Reasonable Accommodation for Disabilities**

The School of Nursing is committed to ensuring that students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education, and employment for students with disabilities. The School works closely with [UAA Disability Support Services](#) (DSS) in this process. DSS is the contact point for students with permanent or temporary sensory, physical, or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students must follow the established policies for requesting and receiving reasonable accommodations. Students who wish to request reasonable accommodations are encouraged to contact DSS to start the process for documenting their disability and determining eligibility for services prior to the start of the Program. While this process can be started at any time, reasonable accommodations will not be implemented retroactively, so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. For distance students, DSS can conduct many facets of the process by phone. To learn more about the process for establishing services through DSS, please contact the DSS office:

Disability Support Services  
Rasmuson Hall 105  
3211 Providence Drive  
Anchorage, AK 99508  
Phone (907) 786-4530 (voice)  
Phone (907) 227-9609 (text only)  
Fax (907) 786-4531  
[uaa\\_dss@alaska.edu](mailto:uaa_dss@alaska.edu)

All students, including students with disabilities, are expected to perform the essential functions of the Program, including meeting all program outcomes with reasonable accommodation. The School of Nursing will work with the student and DSS to provide reasonable and appropriate accommodations. It is important to note that the School of Nursing is not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the Program.



## Infants and Children

Infants and children are not permitted in classes, audio conferences, laboratories, or clinical settings, even when a parent is present and involved in a scheduled learning experience. Children should not be left unsupervised in university or clinical facility hallways or lobby areas. Students who bring children to class will be asked to leave with the absence being treated as unexcused. When this policy creates a special hardship, the student should discuss the problem with his/her advisor or with the relevant program chair.

## Pets and Service Animals

According to the UAA Catalog, "Anyone wishing to bring pets onto campus must first contact the University Police Department. Pets are not permitted in any of the campus buildings without prior permission". To be consistent with UAA policy, pets will not be permitted in SON classroom or laboratory settings. Students who bring pets to class will be asked to leave, with the absence being treated as unexcused.

Service animals are not pets and are not subject to the rules and policies pertaining to pets. Individuals with disabilities may bring their service animals with them anywhere they would allow the individual to go without the animal unless doing so would pose a danger to health or safety or cause undue burden. See the [Disability Support Services website](#) for clarification.

## Electronic Communication Devices

Cellular phones and audible electronic devices should be turned off during classes, audio conferences, laboratory, and clinical laboratory sessions unless the use of the device is permitted explicitly by the instructor and/or clinical agency. If audible communication devices ring against the existing policies, during scheduled learning experiences, the student will be required to leave the setting and not return for the remainder of the day; absences resulting from violating the policy are treated as unexcused. When this policy creates a special hardship, the student should discuss the problem with his/her instructor or with the Program Chair.

## Support for Nursing Mothers

The SON will make every attempt to support students who are breastfeeding their babies. When requested, the SON will provide a private space for students who would like to use a breast pump or to nurse their baby. While a space for pumping/nursing will be provided, the SON policy indicates that students should not bring their infants and/or small children into classes. The space for pumping/nursing should have comfortable seating and a hand cleanser. A "Do Not Disturb" notice will be placed on the door. The SON will not refrigerate or store breast milk.

Students who would like to request a private room to use a breast pump should inform the SON at the beginning of the semester/trimester. Students will be expected to schedule times for breast pumping/nursing in advance to allow staff to arrange for space and to minimize disruptions to staff and faculty activities. Students must ensure that the condition and contents of the room are not disturbed.

This policy applies to students on the Anchorage campus. The SON does not have control over the facilities at clinical agencies. In some cases, the space in facilities outside of Anchorage may be limited. Students will be expected to ensure that breast pumping/nursing does not interfere with their own clinical/educational activities or the clinical/educational activities of any other students.

## Transportation

Students are required to provide their own transportation to and from campus and assigned clinical agencies. Students assigned to clinical learning experiences on military bases are required to carry identification and provide proof of automobile liability insurance.

## Selection of Clinical Experiences

### Clinical for Undergraduate Programs

Undergraduate students will often register or sign-up for clinical experiences. We make every attempt to honor the sections/experiences that students select; however, there will be times when a student will need to be reassigned to a different clinical agency or when the capacity at a clinical agency has changed. A need to reassign can occur for various reasons related to the student, faculty, or clinical facility. If the assignment was selected using the registration system, then we will use the registration date to select the student to be moved. The last student registered will be reassigned.

### Clinical for Graduate Programs

Graduate student clinical experiences are program/emphasis specific and will be discussed in Part II of this handbook.

## Distance Classes

Students may be able to complete certain clinical learning experiences at a site distant from the primary learning site and/or to participate in required classroom sessions via distance (if available/supported in the course, approved by the program chair, and acceptable to course faculty). The student must have sufficient computer and internet capacity to access online course resources. When this occurs, the student is responsible for notifying everyone involved, for obtaining the required equipment, software and training that may be required, and for the cost of any additional long-distance charges or technology fees incurred in relation to such participation.

## Computer Competencies

Students are strongly encouraged to gain and maintain basic skills in keyboarding, computing, and in using common software programs (e.g., Word and PowerPoint) prior to beginning the clinical nursing major, as well as the use of the UAA email system and Blackboard. Competence in Microsoft Word will enable the student to utilize the word processing software that has been loaded onto the SON computers, located in the nursing labs. The use of UAA email and Blackboard will be required for all nursing courses.

## Personal Computers

Access to a personal computer with Internet access is strongly encouraged for all students enrolled in any of the clinical nursing majors. Home computer access is required for those students taking courses that are delivered via distance. UAA has wireless internet available, which allows students to use a personal computer on campus. Students should be aware of computing policies that will be helpful in using your computer and submitting your work without difficulty.

***Students should use the current version of Microsoft Office for course work and assignments.***

The supported version of Office at UAA is Office 2016 or 2019 (Windows and Mac). Using the most current version allows you to use templates posted on Blackboard and submit assignments in the correct format that allows the instructor to post feedback without difficulty. UAA now provides access to **Office 365**, which gives students the ability to install the full version of Microsoft Office for PC or Mac free of charge.

Mac users can still use Office 365 to install Office for Windows. Contact the Information Technology staff if you have questions.

### ***How do I get started with Office 365?***

To get started, click the link: [Getting Started with Office 365](#):

We have experienced several instances where campus computers have been infected with viruses that greatly impacted our operations. Students must help us to minimize this risk and make every attempt to keep their home computer free of viruses and malware. If a personal computer is infected and documents are being shared, the entire UAA network is vulnerable.

### ***What do I need to do to keep my home computer secure?***

If you use a personal computer for your university assignments, you must install and maintain current antivirus and anti-malware software. **Make sure you update antivirus and anti-malware software and scan frequently** since new viruses and malware surface continually. Ensure your external drives are also scanned.

### ***What if my personal computer needs to be repaired?***

The University manages a Help Desk to assist you with technical questions. When your home computer needs more service (e.g., when a home computer has become infected with a virus or is malfunctioning in some way), then the computer will need to be serviced. The UAA IT Services department is an Apple and Dell authorized service provider, and they charge students for this service. Go to the UAA website, [Service, and Repairs](#) for more information.

## **Equipment in Classrooms**

SON classrooms throughout the State have equipment installed to improve the learning experience for students. The equipment includes computers, smart boards, projectors, document cameras, videoconferencing cameras, microphones, and assorted cables. Because of the specific requirements to properly maintain equipment and the cost of repairs, only faculty and UAA/SON technical staff are permitted to access and use the classroom equipment. Students are prohibited from using or tampering with any equipment in HSB classrooms or SON classrooms throughout the State. Technical difficulties should be addressed to the SON or local technical staff.

## **Clinical Simulation**

SON students participate in simulated clinical scenarios. Clinical simulation is an important teaching method, which supports student learning in a variety of scenarios and settings. Some scenarios use manikins, and others use standardized patients or actors. Students may care for the patient and family in a controlled setting where a manikin or an actor reacts to the nursing actions provided (or not provided). Some key aspects of clinical simulation are described below.

- **Course Requirement.** Clinical simulation time is the same as time spent in a clinical agency. An

assigned clinical simulation is a required course activity. Students should follow procedures for a missed clinical day if they are ill on the day of an assigned clinical simulation.

- **Taping/observation.** The scenarios may be observed by an instructor, simulation technician, and/or fellow students. The scenarios may be taped for further viewing and more in-depth critique. The taped simulation sessions are used only for educational purposes, in the assigned course, during the assigned semester/trimester. Students need to feel secure in their ability to make mistakes and learn. Course faculty will determine the number of guest viewers that will be permitted to observe clinical simulations. The tapes will not be used outside of the course without the express permission of all involved in the simulation.
- **Confidentiality.** You will be expected to keep individual student learning activities confidential, similar to the confidentiality expected regarding patients. It is essential that students do not discuss simulations outside of the assigned group. Do not discuss the patient, the medications, or any of your fellow student's behavior. This is an exercise to apply your learning in an unexpected patient situation. Keep it unexpected for all.
- **An Evolving Teaching Tool.** The lab staff and the course instructors are continually learning about this teaching tool and the associated technology. Clinical simulations will be continually changing and adapting. Students should be honest and constructive in providing feedback to help staff and faculty improve this teaching tool.

**NOTE:** Most clinical simulations in the **graduate MS and Certification programs** are done in Anchorage during pre-scheduled intensives.

## Lockers

Lockers and locks are available for students in the HSB in Anchorage to provide additional space for issued lab supplies. Students in the Baccalaureate and AAS programs will be assigned lockers during the early clinical courses when they use the nursing labs frequently. Other nursing students may request a locker/lock, which will be assigned on a space-available basis. Students with lockers must:

- Remove all food items from the locker at the end of each week to prevent rodent infestation.
- Empty the locker and return the lock at the end of the semester/trimester.
- If the locker is not emptied and/or the lock is not returned, the stored items will be discarded, and the student account will be charged a fee.

## Soliciting Funds, Donations, and Use of the UAA Logo/Patch

There may be times when the SON encourages students to approach members of the community to solicit funds or in-kind donations to obtain support for SON-sponsored events (e.g., SON Recognition Ceremony, Student Nurses' Association charity events, or other program activities). If an individual student or group of students is working with a faculty advisor and has received the express permission of the SON, then a student or group of students may use the name and logo of the SON when soliciting funds or in-kind donations. All funds/items donated for SON activities must be coordinated with a faculty advisor and used for the specific purpose indicated to prospective donors.

If a student is engaged in an activity that has not been requested or endorsed explicitly by the SON (e.g., a class party, student travel or tuition expenses, etc.), then students may not wear a UAA ID badge or patch when approaching members of the community, nor can students use the SON patch, logo, or the name of the SON on a mailing/flyer/document or email without express permission from the Director of the School of Nursing.

## Requesting a Letter of Reference/Recommendation from a Faculty Member

There are times when students would like a faculty member to serve as a reference or to write a letter referencing their performance as a student. Before the faculty member can prepare or send the letter, students need to complete the [UAA Reference Letter Request – FERPA Release and Release of Liability form](#). The form must be completed, signed and received by the faculty member before any student information is released.

## Section III – Conduct Policies

### UAA Student Code of Conduct

Students are expected to adhere to the [UAA Student Code of Conduct](#) (Code), which outlines standards for students to act honestly and responsibly, showing respect for others. Violations of the Code will result in a referral to the UAA Dean of Students for judicial review and disciplinary action according to the Code. Policies and procedures related to enforcing the Code of Conduct are found in the [UAA Student Handbook](#).

UAA faculty members have developed a web page, which includes UAA policies and student resources regarding [Academic Honesty and Integrity](#).

### Cheating, Plagiarism, or Other Forms of Academic Dishonesty

Disciplinary action may be initiated by the University, and disciplinary sanctions imposed against any student found responsible for committing, attempting to commit, or intentionally assisting in the commission of academic dishonesty. Academic dishonesty applies to examinations, assignments, laboratory reports, fieldwork, practicums, creative projects, or other academic activities.

Nursing students are expected to meet course and program academic expectations for functioning safely, responsibly, professionally, and ethically in the clinical setting. Failure to meet University and/or course standards for ethical and professional behavior may result in grade penalty, course failure, and/or program dismissal.

***Cheating and plagiarism are grounds for dismissal from the School of Nursing (SON). It will be the student's responsibility to be informed of and to maintain academic honesty and integrity.***

### Student Rights, Freedoms and Responsibilities

For a discussion of student rights, freedoms, and responsibilities, see the [UAA Student Handbook](#) on the website of the Dean of Student's office.

### Professional/Academic Ethics

SON faculty and students will perform in an ethical and legal manner as set forth by the American Nurses' Association (ANA) and the Alaska State Board of Nursing Statutes. SON supports the moral value of caring as a foundation for nursing practice. This ethos of care guides the nurse and nursing student in protecting and enhancing the dignity and well-being of all clients or patients (Holmes & Purdy, 1992; Noddings, 1984). The UAA SON expects all faculty and students to follow the [ANA Code of Ethics](#) and to be informed of the American Nurses' Association Scope and Standards of Practice (2015). Consequences of unprofessional or unethical behavior on the part of nursing students may result in more serious consequences than recommended by the Dean of Student's office because of the high ethical standards of the nursing profession.

Course work will be provided to help students make ethical decisions. Students will be expected to make a commitment to these ethical standards and sign the necessary ethical documents as required by each clinical facility.

## **Social Media Policy**

SON faculty and students will perform in an ethical and legal manner as set forth by the American Nurses' Association (ANA) and the Alaska State Board of Nursing Statutes governing nursing practice.

### **Purpose**

The School of Nursing supports the use of social media to reach audiences important to the University, such as students, prospective students, faculty, and staff. The University presence or participation on social media sites is guided by university policy. This policy applies to School of Nursing students who engage in Internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA, whether discussed through traditional communication channels or through social media.

### **General Information**

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain for the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to ensure that one is protecting personal, professional, and university reputations.

As students, you will want to represent the University and the School in a fair, accurate, and legal manner while protecting the brand and reputation of the institution.

When publishing information on social media sites, students should remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control over how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."

Be aware that you can be held personally and legally responsible for your publicly made opinions and comments, even on personally maintained sites and pages. This not only applies to the confidential information covered by HIPPA and FERPA, but also to any proprietary information from either the University, its community clinical stakeholders, or other organizational partners.

### **Policy**

1. Do not post proprietary information or content about the University, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a University of Alaska Anchorage School of Nursing student.

*Do not use copyrighted photos or written content without properly citing the source or gaining permission from the source prior to use. Remember, people's images require permission to use; you may not video record, audio record, or photograph professors or fellow students for personal or social media use without their permission.*

2. It is your responsibility to protect confidential, sensitive, and personally identifiable information. Do not discuss your clinical experiences outside of the academic setting and follow HIPAA and FERPA guidelines at all times.

*Confidential or personally identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage. Students must not video record, audio record, or photograph patients/clients without written permission of the patient/client and the facility. Remember, even if you do not post a name or a photo, others may recognize the patient characteristics.*

3. Be aware of your association with the University of Alaska Anchorage in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.

*Identify your views as your own when creating a personal site or commenting on other sites. When posting your point of view, you should neither claim nor imply you are speaking on the University of Alaska Anchorage's behalf, or that of our clinical sites and partners, unless you are authorized to do so in writing. We recommend you use your personal email account, rather than your University account or one provided by a community partner, when you create social media accounts.*

4. Do not use the University of Alaska Anchorage or School of Nursing or community partner marks, such as logos and graphics, on personal social media sites. Do not use the University of Alaska Anchorage's name, or those of community partners', to promote a product, cause, or political party or candidate.

*Use of the School of Nursing marks (logos and graphics) for school-sanctioned events must be approved (posters, flyers, postings) by the administration. Do not use marks of community partners for any reason unless you obtain permission in writing from their Administration.*

5. Do not identify your connection to the University if you plan to disparage the University or its community partners.

*If your online activity or posts will disparage the University or its community partners' reputation, brand, sponsors, leadership, employees, or their services, do not refer to or identify your connection with the University. Be aware of libel and slander laws, and seriously weigh the risk of engaging in online activities that might cross those legal lines and leave you vulnerable to a civil lawsuit. Many (almost all) organizations are prepared to vigorously defend their reputations, and your status as a student contains no inherent legal protection.*

6. Adhere to standards of professional conduct at all times when engaging online as a School of Nursing student.

*Understand that perception is reality. In online social networks, the lines between public and private, personal and professional, are blurred. By identifying yourself as a SON student, you are creating perceptions about your expertise and the SON. Ensure that all content associated with you is consistent with your work and with SON's values and standards. Do not use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct, such as bullying, that*



*would not be acceptable in the professional workplace. Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others' privacy, and confidential information.*

**Consequences:**

1. FERPA violations will go to the University for review, while HIPAA violations will be documented and reported to the clinical agency. Students will be subject to all disciplinary actions recommended by the University and/or clinical agency.
2. Students who violate patient/client privacy or share confidential or unprofessional information will be subject to disciplinary action, including failure in a course and/or dismissal from the Program.
3. Students who do not adhere to standards of professional conduct will be subject to disciplinary action.
4. Each student is legally responsible for their actions and their individual postings. Students are subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students are also liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

**Gifts to and From Students**

Students are strongly discouraged from accepting gifts from clients and families. Health care agencies have ethical guidelines for their employees regarding the acceptance of gifts, and students should follow these guidelines. Although not strictly forbidden in the [ANA Code of Ethics](#), the concern for professional boundaries, appropriate relationships with clients, and the provision of professional nursing care support the non-acceptance of gifts from clients. Students should consider cultural norms and the unique situation to decide the correct course of action when presented with a gift. Generally, a *thank you* card, a small treat, or token of appreciation is acceptable, but any monetary gift or gift of value should not be accepted.

Gifts to instructors are discouraged using the same ethical principles that guide the student-patient relationship. Appreciation can be expressed to instructors through very small tokens or most appropriately, through *thank you* cards or letters of appreciation, which can be added to faculty evaluation files, which are used for promotion and tenure review for faculty.

**Professional Conduct in Clinical Agencies**

Students are guests in clinical agencies and are expected to follow the policies and procedures of the facility, to follow the direction of the supervising nurse or preceptor, to engage cooperatively and professionally on a clinical unit, and to follow the direction of the UAA instructor. If problems arise, clinical agencies have the right to ask a student to be removed from the agency.

If a student is asked to be removed from a clinical agency for cause, the following outcomes could occur: program dismissal, course failure, and/or *professional conduct probation*\*. Examples of unprofessional or unethical behavior may include disruptive behavior, ineffective communication, or any behavior that has the potential to reduce the safety of others or interfere with the educational needs of other students in the clinical setting. The resultant consequence will be based on the severity of the misconduct.

\*A student who is placed on *Professional Conduct Probation* is notified that their behavior has been unacceptable, that they must reflect to understand their behavior, seek guidance, and, most importantly, they must change the behaviors associated with the documented infraction(s). If the behavior does not change, and there are additional infractions of a similar nature, then the student could face course failure and/or program dismissal.



Nursing students must adhere to the [UAA Student Code of Conduct](#), the SON program/course policies, and the [Code of Ethics for Nurses](#). They must also practice with general knowledge of the nursing profession's Scope and Standards of Practice (2015) covered in introductory nursing courses

## Substance Abuse

On April 21, 1989, the University of Alaska Board of Regents adopted Policy 04.02.040 concerning a drug-free workplace. The following points will further explain the position of the School of Nursing on this important issue.

- The University recognizes drug dependency as a major health problem. The University also recognizes drug abuse as a potential safety and security problem.
- Students are expected and required to report to class in appropriate mental and physical condition. It is our intent and obligation to provide a drug-free, healthy, safe, and secure learning environment.
- Any substance misuse, even off-campus and outside clinical settings, can be indicative of problems with specific relevance to the field of nursing that the SON has a professional and an ethical obligation to address with the student.
- The manufacture, distribution, dispensation, possession, or use of illegal, controlled substances on University premises or clinical sites is absolutely prohibited. Violations of this policy will result in disciplinary action.

In addition, students must, if they are also employed by UAA, abide by the terms of the above policy and report any conviction under a criminal drug statute for violations occurring on or off University premises while conducting University business. (A report of a conviction is mandated by the Drug-Free Workplace Act of 1988).

According to Alaska Statute 08.68.270, the Alaska Board of Nursing "may deny, suspend, or revoke the license of a person who ... (11) has prescribed or dispensed an opioid in excess of the maximum dosage authorized under AS 08.68.705; or (12) has procured, sold, prescribed, or dispensed drugs in violation of a law, regardless of whether there has been a criminal action or harm to the patient." Drug abuse by nursing professionals is a concern to the licensing authority in the State of Alaska, even if there is not a direct impact on patient care. Any student with a history of misusing drugs or intoxicants should contact the Alaska Board of Nursing to determine if their history will impact their ability to obtain a nursing license.

Substance Abuse involving Academic Misconduct. When substance abuse involves academic misconduct, then the Dean of Student's office determines the consequences/sanctions. In these cases, the student commits an infraction as defined in the [Code of Conduct](#). The SON seeks to maintain the confidentiality of the results of drug screening tests. Confidential information will only be shared if it is relevant to a University investigation. The Dean of Students and the Director of the SON will determine the need to include confidential health information in a University investigation into academic misconduct.

Substance Abuse involving Unprofessional Behavior. Introductory nursing courses include content that prepares students to understand the basic principles of the nursing role. They learn about the confidentiality of patient information, patient safety, and the ethical expectations of the profession. The Scope and Standards of Practice (2015) and the [Code of Ethics for Nurses](#) are two key sources that document the basic principles of the nursing role. If a student has engaged in unprofessional behavior that is inconsistent with the principles they have been taught, there may be sanctions from the SON above those recommended by the University. For example, a clinical agency can mandate that a nursing student cannot return their agency until the student participates in a period of remediation. The student cannot

participate in a clinical experience until the clinical agency accepts them. In some cases, a student may not be accepted ever again at a site where they failed a drug screening test. If they live in a city where sites are limited, the student may not be able to complete the nursing program in that community.

*When a student has engaged in substance misuse that includes unprofessional behavior, then the Director of the SON will determine the consequence (e.g., program dismissal, professional conduct probation, no consequence, etc.).*

While the University, the Alaska Board of Nursing, and the School of Nursing have adopted strong policies that prohibit the misuse of substances and intoxicants, the SON faculty and administration recognize that substance misuse is a confidential health condition that requires treatment and follow-up.

## Drug Screening

Nursing students are entering a profession where they will be handling controlled substances and, therefore, will be subject to drug screening. No one should take any controlled medication without a prescription. Do not ever take a medication that was prescribed to another. Marijuana can stay in the system for months, yet the need to take a drug test may come up with little notice.

To attend clinical experiences at some agencies, students will be required to undergo periodic drug-screening tests on or before the first clinical day. The test may be at the student's expense. Students should be aware of the following:

*Avoid Poppy Seeds before Drug Screening.* There have been several instances when students ingested poppy seeds (e.g., Costco's poppy seed muffins) prior to a drug screening test that resulted in a positive test. When this happens, the individual must go to a commercial lab for further testing (at the individual's expense). The test can cost \$75.00, and it can take an additional 3 to 5 days to obtain the results. We recommend the following:

*Avoid any product containing poppy seeds for four (4) days prior to a drug screening test. This includes poppy seeds contained in bagels, muffins, breads, cakes, and poppy confectionary bars.*

If a drug screening test is positive and the student does not have a verifiable, current prescription to justify the positive test, then the student will be denied access to the clinical setting and withdrawn from clinical courses for at minimum the remainder of the current semester.

## Policy and Procedure for Suspected Misuse of Drugs or other Intoxicants by Students

Signs of substance misuse. Faculty will be alert for the following behaviors that may indicate substance abuse by a student:

- Change in behavior.
- Chronic lateness.
- Missed assignments.
- Erratic or uneven performance in clinical or classroom settings.
- Chronic alibiing (excuse-making).
- Possible odor of alcohol on the breath.

Faculty seek assistance. A faculty member who suspects substance abuse by a student is advised to discuss the behavior that led to the suspicion with the Program Chair/SON Administrator.

The student conference. When a student has a positive result from a drug screening test and/or the faculty member suspects substance misuse, then the SON will initiate a conference with the student. At the conference:

- The suspicion or evidence of substance abuse will be conveyed to the student.
- The potential and professional consequences of substance abuse will be conveyed to the student.
- The student will be given the opportunity to respond verbally and in writing.
- Options for substance abuse treatment or, if indicated, other forms of counseling will be discussed with the student.

A summary of each conference with the student regarding the possible or actual substance abuse will be written and kept confidential. The SON representative and the student shall sign the original. The student's signature shall be construed to mean that the conference occurred and that the summary accurately describes the conference content and outcomes.

### **Procedure When Student Appears Under Influence**

Procedure when a student appears to be under the influence of a chemical substance or intoxicant:

- The instructor/preceptor/administrator will confront the student with the suspicion that s/he is under the influence of a chemical substance (drugs or alcohol). The instructor/preceptor/administrator will share the specific observations that led to the suspicion with the student.
- If the student admits that s/he is under the influence of a chemical substance, s/he will be required to leave the situation immediately.
- If the student denies being under the influence of a chemical substance and the evidence is strong (e.g., the odor of alcohol on breath or use of a drug observed by an instructor, administrator, preceptor, a staff member or another student), the student will be immediately advised to undergo voluntary toxicology screening. Refusal to undergo a toxicology screening will result in the student being required to leave the situation immediately with referral to SON administration for determination of consequences (e.g., the ability of the student to participate in clinical coursework could be impacted).
- If the student denies being under the influence of a drug and the evidence is unclear, the student will be allowed to remain in the setting unless, in the judgment of the instructor/s/preceptor/administrator, safety would be compromised.
- When substance abuse is suspected at the clinical site, the instructor/preceptor should consult with the manager/administrator at the clinical agency for local policies to dictate the immediate course of action. Prior to the next class/clinical day, the student will be required to meet with the instructor/SON Administration to discuss the behavior that led to the suspicion and to develop a plan for preventing similar behavior in the future

***If a student has been under the influence of a controlled substance in a clinical setting, the student will not be permitted to return until a satisfactory plan for preventing future occurrences has been developed and successfully implemented. They may be required to submit evidence of treatment.***

### **Student Ride Home When Under Influence**

Students suspected of substance abuse who are required to leave, whether leaving campus or the clinical setting, will not be permitted to drive themselves home. The process for ensuring that the student arrives home safely will be as follows:

- The student should be monitored and not left alone while waiting for transportation.
- Call 911 if the student becomes difficult to arouse or confused
- The student should be encouraged to call someone to come to drive him/her home.
- If there is no one to call, then the student should call a taxicab or ride service to drive him/her

home.

- If the student cannot pay for a cab/ride service, the instructor/preceptor/administrator will pay the cab fare in advance. The receipt for the "in-advance" cab fare should be turned in to the School of Nursing Office Manager for petty cash reimbursement.
- If the above options are not feasible, the instructor/preceptor shall contact the Program Chair or SON Director for assistance.

### **Student's Continued Presence in Clinical Setting**

A judgment that the student cannot continue to practice in the clinical setting is justified if any of the following factors exist:

- The clients to whom the student is providing care may be harmed by that care.
- The student is disrupting the clinical environment for others.
- The student requires close supervision by the instructor/preceptor that other students and/or patients cannot be adequately managed.
- The clinical agency does not accept the student.

### **Plan for Preventing Future Occurrences with Confirmed Substance Abuse**

The plan for preventing future occurrences will include the following elements:

- Student is required to withdraw from all clinical courses for at least one semester/trimester.
- Student is advised to seek a substance abuse evaluation by a qualified addictions counselor.
- Student is advised to comply with counseling recommendations resulting from a substance abuse evaluation.
- Student is advised to meet with the Alcohol, Drug, and Wellness Educator in the Dean of Student's office to prepare a Remediation Plan.
- Students must agree to undergo an immediate toxicology screening when requested to do so "for cause" in the clinical setting. "For cause" is defined as exhibiting behaviors suggestive of being under the influence of a chemical substance.

The student will be responsible for all costs incurred, including the cost of the substance abuse evaluation, recommended counseling, and required toxicology screening.

Refusal to engage in a remediation/treatment plan could result in the student not being accepted for placement by clinical agencies rendering the student unable to complete the nursing program.

## **Section IV – Clinical Policies**

### **Documentation of Health Status**

Students wishing to enroll in clinical nursing courses are required to provide documentation of having met the health requirements consistent with the recommended vaccines for healthcare workers, according to the [Center for Disease Control and Prevention](#) (CDC). These requirements must be met before the first clinical experience:

#### **Initial Requirements**

- **Hepatitis B** – immunity If you don't have documented evidence of a complete HepB vaccine series, or if you don't have an up-to-date blood test that shows you are immune to hepatitis B (i.e., no serologic evidence of immunity or prior vaccination) then you should
  - Get the 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).

- Get anti-HBs serologic tested 1–2 months after dose #3.

If it has been **less than five years** since the completion of the three-dose hepatitis B series, you should:

- Have a hepatitis B titer drawn
  - If the titer comes back positive (immune), then submit official documentation. You have met the requirement.
  - If the titer comes back negative (not immune), then
    - Start a second hepatitis B series of three additional vaccine doses
    - Dose #4 – immediately
    - Dose #5 – One month later
    - Dose #6 – Five months after dose five
    - 1-2 months after dose six, receive a titer
  - If the titer is positive (you are immune), then submit official documentation. You have met the requirement.
  - If the titer is negative after six total doses, you are considered to be a non-responder and not immune. Submit official documentation. No further hepatitis immunizations or titers are needed. Although you must accomplish the following:
    - Healthcare Provider Counseling. Those who have not demonstrated immunity must see the Compliance Coordinator in the Anchorage Student Affairs Office. You will be referred to a health care provider with a specific form to guide the provider. You will discuss precautions required in the clinical setting, as well as any further treatment or testing. You should also understand any prophylaxis, follow up for bloodborne exposure. The form must be signed by the provider and returned to the Compliance Coordinator in Student Affairs.

If it has been **more than five years** since you completed the three-dose hepatitis B series, you should:

- Receive one dose (4th dose) of hepatitis B vaccine followed by a hepatitis B titer 1-2 months later
  - If titer comes back positive (immune), then submit official documentation of the results. You have met the requirement.
  - If titer comes back negative (not immune), then
    - Receive dose #5 right away, and
    - Receive dose #6 five months after receiving dose #5
    - Receive a hepatitis B titer 1-2 months after dose #6
      - If titer comes back positive (immune), then submit official documentation of the results. **You have met the requirement.**
      - If titer comes back negative after six total doses, you are considered to be a non-responder and are not immune. Submit official documentation. No further hepatitis immunizations or titers are needed. Although you must accomplish the following:
        - Healthcare Provider Counseling. Those who have not demonstrated immunity must see the Compliance Coordinator in the Anchorage Student Affairs Office. You will be referred to a health care provider with a specific form to guide the provider. You will discuss precautions required in the clinical setting, as well as any further treatment or testing. You should also understand any prophylaxis, follow up for bloodborne exposure. The form must be signed by the provider and returned to the Compliance Coordinator in Student Affairs.
- **Annual Influenza (Flu)** vaccination must be documented.
- **Measles, Mumps, Rubella (MMR)** immunity must be demonstrated by one of the following:

- MMR 2 shot series
- Blood test showing immunity to Measles (Rubeola), Mumps, and Rubella
- **Varicella (Chickenpox)** immunity must be demonstrated by blood test **OR** documentation of the varicella two-shot immunization series.
- **Tetanus, Diphtheria, Pertussis (Tdap)** immunity requires proof of one dose of the Tdap vaccine as an adult with a booster every ten years thereafter.
  - *Pregnant healthcare workers need to get a dose of Tdap during each pregnancy.*
- **HIV Test** – students, provide documentation of having had an HIV test within six months of starting nursing classes (results are not required and should not be turned in).

Students must also meet the [CDC requirements for tuberculosis screening](#).

- **Tuberculosis** testing or documentation of freedom from active tuberculosis must be demonstrated by an initial negative 2-step tuberculin skin test (TST) (also known as the Purified Protein Derivative or PPD test) OR the QuantiFERON Gold TB Test.

### Recurring Requirements

- **Annual Tuberculosis Skin Testing (or PPD)** must demonstrate tuberculin status.
  - TST/PPD is negative no further action needed
  - TST/PPD is positive, then the following is required:
    - Proof of negative chest x-ray followed by an annual health examination by an approved health provider (medical doctor, osteopath, nurse practitioner, or physician's assistant).
- **10-year booster Td** (Tetanus, Diphtheria) a booster is required every ten years after the initial vaccine (must remain current throughout the nursing program)
- **Annual Influenza vaccination**

### Declining Immunizations

Clinical agencies develop and enforce policies regarding required vaccinations that are applied to all faculty and students working in their facilities. The clinical agency experience is a necessary component of the nursing program, and all of the immunizations listed are required. Some agencies will allow students to decline an influenza vaccine; others will not. If you have strong feelings about immunizations, you should check with the program chair or track coordinator EACH SEMESTER before registration so you can register for a section or request placement in an agency that will accept you without an influenza vaccine. If the clinical agency accepts you without the influenza vaccine, the agency may require certain accommodations (e.g., signing a declination form, wearing a mask whenever providing care to a patient, avoiding certain specialty areas/patient groups, etc.).

Clinical agencies expect that our faculty and students will advise/teach their patients in accordance with current best practices. In other words: [Faculty and students must advise patients consistent with current CDC immunization recommendations](#).

### Submission Deadlines for Clinical Requirements

1. The deadline for submission of health requirements documentation is:

- July 15 for fall courses.
  - November 15 for spring courses
  - March 15 for summer courses.
2. Forms are available on the [SON website](#)
  3. To be considered valid, health requirements must extend through the entire semester; health requirements that expire midway through the semester are considered as non-current.
  4. Students for whom the submission deadline imposes undue hardship may file a [“Request for Extension of Deadline”](#) to the Program Chair. A form for this purpose is located on the SON website under Current Students ... Clinical Requirements. Such requests must be filed at least one month prior to the deadline (shown above). If approved, a temporary extension of the submission deadline is granted. However, all health status documentation requirements must be met prior to the student actually beginning clinical learning experiences (including clinical orientation).
  5. Students who do not meet the specified deadline and who do not have an approved deadline extension will be administratively dropped from clinical nursing courses and will be required to provide the necessary documentation before re-enrolling. Seats in particular clinical courses/sections will not be held for students who are administratively dropped because of failure to meet documentation submission deadlines.
  6. Students may be able to obtain the necessary immunizations or tests to meet health requirements through the UAA Student Health Center (or possibly the distance campus Student Health Center if there is one available) during the summer months even if they are not enrolled in summer course work. An additional fee may apply. If unable to obtain immunizations on campus, then the immunizations must be obtained from a private clinic.

### Documentation Requirements

Transition to a new tracking system. Students should be advised that the SON is transitioning to the Typhon system to track clinical requirements. You will be informed whether you will use the new web-based system. In the meantime, students will use the SON Health Requirements and Compliance site in Blackboard to submit health requirements. When submitting health requirements online, acceptable documents include:

- The School of Nursing Health Requirements Checklist signed or stamped by the health provider (form on the SON website)
- Official Alaska Immunization Record Card.
- Copies of blood test results. OR
- Copies of actual health records signed by the provider

### Basic Life Support

Students must provide documentation of current certification in infant, pediatric, and adult basic life support (BLS), one- and two-man rescue and automatic external defibrillator (AED). Certification as a BLS instructor is acceptable. Heart Saver courses and American Red Courses for the general public are not acceptable. Courses approved by the American Heart Association are preferred.

- Certification must remain current throughout the entire semester.
- Submission deadlines are:
  - July 15 for fall courses.
  - November 15 for spring courses
  - March 15 for summer courses



If needed, a “Request for Extension of Deadline” may be submitted. However, even if approved, such extensions are only temporary and may not extend into the time that the student is actually participating in course-related clinical learning experiences. Go to your advisor to complete the Request for Extension form. Upon request, documentation will be returned to graduating students at the end of the final semester of course work.

## Criminal Background Checks

### General Information and Purpose

Students enrolled in the School of Nursing (SON) programs either have or are seeking a professional license as a registered nurse or as an advanced practice nurse. In the interest of patient safety, State Boards of Nursing are guided by statutes and regulations that govern the licensure requirements for nurses.

The State of Alaska has a list of barrier crimes that will impact a student's ability to obtain a nursing license or prevent a student from pursuing a nursing degree.

Nursing students provide care to vulnerable individuals in clinical agencies that must ensure the safety of patients. Therefore, the criminal background check is required for two reasons:

- To identify students who have committed crimes that could preclude their eligibility for a nursing license or the pursuit of a nursing degree.
- To meet the requirement of clinical agencies that provide clinical learning experiences for students.

The background checks must be reported to the School of Nursing prior to beginning any clinical course. Students should note the following policy:

**POLICY:** *Students are not eligible to participate in clinical courses until the SON receives the provisional approval of the criminal background check from the State of Alaska.*

### Failure to Obtain a Criminal Background Check

It is the student's responsibility to obtain the criminal background check as directed by the School of Nursing. If the provisional approval is not available, prior to clinical orientation and/or clinical activities, the student will be administratively dropped from the course and may be dismissed from the nursing program. If there are extenuating circumstances as to the reason the background check was not completed on time, a student may appeal to re-enroll in a future semester, being placed on a waiting list to take the course when space is available.

Students with concerns about infractions/crimes that may impact their ability to attend SON clinical experiences should contact their Program Chair. Students with concerns about their eligibility to obtain/maintain licensure as a registered nurse or advanced practice nurse should contact the [Alaska Board of Nursing](#).

### Results of Ongoing Criminal Background Checks

Criminal background check information will be reported to the SON on an ongoing basis by the State of Alaska.

- If a student commits a crime while in the nursing program, that crime will be reported.
- If a student has committed a felony or other serious crime, the student will be dropped from clinical courses and may be dismissed from the nursing program.



- If a student commits a crime while enrolled in the nursing program and, as a result, is denied access to clinical agencies, the student will be dismissed from the program.

Depending on the seriousness of the crime, students may or may not be considered for re-admission to the nursing program at a later date.

### Health Insurance and Students Illness or Injury

It is strongly recommended that students maintain personal health insurance throughout their enrollment in nursing programs. Students can visit [healthcare.gov](https://healthcare.gov) to determine their options for an insurance plan through the federal government.

Some clinical agencies require that students present documentation of health insurance in effect for the duration of the clinical experience. Students will be notified of this requirement with sufficient time to purchase and provide documentation of health insurance.

***Expenses incurred as a result of injuries or illnesses sustained or contracted during clinical learning experiences are not covered by either the University or the clinical agency. Such expenses are the responsibility of the student.***

Students are encouraged to go to their local Student Health Center (if available), or their personal healthcare provider for minor injuries or illnesses sustained during clinical learning experiences. An assigned clinical agency cannot mandate that a student goes to their emergency department. Be advised that if a student is assessed and treated at any healthcare clinic/hospital, the student (and/or the personal health insurance carrier) will be responsible for the costs incurred, even if the injury/illness occurred as a result of clinical activities.

### Professional Liability Insurance

All students enrolled in clinical courses are covered by student professional liability insurance through the University of Alaska Statewide Risk Management. The cost of this insurance is covered by fees for the clinical courses.

### Student Identification Badges

All UAA nursing students are required to conspicuously wear a UAA School of Nursing student identification badge at all times in any clinical area. One identification badge will be issued to each student in the first clinical course. Validation stickers will be provided to indicate the date of the current semester. The UAA, SON identification badge with a current validation sticker, is required for entry into any facility as part of any UAA sponsored/sanctioned event or course. Students should contact the SON receptionist to report a lost badge or to turn in a damaged badge. A fee will be charged to replace a damaged or lost student identification badge.

### Attire Guidelines

Student appearance is a reflection of the individual and the SON. A professional, neat, and well-groomed appearance must be maintained during clinical experiences. All students must adhere to the dress code in the assigned clinical agency, to include displaying the UAA student identification badge at all times.

Students should also be aware of the UAA SON attire guidelines and adhere to them as directed by program/course faculty. The UAA attire guidelines include:

- For undergraduate prelicensure students only – clean, pressed hunter green scrubs
- For undergraduate prelicensure students only - a separate dress code may be required for clinical experiences in the community (outside of the hospital) that includes khaki slacks, and a hunter green golf-style collared SON cotton shirt.
- A white laboratory coat (when required by the clinical agency), fingertip length, with a UAA SON patch sewn onto the left sleeve, centered two (2) inches below the shoulder seam. The lab coat should be worn over street clothes (not jeans) when visiting a clinical agency.
- Students must wear the UAA SON name badge at all times in a visible location whenever a student is engaging in a clinical learning activity at the clinical agency. The name badge should be visible on either the uniform, lab coat, or personal attire, whichever attire is required at the agency.
- Appropriate footwear. Tennis shoes and open sandals are not considered appropriate footwear.
- Hair should be clean and arranged neatly. Long hair should be pulled back and secured.
- Beards/mustaches must be short and neatly trimmed.
- Nails should be kept clean and short. Nail polish, if worn, should be light-colored or neutral. Artificial nails are not allowed.
- Students should not attend clinical using extreme styles of dress, hairdos, and/or makeup.
- Tattoos should be unobtrusive in the clinical setting. Tattoos of a nature that could be found offensive to others must be covered while in clinical. (Note that some clinical agencies required that all tattoos be covered)
- Jewelry should be limited to small post-type non-dangling earrings and rings that do not pose a safety risk to the student or patient. Students should keep in mind that rings with stones may be difficult to keep sufficiently clean as bacteria may be harbored in the settings.
- Strong scents (e.g., perfumes, colognes) are not allowed in clinical in consideration for those with sensitivities and allergies.
- Wearing jewelry on other exposed body sites may pose a safety risk to the student and/or patient and, therefore, should be removed. Some clinical agencies require that facial piercings be removed or replaced so that they will be unobtrusive.

*Expressive body art (piercings and tattoos) and jewelry can project a personal message or value that may negatively impact the ability to establish a therapeutic relationship with a patient.*

## Clinical Orientation

The Consortium of Alaska State Healthcare Educators (CASHE) is comprised of educators from clinical agencies in the state where students are assigned for clinical experiences. Nursing students are working in an industry governed by numerous regulations. For a healthcare facility to be in regulatory compliance, students at all levels engaging in clinical experiences must participate in an orientation, which includes specific components. The CASHE Clinical Orientation has been developed to meet the following objectives.

1. Demonstrate professionalism.
2. Follow agency-specific policies.
3. Maintain patient and personal safety.
4. Engage in proper clinical communication.
5. Engage in effective clinical activities.
6. Maintain confidentiality and security of patient information.
7. Show sensitivity and respect for all.

The CASHE Clinical orientation includes modules on the patient and personal safety, HIPAA, blood-borne pathogens, and SON policies. The orientation is a standardized self-paced module for all clinical agencies and all clinical students. The self-study module is available on the Blackboard site: **SON Health Requirements and Compliance** (The BB site should be visible when you log on to BB, along with your courses – if not, notify your faculty). Students cannot attend any clinical experience until the CASHE orientation is complete.

*The CASHE Clinical Orientation is an annual requirement once clinicals start.*

## Medication Administration

All students must exercise caution when administering medications. Students must adhere to both SON and clinical agency policies.

UAA SON policy states that prelicensure nursing students (BS and AAS) require supervision by a registered nurse when administering medications in the clinical setting. Supervision will be accomplished by either the clinical instructor or a staff RN according to agency policy.

UAA SON policy states that all prelicensure students must adhere to the following standards.

- a. All injectable medications will be verified by a registered nurse before the medication is administered.
- b. All high-risk medications (e.g., insulin and anticoagulants) will be independently double-checked by two registered nurses before the medication is administered.
- c. A registered nurse must supervise all direct IV push medications, verifying the dosage, and accompanying the student to the bedside to supervise the administration of the medication.
- d. Student nurses will never administer or document the administration of high-risk medications: IV antineoplastic agents, IV insulin infusions, opioid infusions, epidural medications, IV anticoagulants, thrombolytics, and magnesium sulfate continuous infusions.
- e. Students must understand the policy of their assigned agency regarding the administration of controlled substances.

## Bloodborne Pathogen Exposure Control Plan

### Exposure Determination

Persons with potential for exposure to Blood Borne Pathogens include:

- Nursing students
- Nursing faculty
- Persons emptying waste containers or handling contaminated waste

Tasks and activities with risk for exposure to Blood Borne Pathogens include:

- Finger-stick, blood glucose monitoring practice
- Practice with injections
- Breaking of ampules
- Suturing
- Handling any sharp items

Gloves are the required personal protective equipment (PPE) for these activities.

### Methods of Compliance

- Universal precautions will be taught to AAS and BS students early in the first semester of the nursing lab prior to any practice or handling of blood or body fluids. All UAA nursing students will

practice universal precautions at all times in the lab and/or clinical setting.

- Puncture resistant, leak-proof containers must be used for disposal of all sharp items, including needles and glass. The UAA SON will provide containers in the SON labs or as needed by instructors for student activities.
- Needles used for practice will have protective sheaths or guards. Needles will be used only when required for the practice of key nursing skills and will be disposed of in designated sharps containers.
- Non-latex gloves will be worn at all times by students or faculty when there is any risk of exposure to blood or body fluids. Gloves are available in the SON if they are needed for student activities.
- If blood or body fluid is spilled on any surface, it will be cleaned as soon as possible with disinfectant soap and water by an individual wearing the appropriate protective garb and equipment.
- Hands are to be washed immediately after removing gloves that have had contact with blood or body fluids.
- Non-sharp contaminated waste (used gloves, alcohol swabs, cotton, gauze, etc.) will be disposed of in regular trash cans, which will be emptied using Universal Precautions.
- Full sharps containers will be disposed of through local agencies that are in compliance with OSHA regulations. Sharps containers will be placed in a large red container, and the contracted outside agency notified when full.

### **Protective Equipment**

Students must follow clinical agency policies regarding the use of PPE (including protective eyewear) when in clinical settings where exposure to body fluids is possible.

### **Vaccination**

All UAA nursing students and faculty are required to show evidence of meeting health requirements, including displaying the required immunity, as discussed in the “Documentation of Health Status” section of this handbook. Vaccination records for each person are on file at the UAA SON.

### **Post-Exposure Follow-Up**

Immediate steps to take in the event of suspected exposure to body fluids:

- Apply first aid or arrange for emergency assistance (911) if needed. Allow affected persons to self-administer first aid to him/herself if possible to reduce the potential for causing secondary infections. Always follow universal precautions when administering first aid.
- Allow a small amount of controlled bleeding, if wounded, being careful to capture fluids in a safe manner.
- All potentially contaminated material must be stored in red biohazard bags with the words “Biohazard” labeled on the bag or container. Refer to disposal guidelines for biohazards.
- Thoroughly wash the wound with disinfectant soap and running warm water.
- After immediate medical needs are attended, assume that you have incurred a true exposure and seek immediate post-exposure care from a qualified provider. Students are encouraged to go to the Student Health Center, or the local campus health center (if available).
- The cost of health care for injuries or illnesses sustained or contracted during clinical learning experiences is not covered by either the University or the health facility; such costs are the responsibility of the student. Health insurance at relatively low cost can be purchased through the University. UAA employees should contact Environmental Health and Safety at 786-1335 for further advice and action.

**Communication of Hazard**

- For students: UAA faculty will inform students in the first semester of the nursing skills lab of the hazards of exposure to blood and body fluids, including the potential for contaminated injury with sharps, whether in the lab or the clinical setting.
- UAA nursing faculty involved in exposure should complete the UAA Needle stick Mandatory Report Form within two working days (obtain a form from faculty).

**Information and Training**

- The UAA School of Nursing has in place a mandatory training for all students and faculty, to be completed annually, which includes prevention of exposure to bloodborne pathogens, body fluids and other biohazards and hazardous materials.
- Documentation of completion of this training by each student and faculty person is maintained in the School of Nursing at UAA.

**Extended Sites**

- UAA students and faculty in extended nursing school sites outside of Anchorage will complete the UAA Needle Stick Mandatory Report Form and will be referred to the emergency room or physician of their choice for appropriate follow-up of the exposure.

**Latex Allergy**

UAA School of Nursing programs requires students to participate in activities in skill laboratories and in clinical agencies where latex and other potentially allergenic substances are common components of many medical supplies (gloves, airways, intravenous tubing, syringes, stethoscopes catheters, bandages, etc.). Both the SON learning laboratories and clinical agencies in the community maintain policies and procedures for patients and health care workers who are allergic/sensitive to substances in the environment (e.g., latex, iodine, etc.). The SON has an allergy/sensitivity policy that provides guidelines for the prevention, identification, and management of allergic reactions to latex among nursing students and faculty). Faculty and students should be familiar with existing policies and immediately report any problems he/she may have in a learning lab or at a clinical training site related to an allergic reaction. It will not be possible for UAA or any clinical setting to remove every allergen from the environment. Signs advising of the potential exposure to latex are posted on the skills lab doors.

Natural latex products are manufactured from fluid derived from the rubber tree, *Hevea brasiliensis*. Latex proteins and chemicals used in the processing of the rubber product have been determined to cause allergic reactions. A wide variety of products contain latex, including medical supplies, protective gloves, and many household items (balloons, elastic on clothing, diapers, rubber bands, plastic storage bags, etc.). Latex proteins fastened to the powder in powdered gloves can become airborne when the gloves are changed, resulting in inhalation as well as contact exposure to the latex proteins. Most individuals who have contact with latex household products have no health problems related to their use. However, reports of work-related allergic reactions to latex or chemicals used in the manufacture of latex have increased in recent years, especially among health care workers who frequently use latex gloves to prevent exposure to infectious organisms.

Individuals with allergies to certain foods (particularly avocado, potato, banana, tomato, chestnuts, kiwi, and papaya) are believed to be at increased risk for developing a latex allergy. Several types of synthetic rubber gloves are available which do not release the proteins that cause true latex allergies.

The SON will attempt to minimize the exposure of students and faculty to latex by purchasing non-latex gloves for use in the nursing lab. Students and faculty, however, may experience exposure in clinical facilities that still utilize latex gloves.

If an allergy is suspected, it is recommended students see their personal health care provider for a complete evaluation. Those determined to be allergic to latex should wear a medical alert bracelet, carry an “Epinephrine Kit” (Epi-Pen), and notify their instructor prior to beginning their lab courses.

### **Purpose of this Policy**

- Educate nursing students and faculty about the sources, types, and signs and symptoms of reactions to latex.
- Provide recommendations for the prevention and management of latex reactions and allergy.
- Provide references for further information about latex allergy.

### **Implement Latex Precautions in UAA SON Skills Labs**

- Purchase only low-allergen materials and powder-free gloves to the extent possible.
- Post signs in all SON skills labs warning of the presence of latex.
- Ensure information is available in skills labs that describe the types, causes, and management of latex reactions
- Assess anyone with symptoms of latex reaction, follow the management guidelines, and refer for prompt, medical treatment as appropriate.
- Maintain rapid absorbing, over-the-counter antihistamine (diphenhydramine/Benadryl), and offer to anyone who shows signs of an allergic reaction to latex. Do not allow an individual who has taken the diphenhydramine to drive home or to a medical facility.
- Track and evaluate all latex reactions and update policies with the goal of reducing future incidents.

### **Hand Care Protocol**

Utilizing a proper hand care protocol will decrease the risk of skin irritation and the development of contact dermatitis due to contact with latex.

#### **Hand washing:**

- Wash hands thoroughly with appropriate hand soap or cleansing agent
- Rinse thoroughly to remove residual soap (if applicable)
- Dry hands appropriately by gently patting (if applicable)

#### **Lotions**

- Use appropriate hand lotions, preferably those provided in the lab/clinical facility
- Products containing mineral oil, petroleum or lanolin should not be used when wearing latex gloves

### **Procedures for Students**

- Utilize the proper hand care protocol in both lab and clinical settings
- Monitor self for the signs and symptoms of irritant contact dermatitis, allergic contact dermatitis or latex protein allergy
- Inform your clinical instructor should you experience any of these signs or symptoms.

- Follow the management recommendations should you develop the signs and symptoms of chemical or latex reactions
- Read latex allergy policies in your assigned clinical facilities and follow agency guidelines

### **Selected References for Further Information**

#### [American Latex Allergy Association](#)

National Institute for Occupational Safety and Health, (800) 356-4674

"NIOSH Alert: Preventing Allergic Reactions to Natural Rubber Latex in the Workplace." June 1997 (request publication number 97-135).

<http://www.cdc.gov/niosh/docs/97-135/>

NIOSH Publications and Products

"Latex Allergy a Prevention Guide"

<http://www.cdc.gov/niosh/docs/98-113/>

American Nurses Association, (800) 637-0323

"Latex Allergy: Protect Yourself and Your Patients" (request item number WP-7).

## **Unusual Occurrences**

### **Philosophy**

Clinical agencies are required to develop Patient Safety Systems, where staff works together to eliminate complacency, promote mindfulness, and to prioritize events, hazards, and vulnerabilities in their systems. The goal is to protect patients, improve systems, and prevent further harm.

Unusual occurrence reporting provides opportunities for students, faculty, and institution/agency staff to identify and prevent potentially dangerous situations in the clinical setting. They also present a learning opportunity for individuals involved in the occurrence.

The role of the faculty member is to promote and facilitate student learning. Additionally, the faculty member bears responsibility for protecting clients from harm. When a conflict between the two responsibilities exists, the protection of the client/patient takes precedence over the responsibility of teaching the student.

Faculty members create an environment that encourages students involved in unusual occurrences to report those occurrences and participate in analysis and planning to prevent future occurrences of a similar nature. It is the joint responsibility of the student and faculty member to demonstrate professional accountability in reporting unusual occurrences and in implementing the policies and procedures of the clinical institution/agency and the UAA SON regarding unusual occurrences.

Program Chairs have several responsibilities regarding unusual occurrences: to review occurrences, to track occurrences, and to work with program faculty to implement corrective actions.

### **Purposes**

The purposes of this policy are to:

- Provide a mechanism for reporting unusual occurrences according to the policies and procedures of the institution/agency in which UAA nursing students gain clinical experiences.

- Document a safety or environmental hazard that may result in injury, damage, or loss to a client or an institution/agency.
- Preserve evidence in the event of legal action against the student and/or University.
- Provide a basis for counseling the student involved in the unusual occurrence.
- Allow for tracking of unusual occurrences to recognize patterns of individual behaviors or system/process limitations
- Facilitate counseling, remediation, and decision-making related to unusual occurrences regarding student progression within the nursing program.
- Facilitate the implementation of corrective actions to foster a safe environment for patients, students, faculty, and staff.

**Definition**

An unusual occurrence is:

- Any situation that actually or potentially results in injury to persons or damage to property in the clinical settings.
- Any situation involving a student that is not congruent with the operational or safety standards of the clinical agency.

**Examples of Unusual Occurrences (the following list not exhaustive)**

- Medication errors (including errors involving lateness, omission or commission)
- Treatment errors
- Patient falls or injuries
- Student injuries - or potentially harmful events
- Instructor injuries
- Equipment damage
- Administrative errors
- Errors that may be "remedied" within the institution by obtaining a "covering" physician's order

**Applies to the Following People**

- Students engaged in clinical practice within the context of their studies.
- Faculty members performing within the context of their UAA employment

**Procedure for Unusual Occurrences Involving Students**

When an unusual occurrence involving a student of the UAA SON is identified by the student, preceptor, or the faculty member, the following steps should be carried out.

1. The student and faculty member (and/or preceptor, if applicable) shall immediately implement the policy of the institution/agency regarding unusual occurrences.
2. Within 24 hours following the incident, the student and instructor (and preceptor, if applicable) shall jointly complete the UAA SON Unusual Occurrence Form located on Blackboard, Program site, Forms folder.
  - a. The original form shall be forwarded through the Course Coordinator, Program Chair to the Director of the SON and retained by the Director of SON indefinitely
3. Prior to the next clinical day, the supervising faculty member shall review the form to determine whether a pattern of unusual occurrences is developing.



- a. If it is apparent that such a pattern is developing, the supervising faculty member, the student, and the Program Chair shall meet to:
  - i. Develop a plan for interrupting the pattern and for preventing future unusual occurrences; plans will be in writing and retained in the student's file.
  - ii. Discuss the potential consequences of repeated unusual occurrences with the student.
- b. If no developing pattern is apparent, the supervising faculty member and the student (and preceptor, if applicable) shall meet to discuss plans for preventing future unusual occurrences.

When the unusual occurrence involving a student is noted by a staff member while the student and the faculty member are present in the institution/agency, the staff member shall notify the instructor immediately. The faculty member and the student shall implement steps 1 through 3 above.

When the unusual occurrence involving a student is noted by a staff member after the student and faculty member have left the facility:

1. The staff nurse shall:
  - a. Implement the policy of the institution/agency regarding unusual occurrences.
  - b. Notify the unit Nurse/Clinic Manager (if applicable), who will notify the faculty member of the incident by telephone as soon as possible.
2. The student and faculty member shall implement Steps 1-3 within one working day following notification.

When the unusual occurrence involves a student being precepted by a member of the staff of the institution/agency:

1. The student and preceptor shall:
  - a. Implement the policy of the institution/agency regarding unusual occurrences.
  - b. Complete the "UAA SON Unusual Occurrence Form."
  - c. Notify the faculty liaison of the occurrence as soon as possible (within 24 hours of its occurrence).
2. The faculty liaison shall carry out Step 3 (review the form to determine developing patterns and appropriate counseling).

### **Root Cause Analyses**

With a significant incident, the student may be required to participate in a root cause analysis – a team effort geared to understand what and why the event occurred and how to prevent future events.

### **Potential Consequences of Repeated Occurrences Involving a Student**

The faculty of the SON and the staff of clinical facilities recognize that unusual occurrences may occur as a result of circumstances that may or may not be within the control of the involved student. In general, the response of faculty and institutional/agency staff will be to study unusual occurrences to develop preventative action. However, when a pattern of unusual occurrences within the control of the student is apparent and when remedial action is not effective in reversing that pattern, the protection of clients requires action on the part of the SON. Depending upon the severity and frequency of unusual occurrences, the potential consequences may include any one or more of the following:

- Remedial study assignments related to the circumstances of the unusual occurrence
- Remedial assignments through an online tutorial or simulation laboratory.
- Remedial course work.

- Dismissal from the course and award of a failing grade with an option for re-enrollment in a future offering of the course, contingent upon satisfactory completion of remedial assignments and on a space-available basis.
- Dismissal from the course and award of a failing grade with the possibility of no option for re-enrollment in a future offering of the course. This consequence includes dismissal from the nursing program. (This penalty may be applied automatically if it is apparent that the student deliberately concealed an error or occurrence or has made dishonest statements about the event.)

**Note:** Dismissal from a course with or without the option of re-enrollment in a future offering of the course shall occur only in situations in which the student's behavior leads the faculty member to believe that the student is not likely to seek appropriate assistance or follow direct instructions such that patient safety is impacted. Such actions shall be subject to the Grade Appeals Policy outlined in the UAA Catalog.

## Section V – Dispute/Complaint Resolution Policies

The SON follows the complaint procedures outlined in the [UAA Student Handbook](#).

Challenges to academic decisions or actions should follow the complaint procedures in the UAA Student Handbook. If the informal resolution steps have not been effective, then the student should contact the dean/campus director or designee. Nursing students contact Vice Provost/Dean Jeff Jessee. The contact information for Dean/Vice Provost Jessee is as follows.

Jeffrey Jessee, Vice Provost Health Programs & Dean College of Health  
Professional Studies Building, Rm 205D  
E-mail: [jeff.jessee@alaska.edu](mailto:jeff.jessee@alaska.edu)  
Phone: 907-786-6057

## Section VI – Student Records Policies

### Policy Regarding Maintenance of Student Educational Records

Student files are kept by the School of Nursing to facilitate pre-major advising, admission to the major, and faculty advising within the nursing major. The primary purpose of the files is to contribute to the educational development of students and to comply with various yearly statistical reports required by the School of Nursing, the Alaska State Board of Nursing and the National League for Nursing. Maintenance of these files complies with the UAA Policy on the application of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. For additional information on the Federal law, see the [UAA Course Catalog](#) or the [UAA Student Handbook](#).

### Maintenance of Active Student Records

A file for each student actively pursuing the nursing major is kept in a secure location. This advising file may contain petitions, progress reports, letters or statements of disciplinary action, scholarship award letters, financial aid appeal letters, and references prepared by SON faculty and/or staff.

A separate, confidential, online spreadsheet is maintained. It contains the name, student identification number, email, and initial cohort. Confidential student information is maintained in a password-protected

file only accessible to SON advising personnel. Any additional information can be obtained through the UAA password-protected enrollment and course management systems.

Copies of health information, CPR certification, and background check records are maintained electronically, separately from the student's academic advising file. Students are advised to retain the originals of these documents. While copies of health, CPR certification, and background check records must be maintained throughout the student's enrollment in clinical coursework, they are returned to the student upon request at the completion of the final clinical class.

### **Retention of Student Files**

Student advising records are maintained as active files until graduation, at which time they are transferred to a separate, but equally secure location, and kept for five years. Copies of faculty letters of reference and program verification forms may be added to the files of graduated students. At the end of five years, letters of reference originally generated by SON faculty will be inserted into a reference letter file to assist faculty in completing future requests for letters of reference. All other documents in the individual files will be shredded, including health requirement documents.

The file of a student who does not continue enrollment in the nursing program after being admitted to the clinical major will be kept in an inactive status for not more than seven years. Though the student may be required to reapply to UAA, to demonstrate the currency of curricular information or to meet updated School of Nursing requirements, retaining the file will facilitate advising for re-entry and appropriate placement within the nursing program. Student information will remain in the computer database indefinitely, listed under the status of attrition, along with the reason for leaving if known.

Records of students who transfer out of nursing to a non-nursing major will be forwarded to the academic department responsible for the new major after all nursing-specific documents have been removed (i.e., School of Nursing application, letters of reference, correspondence related to the nursing major and clinical evaluations and summaries of advising conferences). Nursing-specific documents will be placed in a separate file with student name and retained in an inactive status for not more than seven years. Student information will also remain in the computer database indefinitely, listed under the status of attrition/career change.

Upon graduation, student information in the computer database will be transferred to a perpetual alumni database. In addition to the transferred information, this database will contain graduation date, NCLEX results, employment status and employment site, and other graduate follow-up data that may be collected. As with the active student database, this information will be utilized for statistical purposes and for maintaining contact with alumni.

A separate Alumni Directory will be compiled utilizing the current name, address, telephone number, and personal and professional information of all alumni who give written permission to be included in such a directory. The Alumni Directory will be available for purchase through the SON Alumni Association Chapter.

### **Exceptions to the Retention Policy**

The files of students, who have been dismissed from the nursing program for reasons of academic failure, dishonesty, or other disciplinary actions, may be kept indefinitely in a secure location.

**Maintenance of Confidentiality**

In keeping with the Family Educational Rights and Privacy Act (FERPA), students have the right to expect that information in their SON files will be kept confidential. Files may be accessed only by SON personnel involved in advising, instructing, or assisting students in an official capacity or in filing or maintaining the database. Those who have direct access include the Director of the SON, the Coordinator of Student Affairs, faculty, and designated staff.

Random student records may be reviewed for the purpose of assessing the degree to which the School implements its published policies and procedures by individuals officially designated as Program Evaluators by regulatory or accrediting bodies. When such reviews occur, they will be conducted in the presence of an official of the SON (e.g., Director, Program Chair, Coordinator of Student Affairs, or other designated staff member). Outside reviewers will be prohibited from making any notations that include identifying information.

Tests or other course work being returned to students are also considered confidential. A student must provide written permission if s/he wishes to have such documents picked up by another person.

Information contained in the computerized database will be available to faculty and designated staff on a “need to know” basis. Specific information to document that students have met the conditions established in the School’s Memorandum of Understanding/Agreement with a facility/agency may be provided to an authorized representative of the facility on demand or upon request. Examples of situations when such documentation may be required by a clinical agency include a review of the facility/agency for continuing accreditation (e.g., JACHO Review). Students’ immunity to certain conditions or their tuberculin status has been requested by agencies and/or the State in the face of outbreaks of these conditions. Whenever possible, we contact the students to inform them of outbreaks and who to contact to contain the outbreak and ensure they receive the required care and follow-up.

Information contained in the computerized database is also utilized to compile statistical reports (i.e., to State and national accreditors) or to prepare grant applications and submit progress reports to granting institutions. No personal data that could enable the identification of the individual student will be disclosed to a third party without the student’s written permission.

**Review of Student Advising File**

Students have the right to review the contents of *their own* SON, Student Advising File. If a student wishes to review their student File, they should submit a written request to the Coordinator of Student Affairs. The Coordinator must respond to the request within 45 days. After the request has been processed, the student will review the File in the presence of the Coordinator of Student Affairs or designee. A student may not remove any materials from the File.

SON personnel may not copy or forward to a third party any information that has not originated within the SON. This includes but is not limited to transcripts, application materials, and letters of recommendation contained within the student’s application packet and occurrence reports forwarded directly to the SON from a clinical site or individual preceptor.

No other party may view the contents of a student’s file without the student being present unless the student has provided written permission to the SON. A signed permission form must be placed in the file to document such access has occurred. Such a third-party review will only be provided in the presence of designated SON personnel and will require valid photo identification.

It is strongly recommended that students keep copies of all letters and reports provided to them by faculty. Copies of documents originated within the SON and placed in the student file may be provided to a student upon written request.

SON personnel may not copy or forward to a third party any information that has not originated within the SON. This includes but is not limited to transcripts, application materials, and letters of recommendation contained within the student's application packet and occurrence reports forwarded directly to the SON from a clinical site or individual preceptor.

### **Maintenance of Applicant Records**

Advising files for students interested in pursuing a nursing degree and for those accepted to UAA as a nursing pre-major will be kept in a secure location. The hard copy may contain the same documentation as does that of the active nursing major. This file will be utilized for purposes of advising, individual student program planning, and for admission to the nursing major.

From the first point of contact, all student information in a pending/applicant file will be governed by the School of Nursing policies regarding confidentiality.

Upon receipt of the "Certificate of Admission" to the pre-major and accompanying documents from the UAA Enrollment Services Office, the School of Nursing will consider the student to be in a pre-major/applicant status and will enter the student information into the confidential computerized database.

Applicant records will be maintained as long as the student is enrolled in prerequisite or co-requisite course work and continues to utilize the advising services of the School of Nursing. After three years of inactivity, an applicant file may be destroyed. In no case will an inactive file be kept more than five years for the Associate degree or seven years for the Baccalaureate and Graduate degrees. When a file is destroyed, the applicant's information will be maintained in the database under the status of attrition. Individuals at that point will be required to reapply to UAA if they wish to pursue a degree.

### **Maintenance of Course Records**

The School of Nursing will maintain copies of course records. However, it is strongly recommended that students/graduates maintain a copy of the UAA General Catalog, the School of Nursing Student Handbook, and all course syllabi and handbooks. It may also be advisable to retain copies of graded work that was completed in specific courses (e.g., papers, sample care plans, final project reports, etc.).

### **Records to be Maintained**

**Curricular Designs:** A copy of the approved curricular design will be kept indefinitely. The following will be included: program outline, curriculum action requests (CARs), and course content guides. Whenever a specific course is substantially changed or deleted, or a new course is developed, the new information will be stored with the original curricular design.

**Course Syllabi and Handbooks:** Copies of course syllabi and handbooks that are prepared each semester will be maintained in a secure location according to the semester in which they were taught. These will be kept for a period of eight years. When the syllabi and handbooks for a course are not substantially changed from one academic year to the next, it will be acceptable to note this on the course records and maintain only one copy to conserve storage space. When the curricular design is changed, copies of the relevant syllabi and handbooks will be archived along with the program curricular design materials.

**Student Handbook:** A yearly copy of the AAS, BS, MS/Certificate, or DNP Student Handbook will be maintained each year for at least eight years. During that period, if there is no substantial change in the contents of the handbook, this may be so noted, and one copy may be kept to represent several academic years. Handbooks that reflect major policy revision may be kept indefinitely and archived along with the curricular design materials.

### Long Term Storage

All course records, or representations of such as mentioned above, will be kept for a minimum of eight years in an easily accessible form (e.g., an actual paper copy of the item). Materials stored for longer than eight years will be those that reflect major curricular design revision and will be utilized to maintain continuity and historical context for the School of Nursing. These records may be stored by utilizing electronic methods.

### Accessing and Copying Course Records

During the eight-year period in which actual paper records are maintained, students/graduates may request copies of specific syllabi at the cost of ten cents per page plus postage. Requests should include the name of the course and the semester completed. Response time for preparing copies can be expected to be at least one week from receipt of the request. Course syllabi and the Student Handbooks will not be reproduced. After eight years, a student should not expect the School of Nursing to retrieve and copy course materials.

## Section VII – Student Services and Resources

### Tuition and fees

UAA semester expenses are discussed on the UAA [Tuition and Fees](#) website. The amount of fees reflects the number of courses and course activities. There are additional [Fees](#) assessed from the university and the nursing program. Some fees are distributed across the program, while others are charged to the student once. Fees are assessed from the nursing program, as listed below.

#### Nurse Practitioner Master's/Certificate Program Fees

- Student Liability Insurance
- Simulation/Standardized Patient support
- Typhon
- NP Certification Preparation Program
- Advanced Practice Education Associates (APEA) exams
- My QBank learning modules
- Electronic Health Record System tools
- Audio/Visual Streaming licenses
- Clinical Lab equipment and supplies
- SON Distance Education equipment and support

#### Nursing Leadership Master's/Nursing Education Certificate Program Fees

- Student Liability Insurance
- Audio/Visual Streaming Licenses
- SON Distance Education equipment and support

#### Doctor of Nursing Practice Program Fees

- Student Liability Insurance
- Simulation/Standardized Patient Support

Typhon  
Baccalaureate Program Fees  
Nursing lab supplies  
Nursing lab equipment  
SimChart  
Student liability insurance  
Simulation  
Audio/Visual streaming/licensing  
Community capstone project  
Kaplan assessment testing and NCLEX Prep Course  
RN-BS Program Fees  
Student liability insurance  
Audio/Visual streaming/licensing  
Community capstone project  
Associate of Applied Sciences Program Fees  
Nursing lab supplies  
Nursing lab equipment  
Student liability insurance  
Simulation  
Audio/Visual streaming/licensing  
HESI assessment testing and NCLEX preparation resources

## Financial Aid

Financial assistance is available through the UAA [Office of Student Financial Assistance](#) in the form of federal and state loans and grants (Alaska and Stafford Student Loans, Pell Grant, etc.) as well as grants through private organizations.

## Scholarships

Nursing students have many opportunities to defray the cost of their education. Visit the [UAA Scholarships Resource Page](#) for information on general scholarships, College-aligned scholarships, and for more information on the application process.

## Tuition Waivers (AAS and BS Students only)

The School of Nursing receives a small amount of funding for tuition waivers to award each Spring for AAS students and each Summer for BS students. Because there are usually more applications for tuition waivers than there are credits to award, the granting of partial waivers for 1-4 credits is common.

Announcements for the tuition waiver application, including the application deadline, will be posted on the respective program Blackboard site. Application forms are enterable and can be emailed or dropped off in-person to the SON Business Manager in the Director's Suite, HSB 371.

### ELIGIBILITY CRITERIA

You may be eligible to be awarded a tuition waiver if you:

1. Are currently registered for six or more credits that will contribute to the completion of your nursing degree in the term for which the waiver will be used.
2. Prior completion of at least one nursing major course with a Nursing GPA of 2.0 or higher.
3. Cumulative GPA of 2.8 or higher.



4. Demonstrated financial need.
5. Demonstrated community and/or university service.
6. Completion of six or more credits in the previous semester.

## Student Reference/Recommendation Requests

The purpose of the Family Educational Rights and Privacy Act of 1974 is to protect the privacy of individual students by placing restrictions on the disclosure of information contained in a student's university record(s). To provide referrals/references for any student, the [Student Reference Request, FERPA Release, and Release of Liability Form](#) must be signed, sent to the faculty member, and retained in the SON student file. In this way, students give permission regarding what information can be shared, to whom, and under what circumstance.

## Student Health Services

### Student Health and Counseling Center

[The UAA Student Health and Counseling Center](#) campus health center provides primary health services for physical and mental health conditions as well as education and support to maintain a healthy lifestyle. In many cases, the center is a source of low-cost primary health care services with referrals for specialized treatment. The center may also bill your personal insurance. The UAA Student Health and Counseling Center is open weekdays during the regular academic year.

### Dental Hygiene Clinic

On the UAA Anchorage campus, the [Dental Hygiene Clinic](#) provides reduced-cost dental care to staff, students, and community members. As part of the Dental Hygiene program, dental hygiene students see patients under the supervision of a dentist from the Anchorage community.

### Psychological Services Center

The [Psychological Services Center](#) at UAA in Anchorage offers low-cost therapy and counseling to families, couples, and individuals of all ages for a variety of problems. Clinical psychology students in the last phase of study for the master's or doctoral degree see patients under the supervision of licensed psychologists from the psychology faculty. A fee schedule is based on each individual's ability to pay. For more information, call 907-786-1795.

## Academic Resources

### RECRUITMENT AND RETENTION OF ALASKA NATIVES IN NURSING (RRANN) AND NURSING WORKFORCE DIVERSITY (NWD) PROGRAMS

RRANN and NWDP were designed to 1) recruit Alaska Native/American Indian, other under-represented, economically or educationally disadvantaged students to a nursing career and the UAA nursing programs and 2) to facilitate those students' success in gaining access to the clinical nursing major and successful completion of the program. Since its inception in August 1998, a total of 170 Alaska Native or American Indian students (as of May 2009) have graduated from one of the two UAA nursing programs for RN level practice; the majority has completed the baccalaureate degree in nursing. A total of 160 students completed the NWDP program between 2006 and 2012. Currently, neither program receives any federal funding. RRANN continues to be funded with a general fund appropriation from the Alaska Legislature. An effort to obtain additional funding for both programs is underway.

## **Tutoring Services**

Initiated with funding through the RRANN program, tutoring services are currently offered to any nursing student for both prerequisite and nursing-specific courses. A Tutor Coordinator arranges student requests and tutor services. Peer student tutors must have passed the appropriate course with a B or higher. The current Tutor Coordinator is a baccalaureate-nursing graduate who also provides tutoring services in some of the more complex nursing-specific courses. Students who receive tutoring have an 85% pass rate in those courses for which they received tutoring.

## **Wolf Cards**

Your [Wolf Card](#) is your student identification card, a U-Pass card for the Anchorage/Valley bus system, your library card, and a card that provides access to services and resources on campus. The UAA student identification number is shown on the back of the card. The Wolf Card can also be used to pay for items sold on campus, such as meals, snacks at vending machines, and merchandise at the campus bookstore. You can use your credit card or debit card to add money to your Wolf Card as needed.

## **Student Advising & Advocacy**

The Office of [Student Advising and Advocacy](#) in the College of Health is dedicated to matters centered upon student success. Our primary goal is to increase the retention, quality, and graduation rates of students within the College of Health.

Functions of the COH Office of Student Advising and Advocacy include:

- Provides focused support for students requiring entry-level and Preparatory English (PRPE) courses.
- Acquaints students with how to locate and effectively utilize resources at UAA.
- Assists students with course selection and registration process.
- Refers students with the appropriate COH faculty advisor.
- Attends and promotes COH majors at college and career fairs.
- Builds collaborative and working relationships with the Anchorage School District's staff, other educational resources, and the greater Anchorage community to promote and recruit prospective students to the College of Health at UAA.

## **Testing Services**

[Testing services](#) provide a professional testing environment that supports student retention and success by offering examinations for students and the community that assists with academic and professional advancement. The testing center maintains membership with and adheres to guidelines set forth by the National College Testing Association (NCTA). All testing appointments must be scheduled online, 24 hours in advance of the test date, to ensure all students/testers have a reserved workstation.

## **Disability Support Services**

If a student experiences a disability that may result in a barrier to his/her academic experience and requires reasonable accommodations, then it is that student's responsibility to disclose their disability to [Disability Support Services](#) (DSS) as soon as possible. DSS is located on the University of Alaska Anchorage – Anchorage (UAA) main campus in Rasmussen Hall 105 and can be reached by phone at 786-4530 or by email at [uaa\\_dss@alaska.edu](mailto:uaa_dss@alaska.edu). Students at outlying campuses can contact the Disability Support Coordinator at their local campus (usually within the student counseling department). It is important to request accommodations early enough for DSS to adequately consider your request before it is needed for your (class(es)). Reasonable accommodations will be approved once students have provided appropriate documentation.

Academic accommodations are free of charge and available to any student who qualifies as an individual with a disability. Disability Support Services maintains an adaptive computer lab on campus for students with disabilities. Workstations include voice-activated software, screen enlargers, and screen readers. UAA has an accessible shuttle bus service equipped with a wheelchair lift for transportation on campus.

### **Writing Center**

The [UAA Reading & Writing Center](#), located in SMB 118, provides reading and writing assistance to UAA students at all levels and all disciplines. Certified and formally trained tutors offer help for those seeking to improve their reading, writing, and study skills.

### **Native Student Services**

[Native Student Services](#) (NSS) provides quality support services to Native and rural students. The NSS Center offers academic advising, scholarship information, assistance, and resource support.

### **Multicultural Center**

One of the missions of the [UAA Multicultural Center](#) is to improve the overall quality of life for all underrepresented minority students (URMs) on the campus by developing and implementing educational, cultural, and social programs that will assist the students in obtaining satisfactory grades, reaching self-determined academic goals, and successfully graduating.

### **Student Ombudsman**

Student Government provides a [Student Ombudsman](#) to serve as a neutral party to confidentially address student concerns and assist students in resolving their University-related complaints.

### **University Police**

[UAA University Police](#) provides special services unique to the University setting. Those services include maintaining the security of University buildings, providing crime prevention classes to students, staff, and faculty, providing escorts on the University campus, vehicle and room unlock, and vehicle jumpstarts. The department is open 24 hours a day, 365 days a year. For more information, call 907-786-1120.

### **Safety from Sexual violence (title ix)**

Members of the university community, guests and visitors have the right to be free from sexual violence. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. UAA takes all matters of Sexual Harassment, Sexual Assault, and Sexual Violence seriously. If you have concerns or need to report an incident, please contact the [Office of Campus Diversity & Compliance](#).

### **Facilities**

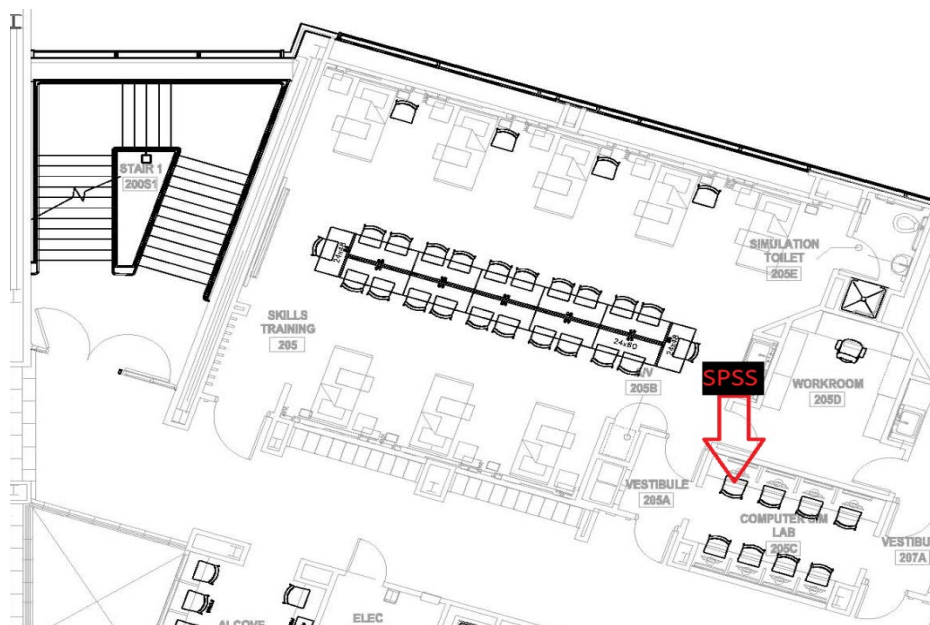
#### **School of Nursing Resource Center (NRC)**

The UAA Nursing Resource Center (NRC) is comprised of two skills labs and a small computer lab. The skills labs are located on the second floor of the Health Sciences Building (HSB) with a small computer area in between the labs (HSB 205C). The skills labs include two different rooms equipped with materials necessary for teaching technical and assessment skills. The purpose of the NRC is to provide a supportive, learning environment where nursing students can enhance and challenge their ability to provide holistic

patient care through the development of assessment, communication, critical thinking, organizational, and psychomotor skills.

The current NRC coordinator is Elise Harrison. Her office is in HSB 214; her phone number is (907) 786-4565; her email is [echarrison@alaska.edu](mailto:echarrison@alaska.edu).

Below is a map of where you can find the computers (in 205C). One of the computers has the full version of SPSS on it for student use when doing data analysis.



### Campus Computer Labs

There are currently 50 computer labs on the Anchorage campus. While many of the labs are restricted by department-affiliated individuals, there are at least 12 unrestricted labs located across campus for use by any UAA student. Most of these computer labs are currently underutilized. See the [Computer Facilities site](#) for more information.

### Consortium Library

The [Consortium Library](#) is your gateway to all the Library's resources and services, both print and online (electronic). Use your university username and password as prompted. For help, call the UAA Information Technology Services Help Desk (Local: 907-786-4646; Toll-Free: 877-633-3888). Wireless Internet and data ports and electrical outlets are located throughout the library. Click the [Location link](#) for more information about visiting the library.

### Alaska Medical Library

The [Alaska Medical Library](#) is a unit within the Consortium Library in Anchorage and located on the 2<sup>nd</sup> floor near the health collections. The medical library office is open 8-5 Monday-Friday, although students should make an appointment for in-depth research or help with database searching. One-on-one assistance is provided as needed, whether face-to-face or via distance. They provide a very valuable service, supporting faculty and students in healthcare disciplines to optimize their use of the library and its services.

## Distance Students

For students living outside the Anchorage and Mat-Su areas, library staff will checkout and mail books using your library card number. If you have questions about this service, call 907-786-1828.

## Library Cards

Your Wolf Card is your Library Card. Click [My Library Card](#) for more information.

## Printing

Printing across the Anchorage campus is done through *Managed Print Stations* using your Wolf Card. There are two print stations in the HSB in each of the alcoves, HSB104 and HSB204. For more information, go to the [Managed Print](#) website.

## UAA Student Government

Students have the opportunity to be involved in the Union of Students at UAA (USUAA), the student governance organization on campus. The purposes of USUAA are to:

1. broaden the educational perspective of students by instituting a structure of self-governance;
2. promote the educational needs, general welfare, and right of students;
3. serve as a forum for students to express their ideas for enhancing the quality of their educational experience through expanded and improved communications among students, faculty, and administration and beyond;
4. formulate policy and procedures concerning student life, and
5. serve all students equally, regardless of race, color, religion, national origin, sex, sexual orientation, Vietnam era or disabled veteran status, physical or mental disability, change in marital status, pregnancy, or parenthood.

All full and part-time students at UAA who pay the Student Government fee are automatically members of USUAA. Membership provides students with opportunities for involvement and leadership in a diverse array of campus activities. Additional information is available on the [USUAA web site](#).

## Section VIII – School of Nursing Contacts

Name	Title	Email
Carla Hagen, PhD, MPH, RN	Director	<a href="mailto:cmhagen@alaska.edu">cmhagen@alaska.edu</a>
Jill Janke, PhD, RN	Graduate Program Chair	<a href="mailto:irjanke@alaska.edu">irjanke@alaska.edu</a>
Jessica Chambers, DNP, APRN	Undergraduate Program Chair	<a href="mailto:michambers2@alaska.edu">michambers2@alaska.edu</a>
Banu Mufale, BSN, RN	Academic Partnership Coordinator	<a href="mailto:blmufale@alaska.edu">blmufale@alaska.edu</a>
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Rita Kittoe-Kaiser, MSN, RN	Coordinator, RRANNBS/Grad Program Assistant	<a href="mailto:rmkittoe@alaska.edu">rmkittoe@alaska.edu</a>
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## PART 2: Graduate Nursing Program

### SECTION I – Masters and Graduate Certificate Programs

#### Welcome

We are pleased you have chosen to attend the graduate nursing program at the University of Alaska Anchorage (UAA). The MS graduate program places primary emphasis on advanced professional nursing practice, theory, research, and health care delivery systems. It provides the student with a basis for further study at the doctoral level. The nursing Graduate Certificate programs were designed for individuals who have previously acquired their master's or doctoral degree in nursing and wish to expand their nursing competencies or practice. The MS and Graduate Certificate programs are accredited by the Accreditation Commission for Education in Nursing (ACEN) through 2025 (3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326; 404-957-5000).

We hope you will find the experience challenging and rewarding, with growth opportunities. We will do all we can to facilitate your educational endeavor. The following pages will give you an idea of our programs and resources, which can help you achieve your goals and expand your horizons in professional nursing. Again, welcome, with best wishes for a productive learning experience.

#### Student Learning Outcomes (MS & Graduate Certificate)

Upon completion of the Master of Science, Nursing Science degree or Graduate Certificate in Nursing at UAA, the graduate is prepared to:

1. Engage in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or leadership.
2. Practice in a manner that incorporates ethical, legal, and professional standards for advanced nursing practice or nursing leadership.
3. Collaborate across disciplines and in partnership with communities, groups, families, and individuals through culturally sensitive practice.
4. Demonstrate competence and caring in the professional nurse role to serve as a provider, leader, and educator in the health care system.
5. Articulate a plan for self-directed, lifelong learning, and professional development.

#### Master of Science, Nursing Science Degree

Depending on the specialty chosen, 31-50 credits are required for the MS degree; 16-17 of those credits are taken in core courses that focus on theory, research, role development, and professional issues. The program is designed to be completed in six to nine semesters of **part-time study**. Students may select one of three population foci. Family Nurse Practitioner (FNP), Psychiatric-Mental Health Nurse Practitioner (PMH-NP), and Nursing Leadership (NLDR). The NLDR has two concentration options – leadership in nursing education (NLDR-educ) or leadership in nursing administration (NLDR-admin). The SON is considering transitioning the FNP and PMH-NP programs to the Doctor of Nursing Practice (DNP) degree. Currently, graduates of the FNP and PMH-NP MS program have the option of continuing their education to get the post-MS DNP.

Graduates of the FNP option are eligible to write the national certification examination for advanced professional practice as an FNP offered by the American Nurses Credentialing Center (ANCC) or the



American Academy of Nurse Practitioners (AANP). Graduates of the PMH-NP option are eligible to write the national certification exam for advanced professional practice as a PMH-NP (across the lifespan) offered by ANCC. NLDR-education graduates are eligible to take the National League for Nursing (NLN) Certified Nurse Educator Exam. Graduates of the NLDR-admin option, with two years of executive nursing experience, are eligible to take the American Organization of Nurse Executives (AONE) exam for certification in Executive Nursing Practice.

Before being formally admitted to the MS program, students may complete up to 9 credits of degree-applicable coursework, either UAA credit (core courses only) or transfer credit. Students who are not formally admitted will be allowed to register for core courses on a space-available basis and with instructor permission and override.

## **Population Foci**

### ***Family Nurse Practitioner, Master of Science***

This population focus allows students to pursue the role of the FNP through a variety of classroom and clinical experiences. The curriculum is based on standards for master's education outlined in the *Essentials for Master's Education in Nursing* published by the American Association of Colleges of Nursing (AACN, 2011) as well as the *Nurse Practitioner Core Competencies (National Organization of Nurse Practitioner Faculties [NONPF], 2011, 2012, 2017)*. In the clinical setting, students work within existing systems for health-care delivery in the community. These systems include private and public health care agencies offering both inpatient care and outpatient services. Within the clinical settings, students work under the supervision of advanced practitioners of nursing and other qualified professionals. In some instances, students work directly under faculty preceptors. On-site visits by faculty provide direct observation and supervision of the student's practice in the FNP role. Students complete a total of 660 hours of clinical over the four semesters. A minimum of 500 of those hours must be direct patient care experiences.

Didactic experiences include student-directed seminars, which allow students to explore issues in role development that have been encountered in clinical settings. Coursework and lectures cover professional issues facing FNP's such as legal aspects of practice, marketing, quality assurance, and promotion of the FNP role within the community and health care delivery system. Students are given an opportunity for concentrated practice during the fourth-semester practicum. This practicum may be taken in rural communities, as available, for those interested in such practice. See table 1 for the required courses.

**TABLE 1. CURRICULUM FOR MASTER'S - FAMILY NURSE PRACTITIONER\***

Core Courses	Title	Credits (contact hrs.: Lecture + Clinical)	Total Clinical Hours for Course*
NSG A613	Advanced Practice Informatics	2	
NSG A618	Role Develop. In Adv. Practice Nursing	2	
NSG A618a	Advanced Nursing Leadership	2	
NSG A619	Nursing Health Policy	2	
NSG A627	Practice Inquiry I: Nature of Evidence	3	
NSG A621	Knowledge Development for Advanced Practice	3	
NSG A633	Statistics for Advanced Practice	3	
<b>TOTAL CORE CREDITS</b>		<b>17 credits</b>	
FNP Courses	Title	Credits (contact hrs.: Lecture + Clinical)	Total Clinical Hours for Course*
NSG A601	Advanced Pathophysiology for Primary Care	3	
NSG A602	Advanced Health Assessment for Primary Care	4 (2+8)	120
NSG A610	Advanced Pharmacology for Primary Care	3	
NSG A660	FNP I	5 (3+8)	120
NSG A661	FNP II	4 (2+8)	120
NSG A662	FNP III	5 (2+12)	180
NSG A663	FNP IV	6 (2+16)	240
ELECTIVE	Advisor approved	3	
<b>TOTAL</b>		<b>33 credits</b>	<b>660 hours</b>
		<b>50 credits required</b>	<b>*Degree required a minimum of 500 direct patient care hours.</b>

***Psychiatric-Mental Health Nurse Practitioner (PMH-NP), Master of Science***

This population focus prepares the student to pursue the role of the PMH-NP (across the lifespan) through a variety of classroom, teleconference, web-based technologies, and clinical experiences. The curriculum is based on standards for master's education outlined in the *Essentials for Master's Education in Nursing* published by the American Association of Colleges of Nursing (AACN, 2011) as well as the *Nurse Practitioner Core Competencies* (NONPF, 2011, 2012, 2017). Students may be able to complete clinical experiences in their home communities based on the availability of appropriate preceptors. Students who enroll in this option will gain advanced knowledge and skills in assessing and intervening with individuals, families, groups, and communities to promote and maintain optimum mental health. Students complete a total of 600 hours of clinical over the four semesters. A minimum of 500 of those hours must be direct patient care experiences.

This specialization focuses on family and provides knowledge and skills related to chronic mental illnesses, alcohol and substance abuse, domestic abuse/violence, crisis interventions, care for the elderly, and ethnic/cultural minorities. Graduates are prepared to provide primary mental health care to persons with diagnosed psychiatric disorders or those vulnerable individuals or populations at risk for mental health disorders. Students will gain skills in assessing communities and organizations for mental health needs and problems, conduct consultation, as well as liaison interventions. Graduates of the PMH-NP option are eligible to write the ANA national certification for advanced practice as a Psychiatric-Mental Health Nurse Practitioner (across the lifespan). See table 2 for the required courses.



**TABLE 2. CURRICULUM FOR MASTER'S – PMH-NP**

Core Courses	Title	Credits (contact hrs.: Lecture + Clinical)	Total Clinical Hours for Course*
NSG A613	Advanced Practice Informatics	2	
NSG A618	Role Develop. In Adv. Practice Nursing	2	
NSG A618a	Advanced Nursing Leadership	2	
NSG A619	Nursing Health Policy	2	
NSG A627	Practice Inquiry I: Nature of Evidence	3	
NSG A621	Knowledge Development for Advanced Practice	3	
NSG A633	Statistics for Advanced Practice	3	
<b>TOTAL CORE CREDITS</b>		<b>17 credits</b>	
PMH-NP	Title	Credits (contact hrs.: Lecture + Clinical)	Total Clinical Hours for Course*
NSG A601	Advanced Pathophysiology for Primary Care	3	
NSG A602	Advanced Health Assessment for Primary Care	4 (2+8)	120
NSG A610	Advanced Pharmacology for Primary Care	3	
NSG A611	Advanced Psychopharmacology	3	
NSG A670	Advanced Practice PMH-NP I	5 (4+4)	60
NSG A671	Advanced Practice PMH-NP II	5 (3+8)	120
NSG A672	Advanced Practice PMH-NP III	5 (2+12)	180
NSG A673	Advanced Practice PMH-NP IV	5 (1+16)	240
<b>TOTAL</b>		<b>33 credits</b>	<b>660 hours</b>
		<b>50 credits required</b>	<b>*Degree required a minimum of 500 direct patient care hours.</b>

### ***Nursing Leadership, Master of Science***

The NLDR MS allows students to pursue the role of Nursing Leadership with an emphasis in administration or education, through a variety of classroom and clinical experiences. NLDR-administration graduates will be able to take on a more significant role in the delivery and management of healthcare. Graduates will be prepared to be leaders in the development of nursing practice, leaders of staff, and leaders within the broader health care organization. In addition to leadership skills, the curriculum focuses on research utilization in practice, finance, economics, policy, quality improvement, strategic planning, and interprofessional collaboration. NLDR-education graduates will become leaders in nursing education. They will be able to identify the learning needs of patients, staff, and nursing students, develop an evidence-based curriculum to meet those needs, apply the appropriate and varied technologies to deliver the curriculum, and assess learning.

The curriculum for the NLDR is based on standards for master's education outlined in the *Essentials for Master's Education in Nursing* published by the American Association of Colleges of Nursing (AACN, 2011). The curriculum for the Nursing Leadership-education concentration is also based on Nurse Educator Core Competencies (<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>). The curriculum for the Nursing Leadership-administration concentration is also based on the American Organization of Nurse Executives (AONE) *Nurse Executive*

*Competencies* (2015). NLDR-education graduates are eligible to take the National League for Nursing (NLN) Certified Nurse Educator Exam. Graduates of the NLDR-admin option, with two years of executive nursing experience, are eligible to take the AONE exam for certification in Executive Nursing Practice. See table 3 for the required courses.

**TABLE 3. CURRICULUM FOR NURSING LEADERSHIP - MASTERS**

Core Courses	Title	Credits (contact hrs: Lecture + Clinical)	Tot Clinical Hrs
NSG A618a	Advanced Nursing Leadership	2	
NSG A619	Nursing Health Policy	2	
NSG A627	Practice Inquiry I: Nature of Evidence	3	
NSG A621	Knowledge Development for Advanced Nursing Practice	3	
NSG A633	Statistics for Advanced Practice	3	
NSG A647	Evidence-Based Practicum for Nursing	3 (1+8)	120
	<b>TOTAL CORE CREDITS</b>	<b>16 credits</b>	<b>120</b>

**Complete One of the Following Options:  
Leadership-Education or Leadership-Administration**

Option 1: Leadership-Education	Title	Credits (contact hrs: Lecture + Clinical)	Tot Clinical Hrs
NSG A640	Teaching & Learning in the Professional Context	3	
NSG A641	Developing Curriculum for Nursing & Other Professions	3	
NSG A643	Course & Curriculum Evaluation for Professionals	4	
NSG A644	Technology for Learning and Collaboration in the Professions	2	
Elective	Advisor approved Elective	3	
	<b>TOTAL OPTION 1</b>	<b>15 credits</b>	
Option 2: Leadership-Administration	Title	Credits (contact hrs: Lecture + Clinical)	Tot Clinical Hrs
NSG A613	Advanced Practice Informatics	2	
NSG A615	Health Services Organization and Finance	4	
Elective	Advisor approved elective	3	
Select Two	Select two courses from the following:	6	
HS A615	Health Services Administration		
HS/SWK A628	Program Evaluation		
PADM A601	Introduction to Public Administration		
PADM A603	Management Analysis		
PADM A610	Public and Non-Profit Organizational Behavior		
PADM A624	Human Resources Administration and Labor Relations		
PADM A688	Program Evaluation and Performance Measurement		
	<b>TOTAL OPTION 2</b>	<b>15 credits</b>	
		<b>31 credits required</b>	

## Graduate Certificate Programs

There are three graduate certificate programs. The Nursing Education Certificate is for individuals who already have a graduate degree in nursing and wish to become nurse educators. The PMH-NP and FNP graduate certificates are for individuals who already have a graduate degree in nursing and who are licensed nurse practitioners who want to expand their area of expertise.

### Population Foci

#### **Family Nurse Practitioner, Graduate Certificate**

The family nurse practitioner (FNP) graduate certificate was developed for nurses who are nurse practitioners certified in another specialty, such as psychiatric mental-health, adult, pediatric, or women's health. The curriculum is based on standards for master's education outlined in the *Essentials for Master's Education in Nursing* published by the American Association of Colleges of Nursing (AACN, 2011) as well as the *Nurse Practitioner Core Competencies* (NONPF, 2011, 2012, 2017). This program expands their scope of practice to assist them in acquiring the theory, knowledge, and skills needed to provide primary care for families. The curriculum includes didactic, seminar, and depending on prior specialty, anywhere from 480 to 660 clinical hours in practicum course work. Students who complete the graduate certificate program will be eligible to take the FNP examination offered by the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) to become certified as an FNP. These examinations are given nationwide throughout the year.

Below is the basic curriculum for the FNP graduate certificate. However, there may be additional courses required based on a Gap Analysis (National Task Force on Quality Nurse Practitioner Education, 2008, pp. 41-42). The Gap Analysis is used for nationally certified nurse practitioners, in another practice area, seeking partial credit or waivers of coursework towards completion of the graduate certificate. Based on the Gap Analysis, additional course work may be required, such as Pharmacology, Pathophysiology, and/or Physical Assessment. Table 4 outlines the curriculum for the FNP graduate certificate, based on a person's current NP specialty.

**TABLE 4. CURRICULUM FOR GRADUATE CERTIFICATE IN FAMILY NURSE PRACTITIONER\***

Primary/Acute Care Adult Nurse Practitioner Courses	Title	Credits (contact hrs: Lecture + Clinical)	Total Clinical Hours for Course
NSG A660	FNP I	5 (3+8)	120
NSG A661	FNP II	4 (2+8)	120
NSG A663	FNP IV	6 (2+16)	240
	<b>Total Primary/Acute Care Adult Nurse Practitioner Specialty</b>	<b>15 Credits</b>	<b>480</b>
Pediatric Nurse Practitioner Courses	Title	Credits (contact hrs: Lecture + Clinical)	Total Clinical Hours for Course
NSG A661	FNP II	4 (2+8)	120
NSG A662	FNP III	5 (2+12)	180
NSG A663	FNP IV	6 (2+16)	240
	<b>Total Pediatric Nurse Practitioner Specialty</b>	<b>15 Credits</b>	<b>540</b>

Women's Health Nurse Practitioner Courses	Title	Credits (contact hrs: Lecture + Clinical)	Total Clinical Hours for Course
NSG A660	FNP I	5 (3+8)	120
NSG A662	FNP III	5 (2+12)	180
NSG A663	FNP IV	6 (2+16)	240
	<b>Total Women's Health Nurse Practitioner Specialty</b>	<b>16 Credits</b>	<b>540</b>
Psychiatric-Mental Health Nurse Practitioner Courses	Title	Credits (contact hrs: Lecture + Clinical)	Total Clinical Hours for Course
NSG A601	Advanced Pathophysiology**	3	
NSG A602	Advanced Health Assessment**	4 (2+8)	120
NSG A610	Pharmacology of Primary Care**	3	
NSG A660	FNP I	5 (3+8)	120
NSG A661	FNP II	4 (2+8)	120
NSG A662	FNP III	5 (2+12)	180
NSG A663	FNP IV	6 (2+16)	240
	<b>Total Psychiatric-Mental Health Nurse Practitioner Specialty</b>	<b>20-30 Credits**</b>	<b>780</b>

\*This option is for individuals already licensed in advance practice nursing who want to expand their skills. Based on the results of the Gap Analysis, additional classes may be required.

\*\*Students may waive these requirements by passing the 3P APEA exam, demonstrating current knowledge.

### ***Psychiatric-Mental Health Nurse Practitioner (PMH-NP), Graduate Certificate***

The PMH-NP graduate certificate was developed for nurses who are already certified as advanced nurse practitioners in another specialty. The curriculum is based on standards for master's education outlined in the *Essentials for Master's Education in Nursing* published by the American Association of Colleges of Nursing (AACN, 2011) as well as the *Nurse Practitioner Core Competencies* (NONPF, 2011, 2012, 2017). The curriculum includes didactic, seminar, and 600 clinical hours in practicum course work (a minimum of 500 of those hours must be direct patient care). Students who complete the graduate certificate program will be eligible to take the psychiatric and mental health nurse practitioner examination (across the lifespan) offered by the American Nurses Credentialing Center (ANCC). This examination is given nationwide throughout the year. Table 5 outlines the curriculum for the PMH-NP graduate certificate.

**TABLE 5. CURRICULUM FOR GRADUATE CERTIFICATE IN PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER \***

Advanced Nurse Practitioner in Specialty Other Than PMH-NP Courses	Title	Credits (contact hrs: Lecture + Clinical)	Total Clinical Hours for Course
NSG A611	Psychopharmacology	3 (3+0)	
NSG A670	Advanced PMH-NP I	5 (4+4)	60
NSG A671	NSG A671 Advanced PMH-NP II	5 (3+8)	120
NSG A672	NSG A672 Advanced PMH-NP III	5 (2+12)	180
NSG A673	NSG A674 Advanced PMH-NP IV	5 (1+16)	240
	<b>Total Advanced Nurse Practitioner in Specialty Other Than PMH-NP</b>	<b>23 Credits</b>	<b>600</b>

\*This option is for individuals already licensed in advance practice nursing who want to expand their skills. Based on the results of the Gap Analysis, additional classes may be required.

### ***Nursing Education Graduate Certificate***

The graduate certificate in nursing education (EDUC) is designed for nurses who have a graduate degree in nursing and are seeking to develop advanced knowledge and skills to teach in academic or clinical settings. The coursework leading to the UAA graduate certificate emphasizes instruction in teaching, program and course development, implementation, and evaluation.

The curriculum is based on standards for master's education outlined in the *Essentials for Master's Education in Nursing* published by the American Association of Colleges of Nursing (AACN, 2011) as well as the *Core Competencies of Nurse Educators* proposed by the National League for Nursing (NLN, 2013).

All courses for this certificate are offered using distance technologies, including but not limited to Blackboard Web-based approaches, and audio-conferencing or video-conferencing as appropriate and available. The teaching practicum may be completed in the student's community, or in some cases, may require visits to the UAA campus. Faculty may validate teaching competencies through site visits, videotaping, and/or conference calls.

The 15-credit graduate certificate includes graduate-level coursework in nursing education, with practicum opportunities in the classroom and clinical settings. Table 6 outlines the curriculum for the EDUC graduate certificate.

**TABLE 6. CURRICULUM FOR GRADUATE CERTIFICATE IN NURSING EDUCATION\***

Courses	Title	Credits (contact hrs: Lecture + Clinical)	Total Clinical Hours for Course
NSG A640	Teaching and Learning in the Professional Context	3	
NSG A641	Developing Curriculum for Nursing and Other Professions	3	
NSG A643	Course and Curriculum Evaluation	4	
NSG A644	Technology for Learning and Collaboration	2	
NSG A647	Teaching Practicum in Nursing	3 (1 + 8)	120
Graduate Certificate Option*		15 Credits	

### **Graduate Course Offerings**

The SON graduate program may have course start/end dates different from the rest of the University. Also, some graduate courses are offered in an intensive format. Students should be aware that add/drop dates are pro-rated based on when a course starts and ends. This information is available on the UAA website: <https://www.uaa.alaska.edu/records/calendar/>.

The NLDR program can be completed online; some of the PADM course options are offered live on the Anchorage campus. However, similar courses can be taken online through the University of Alaska South East. The PMH-NP and FNP graduate certificate clinical courses are offered in a hybrid format, a mix of online with short intensives on campus. Online courses may be synchronous (entire class participating at the same time) or asynchronous. Some courses are offered in a condensed 7.5 to 10-week format. The program was designed to allow students who reside outside of Anchorage to take advantage of the opportunity to pursue graduate study at UAA. All students have the opportunity to participate in clinical learning opportunities throughout the state, including both urban and rural settings (based on availability).

## Academic Advising and Student Responsibility

A nursing program faculty advisor, named on the student's UAA Certificate of Admission, assists in formulating a plan of study that is feasible and best meets the student's needs. All graduate nursing students must seek formal academic advisement prior to admission. A plan of study will be developed, and students are expected to follow that plan. If there is a need to modify the plan of study, the student must meet with their faculty advisor.

The *SON MS and Graduate Certificate Handbook* is meant to accompany the UAA Catalog (<https://catalog.uaa.alaska.edu/>). It is the responsibility of the individual student to become familiar with the policies and regulations of the University of Alaska Anchorage as it relates to their program of study, registration, graduation, etc. This information is found in the UAA catalog, which is updated yearly (<https://catalog.uaa.alaska.edu/>) and the *SON MS and Graduate Certificate Handbook*, which is also updated yearly. The handbook may have periodic updates during the academic year. When this happens, students are notified of the changes via email and postings in BlackBoard. Advisement assists the student in meeting graduation goals. The student should initiate advisement sessions by contacting their program coordinator for an appointment. To find out who the current coordinator is for your program, contact Chris Caples (907-786-4593; [cdcuples@alaska.edu](mailto:cdcuples@alaska.edu)).

## SECTION II – Admission Requirements

### UAA Graduate School Admission

Satisfy the [Admission Requirements for Graduate Degrees](#).

Apply to the graduate school through this link [UAA Graduate School Online application](#)

### SON Graduate Admission Requirements

**The following SON application submission deadlines are required to ensure full consideration of your application. You must have a completed application by **October 1<sup>st</sup>** to be considered for the next FNP or PMH-NP cohort.**

1. **October 1** for admission to the MS or Graduate Certificate programs.
  - MS specialties: Family Nurse Practitioner (FNP), Nursing Leadership (NLDR) with a Nursing Education focus, NLDR with a Nursing Administration focus, or Psychiatric-Mental Health Nurse Practitioner (PMHNP).
  - Graduate Certificate: FNP, PMHNP, or Nursing Education (*note: certificates require a prior MS degree and, in some cases, a prior certification as a nurse practitioner*).
2. Applicants may begin taking up to 9 credits of approved coursework prior to admission to the program with faculty approval and space availability (see faculty advisor).

### MS Program Requirements

Students must meet the following qualifications to be considered for admission to the graduate program.

1. Baccalaureate or graduate degree in nursing from a regionally accredited program that is also accredited by the Accreditation for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE).

2. Undergraduate (and graduate, if applicable) GPA of at least 3.0 on a 4.0 scale. A student who does not have a minimum undergraduate GPA of 3.00 may substitute their graduate UAA GPA (based on completion of three graduate core courses and earning a 3.00 or higher in each course).
3. Minimum grade of 2.00 (C) in an undergraduate research methods course and a statistics course that covers descriptive and inferential statistics.
4. Active, unencumbered registered professional nurse (RN) license in the state of Alaska\*. The license must remain active and unencumbered while in the SON graduate program. There are different reasons for a license to be encumbered, and some may not preclude admission to the program. Students with encumbered licenses should meet with the SON graduate program chair or Director of the SON to determine program eligibility.  
**\*NOTE:** *out-of-state applicants need to have an active license in the state where they reside and are required to have an Alaska license prior to the start of clinical coursework.*
5. Minimum of one year of full-time clinical experience as a registered nurse prior to starting clinical course work.
6. Must complete clinical courses in Alaska if pursuing the PMH-NP or FNP programs.

### Graduate Certificate Program Requirements

To be considered for the School of Nursing **Graduate Certificate** candidates *must meet all the above criteria*, as well as the additional requirements below, depending on the certificate being pursued:

- Applicants to the Nursing Education Certificate must have an earned Master's in nursing
- Applicants to the PMH-NP Certificate must have an earned Master's in Nursing **and** *be a licensed Nurse Practitioner in a different field than the one being pursued.*
- Applicants to the FNP Certificate must have an earned Master's in Nursing **and** *be a licensed Nurse Practitioner in a different field than the one being pursued.*

### Admission Process

Admission into the master's or graduate certificate program is selective and competitive, and a limited number of students are admitted each year. Completion of all admission requirements does not guarantee admission to the program. There are four phases to the application process

- **Phase I:** Complete the online application ([UAOnline.alaska.edu](http://UAOnline.alaska.edu)) and submit by the **Oct. 1<sup>st</sup> deadline**. Monitor application portal to make sure all requested transcripts are received and all requested references are uploaded. *Only completed applications that are submitted on or prior to Oct. 1<sup>st</sup> will be considered.*
- **Phase II:** Faculty review and rank all applications for evidence of basic qualifications for admission to the MS program. The most qualified applicants will be identified and moved to phase three of the admission process.
- **Phase III:** The most qualified applicants are scheduled for a faculty interview and asked to provide a writing sample (directions will be provided).
- **Phase IV:** A final ranking of the most qualified applicants is done based on all criteria; the students with the highest rankings are admitted to the program. Students admitted to the program may begin taking classes in the spring, but must begin taking classes during the summer. The number of applicants accepted each year varies based on where students reside in the state of Alaska, and the availability of qualified preceptors and clinical sites. While every effort is made to accommodate clinical site

preferences, if sites are not available in a preferred community, the student may be required to do clinical in another locale.

The SON Graduate Program Council considers the following characteristics of competitive applicants:

- Academic potential to successfully complete the program within the required time frame
- Understanding of the role of the advanced practice nurse
- Professional integrity and maturity
- Interpersonal communication skills, including written and verbal
- Quality and quantity of health care experiences
- Time working as RN
- Quality of leadership and service activities
- Life-long learning
- Involvement in profession
- Exceptional achievements (examples: proficiency in other languages, diversity of clinical and life experiences, knowledge of other cultures, military service)

## Orientation

### UAA Graduate School

The UAA Graduate School has an annual orientation for new graduate students. Check with your MS/Certificate advisor for information on when this occurs.

### UAA School of Nursing (SON)

The SON also has an orientation for new graduate students every fall semester. Contact the SON Graduate Program Assistant for the time, date, and location (907-786-4593).

## SECTION III: Graduate Student Policies

### Transfer Credits and Petitions\*

To transfer credits from another University, the student and faculty advisor must fill out a [graduate petition](#) and submit catalog course descriptions and syllabi, as requested. The petition typically goes to the faculty person teaching similar content at UAA for approval. The advisor, program chair, SON Director, and COH Dean/Associate Dean must sign off on the petition. Then it is sent to the Graduate School Dean for a final signature. Please note that courses used toward a prior degree cannot be petitioned for credit towards the current degree. Petitioned courses must have been completed within seven years of the UAA graduation date.

### Pathophysiology, Pharmacology, and Physical Assessment (the 3 Ps)

Students in the PMH-NP and FNP MS programs need to take graduate-level advanced practice pathophysiology, pharmacology, and physical health assessment (known as the 3Ps). The courses should be completed within six months of the start of clinical coursework. Once all three courses are completed, students must take and pass the Advanced Practice Education Associates (APEA) exam for the 3Ps. The benchmark passing rate is 65 or higher. If < 65 is earned on any topic, the student must complete the APEA remediation for the failed topic and retake the exam within three months. The process must be repeated until the exam(s) are passed. The faculty will provide a detailed remediation plan, as needed.

Students who took the 3Ps at UAA a year or more before the start of clinical coursework, or who took the



courses at another university are required to take and pass the 3P exam with a 65 or higher. If the score is < 65 on any of the exams, the students will need to follow the remediation rules described above.

### Policy on Switching to Another Program/Specialty/Concentration

Once admitted to a SON program/specialty/concentration, a student may not automatically transfer to another program/specialty/concentration. If a student decides to pursue a different program/specialty/concentration, they must reapply and compete against other applicants during the next admission cycle. If admitted, the student must complete a graduate [Change of Emphasis](#) form.

- While waiting for the next round of admissions, the student must maintain continuous registration every semester, or the student may [Request a Temporary Leave of Absence](#) for no longer than one year.
- If the student is not accepted to the new specialty, they will be administratively withdrawn from the degree program.

### Continuous Registration and Progress

Graduate students are expected to make ongoing progress in their program of study, from admission through completion of the degree. This requires that the student maintain continuous registration every fall and spring semester through degree completion. Students who need to temporarily suspend their studies for personal reasons must [Request a Temporary Leave of Absence](#) through their advisor and the UAA Graduate School. If the leave is approved by the graduate school, the student is placed on inactive status for *up to one academic year*. If a student is unable to return to their studies after one year, they will be withdrawn from the program.

### Grading Policy

The graduate program at the SON uses letter grades (A-F). A student must achieve a B or better for the course to count towards the degree. The SON's grading rubric is as follows\*:

Grade	GPA (%)
A =	4.00 (90-100%)
B =	3.00 to 3.99 (80-89.9%)
C =	2.00 to 2.99 (70.79%)
D =	1.00 to 1.99 (60-69.6%)
F =	< 1.00 (< 60%)

*\*NOTE: When a student withdraws at or after the mid-point of a required course, the grade they have at the time of withdrawal will be noted as the grade earned for the purpose of the Good Standing Policy. Documentation of the grade, at the time of withdrawal, will be placed in the student's file. The determination of mid-point will be based on the start and end date of the class.*

All assignment grades in the MS and Graduate Certificate program will be calculated to 2 decimal places for entry into the grade book. No rounding will take place in the calculation of these grades (i.e., 83.5673 will be 83.56). Final grades will be calculated by adding and weighting the assignment grades per the course syllabus.

Students have **one week** after the return of a graded item, discuss a change of grade for the assignment with the instructor, based on a valid rationale. After one week, the grade becomes permanent and will be used in calculating the final course grade.

Students are expected to turn all graded and pass/fail assignments in on time. Grade deductions for late assignments may vary between assignments, courses, and faculty. The course syllabus will serve as the definitive policy for missed or late assignments.

## Good Standing Policy

The UAA SON Graduate Program has a Good Standing Policy. It is updated yearly and becomes effective immediately. Current students should be familiar with the most recent policy. When the policy addresses a grade, it will be referring to the SON grading rubric (see Grading Policy, including the special note, above).

### Requirements to Remain in Good Standing

To remain in good standing, the student must:

1. Meet **provisional admission** requirements within the admission letter time frame (if there were any).
2. Maintain **professional and academic standards** at all times.
3. Earn a **minimum B grade** in all required courses for the degree/certificate program. [Note: A student cannot be considered for SON admission unless a B grade (3.0) has been earned in all required graduate course work taken prior to admission]. Once admitted, students are expected to follow their plan of study. Any alterations must be made with the approval of the advisor.
4. Maintain **continuous registration** once admitted or ask for and is granted, a one-time-only leave of absence.
5. Make **continual progress** toward degree completion once admitted to the graduate program; the one exception would be if a student were on an approved leave of absence (see above).
6. DNP students must complete the project within three sequential semesters after finishing NSG A696c.

### Academic Probation

A student is placed on academic probation under the following circumstances:

1. If a student earns a C (2.0) in any required course for the **1<sup>st</sup> time** or withdraws at or after the midpoint of a course with a course grade of C (regardless of the cumulative GPA). 'Midpoint' is based on the start and end date of a given course.
  - A student remains on probation for up to one year until the course is re-taken the next time it is offered for a B or better. A student may take other core courses while waiting to re-take the course in which they received a C grade.
  - To re-take any course after being placed on academic probation, the student must fill out the [Graduate Re-enrollment Request](#), which includes a detailed strategy for success, a new plan of study, and a recommendation from course faculty to allow the student to repeat the course. Granting the re-enrollment request will be based in part on space and clinical site availability and successful completion of any remediation required by course faculty.

### Program Dismissal

Program dismissal occurs:

1. If a student fails to meet the **provisional admission** requirements within the time-frame indicated in the admission letter (assuming there are some).
2. If a student fails to re-take the **1<sup>st</sup>** course in which a C was received for a B or better the next time it is offered (within one year).
3. If a student earns a **2<sup>nd</sup>** C in any required course or withdraws at or after the midpoint of the course with a C or lower course grade.

4. If a student earns a D or lower in any required course for the 1<sup>st</sup> time or withdraws at or after the midpoint of the course with a D or lower course grade.
5. If a student fails to maintain *continuous registration* once admitted to the program or fails to request or be granted a leave of absence (only one leave of absence is allowed).
6. If a student at any time violates professional standards, fails to maintain academic integrity, and/or has RN license encumbered (includes, but is not limited to, engaging in unethical, unprofessional, or unsafe behavior).

### Graduate Re-Enrollment

Students who need to re-take a course must fill out the [Graduate Re-enrollment Request](#). This form requires a detailed strategy for success, a new plan of study, and a recommendation from course faculty to allow the student to repeat the course. If the faculty recommends remediation, that must be completed before the student re-takes the course. If there is a clinical component to the course, re-enrollment may be contingent on course and clinical space availability.

### Graduate Re-Admission after Program Dismissal

Students who are **dismissed** from the program may reapply for admission; however, a request for re-admission may or may not be granted. When making a decision regarding *readmission after program dismissal*, the Graduate Program Council will consider the entire content of the student's file, including all events leading up to the dismissal.

To request program readmission after dismissal, the student must submit a new application to the program (and if needed, to UAA), meeting all current application requirements. In addition, the student must submit a request for [Graduate Readmission after Program Dismissal](#), **which** includes a plan for success, a new plan of study, and faculty/program coordinator/chair recommendation. The request is then forwarded to the SON Graduate Program Council for consideration. The recommendation from the committee will be forwarded to the SON Director, who will make the final decision regarding readmission. The new plan of study will be based on the student's history and how much time has elapsed since a course was first taken. Some course work may need to be repeated. In addition, there may be remediation conditions that must be met satisfactorily prior to re-entry. Any student who has not taken classes in more than one year will need to test out of the 3Ps (pathophysiology, pharmacology, and physical health assessment) using the APEA exam or re-take the courses.

Students who are dismissed for non-progression reasons alone and who subsequently are granted readmission will be considered in good standing when they begin their course work. Examples of students being dismissed for non-progression reasons include, but are not limited to, withdrawal from classes when in good standing and/or delayed coursework in the program for more than a year. A new plan of study must be submitted with the request for readmission. Some course work may need to be repeated, depending on how much time has elapsed since a course was first taken. Any student who has not taken classes in more than one year will need to test out of the 3Ps (pathophysiology, pharmacology, and physical health assessment) using the APEA exam or re-take the courses.

All students dismissed from the program for **academic or professional reasons** (e.g., violation of academic and/or professional standards, grade issues) and who subsequently are granted readmission, will remain on **probationary readmission** throughout the remainder of his/her program. **Probationary readmission** is on a space-available basis and is valid as long as the student remains in good standing. In making a decision regarding **readmission after program dismissal for academic or professional**

**reasons**, faculty will take into consideration the philosophical statement on academic integrity approved by faculty in 2009:

*The profession of nursing holds its members to high standards of conduct. Nurses are expected to be knowledgeable, honest, ethical, responsible, accountable, respectful, and trustworthy. As licensed and practicing RNs, individuals admitted to the graduate nursing program should possess these core attributes. Students are expected to demonstrate professionalism in all aspects of their academic work. Academic integrity violations demonstrate a lack of core professional values and will not be tolerated in any form. Graduate student nurses should be practicing with the highest moral, ethical, and professional standards. As such, any proven occurrence(s) of academic dishonesty will result in severe consequences.*

## SECTION IV: Student Representation

### Student Government (UNION OF STUDENTS)

The Union of Students provides opportunities to serve on University boards, committees, and task groups that make UAA policy recommendations and decisions affecting students, faculty, and administration. To find out more information, go to the following website: <http://www.uaa.alaska.edu/unionofstudents/>.

### Graduate Student Association

The Graduate Student Association (GSA) represents the interests of all students wishing to attain advanced degrees by communicating with the university administration to effect positive change. You can find out more about the GSA at their website: <https://www.uaa.alaska.edu/academics/graduate-school/graduate-student-association/gsaofficerbios.cshtml>.

The GSA strives to make UAA a more competitive institution by maintaining a living wage, adequate health insurance, sufficient resources, and administrative support for all graduate students. In addition, the Graduate Student Association provides a supportive community for students in all colleges and departments. Any UAA student is welcome to attend GSA meetings and events. Potential and incoming graduate students are encouraged to contact the GSA with any questions about being a graduate student at UAA.

### Graduate Representation on SON Committees

Students are the reason the SON exists. Every effort is made to encourage and facilitate student participation and input into all phases of the educational process. Student representatives are included in the membership of the University of Alaska Board of Regents as well as on a variety of UAA committees. The School encourages student participation in all aspects of campus life: in formal and informal contacts with the SON Director and faculty, and in the committee work of the SON, the UAA Graduate School, and UAA Governance.

Committees function to facilitate, coordinate, and develop the purposes of the School in an orderly fashion. Each faculty member serves on at least one standing committee. Student representation on selected standing committees is solicited each year by faculty.

Participation in the SON Graduate Program Council is an avenue by which students can provide input to the faculty about program policies, admissions, and curriculum. Any graduate student interested in serving on the committee may submit their name to a faculty member or the Graduate Program Chair.

## SON Graduate Program Council

The Graduate Program Council (GPC) has several functions as delineated below. It meets on the first, second, and fourth Monday of the month from 0945 to 1115. Student members are not allowed in sessions when we are discussing specific students (e.g. during actual admissions).

### □ Program Assessment Functions:

- Make recommendations regarding the Graduate Program to the SON Faculty Association.
- Serve as an ongoing problem-solving group related to daily functioning of the Graduate Program.
- Provide for ongoing evaluation and future development of the Graduate Nursing program
- Provide a forum for students to address issues.
- Review, analyze, and report on the program assessment of student outcomes and to make suggestions for changes in measurement and data collection methods.

### □ DNP Project Advising

- Make recommendations regarding DNP project processes.
- Serve as an ongoing problem-solving group for DNP Project-related issues.
- Provide for ongoing evaluation and future development of the DNP project.
- Provide a forum for students to address issues.

### □ Curriculum Functions:

- Review and make recommendations on all courses proposed as new offerings for the Graduate Program.
- Conduct periodic curriculum evaluation of all programs.
- Review and make recommendations regarding student petitions for exceptions to the usual program of study.
- Periodically review and update advising materials for the Graduate Program.
- Review non-nursing course requirements for the programs.
- Make recommendations to the Director of the SON regarding proposed changes in the Graduate Nursing program curricula.
- Make recommendations and facilitate planning for curriculum development workshops.
- Utilize the results of outcomes evaluation in curricular decision-making (reviewing systematic program assessment plan, data from exit survey, alumni survey, and employer survey).

### □ Admissions, Retention, and Progression Functions:

- Coordinate, implement, and evaluate admissions, retention, progression activities for the Graduate Nursing program.
- Review and evaluate students for admission, dismissal, and readmission. (NOTE: this activity is closed to student participation).
- Make recommendations to the Director regarding admission, dismissal, and readmission of students. (NOTE: this activity is closed to student participation).
- Design and implement activities to foster the retention and progression of students.
- Evaluate admission policy and make recommendations for change to the Director and SON Faculty Association.
- Monitor and evaluate student-advising processes and make recommendations for changes in advising processes.
- Develop, implement, and evaluate recruitment activities.

## Graduate Membership in Professional Organizations

### THETA OMICRON CHAPTER OF SIGMA THETA TAU

Sigma Theta Tau is the International Honor Society of Nursing. Chartered in 1986, Theta Omicron is the UAA Chapter of Sigma Theta Tau.

Membership in Theta Omicron is open to graduate nursing students who have completed at least 25% of the required courses and is by invitation. Eligibility criteria include enrollment in the nursing graduate course work and being in the upper 35<sup>th</sup> percentile of the graduating class as measured by cumulative GPA. Induction to Theta Omicron occurs in the spring semester, generally around the time of May graduation.

Theta Omicron carries out a number of activities that support the ongoing education of nursing professionals and that facilitate nursing scholarship. In addition, the organization recognizes leadership with the annual award of the Tina DeLapp/Theta Omicron Professional Excellence Award.

### HONOR SOCIETY OF PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was founded in 1897 at the State Universities of Maine, Tennessee, and Pennsylvania to recognize and encourage superior scholarship in all academic disciplines. The UAA chapter of Phi Kappa Phi was chartered in 1990. The Society was named Phi Kappa Phi from the initial letter of the Greek words forming its adopted motto “Philosophia Krareito Photon,” “Let the love of learning rule humanity.” Nomination to Phi Kappa Phi is very selective and is based upon academic achievement and good character. Membership in Phi Kappa Phi is limited to the top students of each graduating class; a minimum cumulative GPA of 3.8 is required for an invitation to membership to be issued.

## SECTION V: Graduation Information

### Application for Graduation

During the semester you plan to graduate, the student must fill out an online **application for graduation** form. Students will have until the week before ‘finals’ week of the semester to apply to graduate. However, if you are graduating in the spring and want your name to appear in the commencement program, you must apply by the deadline noted on the UAA calendar: <https://www.uaa.alaska.edu/students/registration/>. There is a fee that must be paid, through UA online, at the time you submit your application. The application for graduation form can be found at <https://www.uaa.alaska.edu/students/registrar/registrarforms.cshtml>

Students who apply for graduation and who do not complete their degree/certificate requirements by the end of the semester in which they have been approved to graduate, but are within six credits of completion, will have their application request changed to the following semester by the Office of the Registrar. This courtesy change will be granted **one time**. Students with more than six outstanding credits of requirements remaining, or who have six credits, or fewer remaining for a second semester, must reapply for graduation and pay another application fee.

### Commencement Ceremonies

UAA Commencement ceremonies are held in December after the end of fall semester and May at the end of the spring semester. All students are encouraged to participate in graduation ceremonies.

Students who will be graduating with honors will need to contact Enrollment Services to find out procedures for picking up honor cords the day of the commencement. Commencement is usually held on the first Sunday after the end of spring or fall semester. Commencement will be held in the UAA Sports Arena.



## SON Graduation Reception (Recognition Ceremony)

The recognition ceremony for nursing graduates is a function separate from the formal University graduation (commencement ceremonies). It is held in December for associate, baccalaureate and graduate students completing their program at the end of the fall semester, in April for the associate degree, baccalaureate, and graduate students completing their program at the end of the spring semester, and in August for baccalaureate and graduate students completing their program in August. Graduates of all nursing programs are honored at these ceremonies. General information on graduation can be found at <http://www.uaa.alaska.edu/commencement/graduating-students/index.cfm>

The recognition ceremony provides graduates with an opportunity to celebrate their achievements with friends and family in a personal way. Participation in the graduation reception is optional. Planning the ceremony is the responsibility of the SON Student Affairs Committee, which is composed of faculty and student representatives. Graduating students fund costs associated with the recognition ceremony, generally by soliciting donations and by selling tickets to friends and family members.

At the graduation reception, school pins and special awards are presented to graduating students. Student input is vigorously sought in the planning of the ceremony so that the event is a personally meaningful celebration.

## Graduate Degree Hooding Ceremony

The special graduate student Hooding Ceremony adds to the graduation experience by making it possible to focus on advanced degree candidates and their accomplishments. It allows graduate faculty and staff, family, and friends a chance to witness the ceremonial hooding of the graduate student in a more intimate setting. **Please Note:** This special Hooding Ceremony does not take the place of Commencement. Graduate Students will continue to walk and have their degrees conferred at Commencement. More information on the hooding ceremony can be found at <https://www.uaa.alaska.edu/students/commencement/graduate-degree-hooding-ceremony/>

## UAA Catalog & Graduate Policies

### CHANGE OF MAJOR OR EMPHASIS/SPECIALTY AREAS

If a SON graduate student, who is admitted to a program/emphasis area, wants to switch to another program, they must apply and compete with other applicants. If the SON graduate faculty accept the student to the new program/emphasis area, the student will need to complete the [Change of Major or Emphasis Area Form](#) and submit it to the Graduate School for final approval. Students will be expected to meet all admission and program requirements of their new major or emphasis area. Also, they must submit a revised Graduate Study Plan to the Graduate School through their advisor/committee within one semester.

Only 400- and 600-level courses approved by the graduate student's advisor, graduate studies committee, and dean or designee may be counted toward graduate program requirements. Courses at the 500 level are for professional development and are not applicable toward any degree.

At least 21 resident credits must be taken at the graduate level (600) for any master's degree. For performance comparison only, in 600-level courses, a grade of P (pass) is equivalent to a minimum grade of 'B' but does not enter into the GPA calculation.

All credits counted toward the degree, including transfer credits, must be earned within the consecutive

seven-year period for a master's degree or the consecutive 10-year period for a doctoral degree prior to graduation. If these requirements are not met, admission expires, and the student must reapply for admission and meet the admission requirements in effect at that time (see Catalog Year in [Graduate Degree Policies](#)).

The web page addressing [Graduate Policies](#) covers the following information:

1. Academic appears
2. Academic standing
3. Additional Master's degrees
4. Catalog year for graduate degree programs
5. Change of degree
6. Change of major or emphasis area
7. Concurrent degrees
8. Continuous registration
9. Formal acceptance to Graduate Degree Programs
10. Full-Time/Part-Time status for graduate degree programs
11. Graduate advisor
12. Graduate assistantships
13. Graduate studies committee
14. Graduate studies plan
15. Leave of absence
16. Non-Degree-Seeking students
17. Reinstatement to Graduate Degree-Seeking Status
18. Resident credit
19. Transfer credit.

This handbook is updated annually. However, sometimes, updates are needed right away. When changes are made they become effective immediately, unless otherwise noted. Students, staff, and faculty will be notified via the graduate BlackBoard shell and UAA email of any changes.