School of Nursing

College of Health

The Nursing Programs of the School of Nursing (SON) are approved by the Alaska State Board of Nursing (BON) and are accredited by the National League for Nursing Accrediting Commission (NLNAC).
It is the policy of the University of Alaska to provide equal education and employment opportunities and to 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. Inquiries regarding application of these and other regulations should be directed 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).

Note: Updates to the 2014-2015 Student Handbook may periodically be made and will take precedence.

All updates will be posted on: http://www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm
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.

This handbook has been divided into two parts. Part I applies to all students in all programs and Part II is specific to your program. The handbook is designed to assist you in becoming familiar with various aspects of your chosen degree program. Please take the time to familiarize yourself with the contents so that you will know where to locate specific information as it is needed. Use this handbook in conjunction with the UAA Course Catalog. In addition, please take advantage of interacting with the SON faculty.

Throughout this handbook, we will use the term ‘semester,’ which applies to most students. However, in the Baccalaureate program, many courses follow a trimester (14 week) schedule. The rest of the UAA courses and deadlines are based on a semester system.

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

The School of Nursing Faculty
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PART 1: School of Nursing Information

SECTION I – INTRODUCTION

PURPOSE
The mission of UAA School of Nursing is to promote health and wellbeing of diverse populations by fostering excellence and innovation in nursing education, research and clinical practice.

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 input of members and functions as coach and team builder. Leadership expects results and holds members accountable. Membership expects results and holds leaders accountable.

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 MS, 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:
- 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 core 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 interprofessionally 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 quality of care is measured it is compared to a ‘standard’; it addresses standards of “excellence” set by the profession AND by the health care system; and that the UAA SON can be on the forefront in setting standards (hence, promote standard) or by being good follower (hence, achieve standard) or a standard-bearer (maintain standards). We emphasize that both processes and outcomes may be examined contribute to quality.

**NURSING PROGRAM PHILOSOPHY**

The following are the beliefs of the faculty regarding professional nursing, health, client systems, academic integrity, nursing education and 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 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 wellbeing, 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. As licensed and practicing RNs, individuals admitted to the graduate nursing program should possess these core attributes. 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 advance practice 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 baccalaureate level, nurse specialists at the master's level, and emphasizes the development of research expertise at the doctoral level. At each successive level of nursing education, knowledge and skills in practice, consultation, collaboration, research, 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 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 in 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 are 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 to acquire 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 to develop skills in evaluating their need for continuing 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.

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 departments and organizations in the COH. They are listed below:

- Alaska Geriatric Education Center
- Center for Community Engagement & Learning
- Center for Human Development
- Department of Health Sciences
- Department of Human Services
- Institute for Circumpolar Health Studies
- Interprofessional Health Sciences Simulation Center
- Justice Center
- NRC for Native Elders
- Occupational Therapy Program
- Pharmacy Program
- Physical Therapy Program
- School of Allied Health
- School of Nursing
- School of Social Work
- WWAMI School of Medical Education

The COH is administered by Dean, Dr. William Hogan, who reports directly to the Provost, and Administrative Dean, Dr. Dean Susan Kaplan. The Director of the School of Nursing is Dr. Barbara Berner, who reports to the 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 administration of the nursing programs are the Associate Director (Maureen O’Malley, PhD, RN), the Chair of the Graduate Nursing Program (Jill Janke, PhD, RN), the Chair of the Baccalaureate Program (Catherine Sullivan, MSN, CPNP, RN) and the Chair of the Associate of Applied Sciences (AAS) Nursing Program (Kathleen Stephenson, MS, RN)

**SECTION II - GENERAL POLICIES**

**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**

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. Students with disabilities who require a service animal should contact Disability Support Services.
ELECTRONIC COMMUNICATION DEVICES
Cellular phones and audible electronic devices should be turned off during classes, audio conferences, laboratory and clinical laboratory sessions. If audible communication devices ring 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 advisor or with the program chair.

SUPPORT FOR NURSING MOTHERS
The SON will make every attempt to support students who are breastfeeding their babies while a student in a nursing program. 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, 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 insure 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 insure 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 clinical sites, including those clinical experiences located well outside of campus. Students assigned to clinical learning experiences on military bases are required to carry and provide proof of automobile liability insurance.

SELECTION OF CLINICAL EXPERIENCES
Students will 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. 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.

DISTANCE CLASSES
On occasion a student may elect to complete a clinical learning experience at a site distant from the primary learning site (e.g., for Anchorage-based students, in another community) and to participate in required classroom sessions by telephone audio conference. When this occurs, the student is responsible for the cost of all additional long distance charges or technology fees incurred in relation to such participation.

COMPUTER COMPETENCIES
Students are strongly urged to gain basic skills in keyboarding and the use of computerized word processing programs prior to beginning the clinical nursing major as well as use of the UAA e-mail system and
Blackboard. Competence in Microsoft Word will enable the student to utilize the word processing software that has been loaded onto the computers located in the Nursing computer lab. Use of UAA e-mail and Blackboard will be required for all nursing courses.

SOLICITING FUNDS OR IN-KIND DONATIONS
There may be times when the SON encourages students to solicit funds or in-kind donations for SON-sponsored events (e.g., SON Recognition Ceremony, Student Nurses’ Association charity events, or other community course activities). In these cases, a student 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 used for the purpose indicated to prospective donors.

If a student is soliciting funds or in-kind donations for 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 use the logo or name of the SON when approaching prospective donors.

PERSONAL COMPUTERS
Access to a personal computer with Internet access is strongly encouraged for all students enrolled in the clinical nursing major. **NOTE: THE UAA CAMPUS HAS WIRELESS INTERNET ACCESS.**

EQUIPMENT IN CLASSROOMS
Classrooms 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. Technical difficulties should be addressed to the SON Media/Materials Technician.

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 actors. Students care for the individual 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.

LOCKERS
Lockers and locks are available for students in the HSB 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 in not returned, the stored items will be discarded and the student account will be charged a fee.

REQUESTING A REFERENCE 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 the letter, students need to complete the UAA Reference Letter Request – FERPA Release and Release of Liability form. Click the link below.
http://www.uaa.alaska.edu/records/upload/Reference-Request.pdf
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 referral to the UAA Dean of Students for judicial review and disciplinary action according to the Code.

The Code is available on the UAA website: http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code.cfm.

UAA faculty members have developed a web page which includes UAA policies and student resources regarding Academic Integrity and Honesty: http://www.consortiumlibrary.org/blogs/ahi/uaa-apu-policies-and-procedures/. The site includes material designed to help students understand what plagiarism means and how it can be avoided. Students are encouraged to complete the tutorial which provides more detail.

Students are expected to meet individual course academic expectations for functioning safely, responsibly and professionally in the clinical setting. Failure to meet course professionalism expectations 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 maintain the moral standards of academic honesty.*
SON faculty define cheating and plagiarism as follows:

**CHEATING:** "To deceive, mislead or act dishonestly." (Webster, 1980)
- In the context of your university and nursing education, cheating includes actions, verbalizations and written material which are given or received in a manner that breaks the rules of conduct and nursing standards in the clinical or academic setting.
- Examples include covering an untruth, sharing what is on an exam or quiz with someone else, copying or using someone else’s work as your own, using sources during a closed book exam, etc.

**PLAGIARISM:** "To take and use as one’s own the writings or ideas of another." (Webster, 1980)
- Plagiarism is a form of cheating. Any use of someone else’s information or ideas without giving credit to the source is plagiarism.
- Examples include copying or paraphrasing without quotes or citing the source. Students should also familiarize themselves with the *University Policy on Academic Dishonesty* in the UAA Catalog.

**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 governing nursing practice. 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 and Purdy, 1992; Noddings, 1984). The UAA SON expects all faculty and students to follow the ANA Code of Ethics. The Code can be viewed online [http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/2110Provisions.aspx](http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/2110Provisions.aspx).

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.

**GIFTS TO AND FROM STUDENTS**
Students are strongly discouraged from accepting gifts from clients and families. Health care agencies do have ethical guidelines for their employees prohibiting the acceptance of gifts and students should follow these same guidelines. Although not strictly forbidden in the ANA Code of Ethics, the issues of boundaries, relationship to clients and provision of care support the non-acceptance of gifts from clients. A thank you card is acceptable, but any monetary gift or gift of value should not be accepted by students.

Gifts to instructors are highly discouraged using the same ethical principles used for the student-patient relationship. Appreciation can be expressed to instructors through the use of thank you cards and letters of appreciation for faculty files which are used for promotion and tenure review for faculty.

References:  
- Standards for Professional Nursing (ANA, 11/86)  
- Ethics in Nursing: Position Statements and Guidelines (ANA, 6/88)  
- Ethical Dilemmas Confronting Nurses (ANA Committee on Ethics, 2/90)  
- Code for Nurses with Interpretive Statements (ANA, 6/91)  
- Ethical Principles in the Conduct of Research with Human Subjects (APA)  
- Feminist Perspectives in Medical Ethics (Homes and Purdy, 1992)
SUBSTANCE ABUSE
On April 21, 1989, the University of Alaska Board of Regents adopted Policy 04.10.09 concerning a drug-free workplace. The following points will further explain the position of the School of Nursing on this important issue.

➢ 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.
➢ 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.
➢ The University recognizes drug dependency as a major health problem. The University also recognizes drug abuse as a potential safety and security problem.

Additionally, 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). The SON policy for dealing with substance abuse by students begins below.

POLICY AND PROCEDURE FOR SUSPECTED SUBSTANCE ABUSE BY STUDENTS
Abuse of chemical substances, including alcohol and illegal drugs, is incompatible with success as a nursing professional. This may include drugs that have been obtained with a prescription.

Engaging in clinical nursing practice activities or coming to class, the workplace, computer laboratory, and the simulation laboratory while under the influence of alcohol or controlled substances constitute unprofessional nursing practice and will not be tolerated. Possessing and/or using alcohol or controlled substances on campus violates UAA policy (described in the UAA Catalog, Student Life Section) and may subject the student to University discipline.

PROCEDURE WHEN SUBSTANCE ABUSE IS SUSPECTED
The following behaviors 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 breath.

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.

When indicated, consultation with faculty members with special expertise in substance abuse may be sought.

When indicated, the faculty member will initiate a conference with the student. At the conference:

- The suspicion of substance abuse and supporting evidence will be conveyed to the student.
- The potential and professional consequences of substance abuse will be conveyed to the student.
- The student is 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 a student regarding the possible substance abuse will be written. The faculty member 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 (original placed in the student's file, a copy to the student). Conference Summaries regarding possible substance abuse shall be retained in the student's file until graduation and at that time removed and destroyed.

PROCEDURE WHEN STUDENT APPEARS UNDER INFLUENCE

Procedure when a student appears to be under the influence of a chemical substance in the clinical setting:

The instructor will confront the student with the suspicion that s/he is under the influence of a chemical substance (drugs or alcohol). The instructor 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 clinical setting immediately.

If the student denies being under the influence of a chemical substance and the evidence is strong (e.g., odor of alcohol on breath or use of a drug observed by an instructor, a staff member or another student), the student will be immediately requested to have a urinalysis and blood drawn for a toxicology screening. Refusal to undergo a toxicology screening will result in the student being required to leave the clinical setting immediately.

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 clinical setting unless, in the instructor's judgment, safety would be compromised.

When arriving at a decision regarding the safety of allowing the student to remain in the clinical setting, the instructor may consult with the nurse manager of the unit to which the student is assigned (if this occurs in a clinical agency) or with the SON Administration. Prior to the next class/clinical day, the student will be required to meet with the instructor 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 achieved.

Student Ride Home When Under Influence

Students required to leave the clinical setting for being under the influence of a chemical will not be allowed to drive themselves home. The process for ensuring that the student arrives home safely will be as follows:

- The student will call someone to come to drive him/her home. If there is no one to call:
- The student will contact a taxi cab to drive him/her home. If the student cannot pay for a cab:
- The instructor will call a taxi cab and 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 a petty cash reimbursement.
- If the first three options are not feasible, the instructor shall contact the Course Coordinator, Program Chair or Director of Nursing for assistance.
Plan for Preventing Future Occurrences
The plan for preventing future occurrences will include the following elements:
- Requirement that the student undergo a substance abuse evaluation by a qualified counselor approved by the Director of Nursing or designee.
- Requirement that the student comply with counseling recommendations resulting from the evaluation with documentation of compliance to be provided by the counselor to the School of Nursing at least every six weeks until, in the judgment of the counselor, treatment is no longer required.
- Requirement that the student 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 cost of the substance abuse evaluation, recommended counseling and required toxicology screening shall be the responsibility of the student.

Refusal to agree to a plan including the elements described above will result in the student being dismissed from the nursing major. Readmission shall be on a space-available basis and shall be contingent upon agreement to cooperate with a treatment plan that contains the elements described above.

Student’s Continued Presence in Clinical Setting
A judgment that the student’s continued presence in the clinical setting constitutes a threat to safety or the clinical environment is justified if:
- The clients to whom the student is providing care may be harmed by that care.
- The student is disrupting the clinical environment for others. Or
- The student requires such close supervision by the instructor that other students cannot be adequately supervised if the student remains in the setting.

Conference Summary
In all cases involving admitted or suspected substance abuse in the clinical setting, a Conference Summary will be written. The Conference Summary will include the following:
- A description of the behavior that resulted in the need for a conference.
- A description of the conference and its outcomes, including any plan that is developed to prevent similar situations in the future or a refusal by the student to participate in the development of such a plan.

The original Conference Summary will be signed by the faculty member, the student and, if appropriate, the Program Chair. The student's signature shall be construed to mean that the conference occurred and that the summary accurately describes the conference content and outcomes (original to be placed in the student's file with a copy going to the student). Conference Summaries regarding possible substance abuse shall be retained in the student's file until graduation and at that time shall be removed and destroyed.

DRUG TESTING
Students may be required by the assigned clinical agency to undergo a substance abuse test on or before the first day of their clinical experience. If a substance abuse test result is positive, the student will be denied access to the clinical setting in accordance with the policies of the clinical agency and the SON Substance Abuse Policy in this Handbook.
SECTION IV - CLINICAL POLICIES

DOCUMENTATION OF HEALTH STATUS

Students wishing to be enrolled in clinical nursing courses are required to provide documentation of having met the following health requirements before the first clinical experience:

- **Mumps, Rubeola and Rubella** immunity must be demonstrated by TITER OR documentation of the MMR two-shot immunization series.

- **Immunity to chicken pox**: immunity must be demonstrated by TITER OR documentation of the varicella two-shot immunization series.

- **Immunization against Tdap** (Tetanus, Diphtheria, Pertussis). **Proof** of one dose of Tdap as an adult, followed by Td booster every 10 years thereafter (must remain current throughout the nursing program).

- Documentation of **freedom from active tuberculosis**, demonstrated by initial negative 2-step tuberculin skin test (TST) (or also referred to as the Purified Protein Derivative or PPD test) followed by **ANNUAL TST (PPD)**. If TST (PPD) is positive, student must produce proof of negative chest x-ray followed by annual health examination by an approved health provider (medical doctor, osteopath, nurse practitioner or physician’s assistant).

- Documentation of having had an **ANNUAL HIV test** (results are not required and should not be turned in).

- **Hepatitis A**: immunity must be demonstrated by TITER OR documentation must show that you have received at least the first immunization in the hepatitis A two-shot series. Completion of the two-shot series is required for enrollment in the second clinical course.

- **Hepatitis B policy**: If your hepatitis B titer is negative after completing the three-shot immunization series, a second three-shot series, followed by another titer is required. If the second titer is also negative, you will be declared a “non-responder” and no further doses or titers will be required.

SUBMISSION DEADLINES

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. 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.

3. 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 in the SON Forms section of the Handbook. 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).
4. 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.

5. 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

Documentation should be in the form of a photocopy rather than the original. Acceptable documents may include:

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

Documentation is maintained in a separate and secure health documentation file in the School of Nursing offices. Upon request, documentation may be returned to the graduating student at the end of the final semester of enrollment.

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 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 SON Forms section for the 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 may 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. And
- To meet the requirement of clinical agencies that provide clinical learning experiences for students.

A student who is denied access to clinical agencies because of their criminal background will be dismissed from the nursing program.

The background checks must be obtained and reported to the School of Nursing prior to beginning clinical courses. 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.

RESULTS OF INITIAL BACKGROUND CHECK
If a student has a barrier crime restriction in place, the student will be denied access to clinical agencies and will be dismissed from the nursing program.

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. See contact information on the Board’s website.

http://commerce.alaska.gov/dnn/cbpl/ProfessionalLicensing/BoardofNursing.aspx

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 STUDENT ILLNESS OR INJURY
It is strongly recommended that students maintain personal health insurance throughout their enrollment in the nursing programs. Health insurance is available for UAA students to purchase and information is available on the UAA Student Health Center website: http://www.uaa.alaska.edu/studenthealth/eligibilitybillinginsurance/insurance.cfm

Students are also encouraged to take advantage of the low cost health services available through the Student Health Center available at UAA and on some distance campuses (fees will be required at distance campuses).

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 provide documentation of existing health insurance or to purchase 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.

PROFESSIONAL LIABILITY INSURANCE
All students enrolled in clinical courses are covered by student professional liability insurance through 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 wear conspicuously 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 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 of 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.
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:

- **Appropriate footwear.** Tennis shoes and open sandals are not considered appropriate footwear.
- **A white laboratory coat, fingertip length, with UAA patch over street clothes (not jeans) when visiting a clinical facility.** UAA SON name badges are to be worn in a visible location with the lab coat. (A separate dress code may be required for community clinical experiences).
- **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.**
- **Extreme styles of dress, hairdos and makeup are not permitted.**
- **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 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 discouraged to show consideration for those with sensitivities and allergies.**
- **Wearing jewelry on other exposed pierced body sites may pose a safety risk to the student and/or patient and, therefore, should be removed.** If a piercing cannot be removed, some clinical agencies require that it be covered.

> *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.*

**MEDICATION ADMINISTRATION**

All students are expected to exercise caution in administering medications and to adhere to clinical agency policies. Specifically, prelicensure nursing students (BS and AAS) must be directly supervised by a registered nurse in performing certain high-risk activities in clinical settings. Supervision will be accomplished by either the clinical instructor or a staff RN according to agency policy. At minimum, 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 anti-coagulants) 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.**
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 contaminate 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 nursing lab, prior to any practice or handling of blood or body fluids. All UAA nursing student 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 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 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, to include 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 a suspected exposure to body fluids:

- Apply first aid or arrange for emergency assistance (911) if needed. Allow affected person 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.

- 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 clearly 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 an exposure should complete the UAA Needlestick Mandatory Report Form within two working days. The form can be located at http://ehsms.uaa.alaska.edu/UAA%20Needlestick%20Report%20Form.pdf.

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 blood borne 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 Needlestick 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

The SON has a latex allergy policy that provides guidelines for the prevention, identification and management of allergic reactions to latex among nursing students and faculty.

Natural latex products are manufactured from fluid derived from the rubber tree, Hevea brasiliensis. Latex proteins and chemicals used in 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.

**PURPOSE OF THIS POLICY**
- Educate nursing students and faculty about the sources, types and signs and symptoms of reactions to latex.
- Provide recommendations for 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.
- Insure information is available in skills labs that describes 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 anti-histamine (*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 an 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
http://www.latexallergyresources.org/

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

The SON has an unusual occurrence policy that provides a mechanism for the reporting of unusual occurrences involving students while in the clinical setting. Examples of unusual occurrences include medication errors, patient falls and student injuries. Unusual occurrences are reported on a "UAA SON Unusual Occurrence Form" within 24 hours of the occurrence; the form is located at the end of this section. These reports are used to document the event and safety hazards and as a basis for student counseling. See the SON Forms section for Unusual Occurrence Form.

PURPOSE

The purposes of this policy are to:

- Provide a mechanism for unusual occurrences to be reported and 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 operational or safety standards of the clinical agency.

EXAMPLES OF UNUSUAL OCCURRENCES (THE FOLLOWING LIST OF OCCURRENCES IS NOT EXHAUSTIVE):
- Medication errors (including errors involving lateness, omission or commission)
- Treatment errors
- Patient falls or injuries
- Student injuries - or potentially injurious events
- Instructor injuries
- Equipment damage
- Administrative errors
- Errors that may be "remedied" within the institution by obtaining a "covering" physician's order

APPLIES TO
- Students engaged in clinical practice within the context of their studies in clinical nursing courses
- Faculty members performing within the context of their UAA employment

PHILOSOPHY
Unusual occurrences are regarded by the faculty as providing opportunities to students, faculty and institution/agency staff to identify and prevent potentially dangerous situations in the clinical setting. They also present a learning opportunity to individuals involved in the occurrence.

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

It is the responsibility of the faculty member to 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.

PROCEDURE FOR UNUSUAL OCCURRENCES INVOLVING STUDENTS
When an unusual occurrence involving a student of the UAA SON is identified by the student or the faculty member, the following steps should be carried out.
1. The student and faculty member shall immediately implement the policy of the institution/agency regarding unusual occurrences.
2. Within 24 hours following the incident, the student and instructor shall jointly complete the “UAA SON Unusual Occurrence Form.”
   a. A copy of the form shall be placed in the student's file in the SON. Forms reporting injuries to the student shall be retained in the file indefinitely; all other unusual occurrence forms shall be retained in the student's file until the student's graduation and at that time removed and destroyed.
   b. The original form shall be forwarded through the 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 student's file 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:
      1) 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.
      2) 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 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 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 of student file to determine developing pattern and appropriate counseling).

**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, 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 no option for re-enrollment in a future offering of the course. This consequence includes dismissal from the nursing program. (This penalty is automatically applied if it is apparent that the student has 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 and the staff to believe that the student is not likely to seek appropriate assistance or follow direct instructions from faculty or staff. Such actions shall be subject to the Grade Appeals Policy outlined in the UAA Catalog.

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**SECTION V – DISPUTE/COMPLAINT RESOLUTION POLICIES**

**POLICY ON RESOLUTION OF DISPUTES INVOLVING ACADEMIC DECISIONS OR ACTIONS**

The SON follows the UAA Policy “Student Dispute/Complaint Resolution Procedure” as discussed in the current edition of the UAA Fact Finder Student Handbook & Planner. The policy can be found online at [http://edit.uaa.alaska.edu/studentaffairs/fact-finder.cfm](http://edit.uaa.alaska.edu/studentaffairs/fact-finder.cfm)

According to the UAA Student Handbook, challenges to academic decisions or actions should be referred to the dean/campus director or designee. In the case of SON students, the challenges or complaints are referred to William H. Hogan, Dean, College of Health. The contact information for Dean Hogan is shown below.

William H. Hogan, Dean, College of Health  
Professional Studies Building, Rm 205C  
E-mail: wwhogan@uaa.alaska.edu  
Phone: 907-786-4407

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**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 General Course Catalog or the UAA Fact Finder Student Handbook. Download the Fact Finder Handbook at: http://www.uaa.alaska.edu/studentaffairs/fact-finder.cfm.

MAINTENANCE OF ACTIVE STUDENT RECORDS:
A file for each student actively pursuing the nursing major is kept in a secure location. The hard copy file is referred to as the advising file. It contains all admission documents: application to UAA, copies of transcripts from high school and previous postsecondary institutions attended, transcript evaluations and evaluation worksheets, admissions test scores, a current unofficial UAA transcript, School of Nursing application, letters of recommendation and a plan of study. Additionally, the advising file may contain petitions, progress reports, incident or unusual occurrence 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 computerized database is maintained. It contains the following: name, current address, phone number and e-mail address, assigned advisor and current clinical class enrollment. In addition, this database will contain personal information submitted on the UAA application and SON confidential form, such as birth date, gender; ethnic background, marital status and income (see copy of SON confidential form).

Copies of the Health/CPR Certification/Background Check records are maintained separately from the student’s academic advising file. Students are advised to retain the originals of these documents. While copies of health/CPR Certification/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 will be 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 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 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 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 those 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 that facility/agency may be provided to an authorized representative of the facility on demand of 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). Documentation of students’ immunity to rubella and rubeola was also requested by agencies in Fall 1997 when the state experienced a measles outbreak.

Information contained in the computerized database is also utilized to compile statistical reports (i.e., to the National League for Nursing and the Alaska State Board of Nursing) 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 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 Masters 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 Undergraduate
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 both 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 curricular design is changed, copies of the relevant syllabi and handbooks will be archived along with the program curricular design materials.

Undergraduate Handbook: A yearly copy of the Undergraduate 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 representation of such as mentioned above, will be kept for a minimum of eight years in an easily accessible form (e.g., 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 name of course and semester completed. Response time for preparing copies can be expected to be at least one week from receipt of the request. Course handbooks and the Undergraduate Handbook will not be reproduced. After eight years, a student should not expect the School of Nursing to retrieve and copy course materials.

**STUDENT HEALTH SERVICES**

**STUDENT HEALTH AND COUNSELING CENTER**

A student health and counseling center is available on several campuses. The 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 referral 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. For more information call 907-786-4040 or go online at [www.uaa.alaska.edu/studenthealth/](http://www.uaa.alaska.edu/studenthealth/).

**DENTAL HYGIENE CLINIC**

On the UAA 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. More information can be found at http://www.uaa.alaska.edu/alliedhealth/dentalclinic/index.cfm

PSYCHOLOGICAL SERVICES CENTER
The center at UAA 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.

COUNSELING & SUPPORT SERVICES
The UAA Student Affairs Counseling Services provides short-term personal counseling for concerns affecting academic success such as stress, situational crises, and life changes. Other services include student advocacy, workshop presentations, and referrals. These counseling services are provided at no charge to UAA students. For more information call 907-786-6158.

ACADEMIC RESOURCES

ADVISING AND TESTING SERVICES
Academic advising and testing services are available to students from UAA Enrollment Services (and from the UAA Advising and Testing Center, located in the University Center). The Advising & Testing Center administers a wide range of testing and assessment instruments used for admission, awarding of college credits, career and life planning, and professional certification; it also provides help for students with test anxiety.

DISABILITY SUPPORT SERVICES
Disability Support Services provides services to students with documented disabilities. 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. More information on their program go to: http://www.uaa.alaska.edu/dss/.

READING-WRITING CENTER (RWC)
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. - See more at: http://www.uaa.alaska.edu/lrc/RWC-ESL/

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. You can find out more at: http://www.uaa.alaska.edu/nss/

MULTICULTURAL CENTER AT UAA
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. - See more at:
http://www.uaa.alaska.edu/multicultural/#sthash.rvx8f75w.dpuf

LEGAL SERVICES
Student Government provides legal services for all UAA students who have paid the USUAA student fee and have a current student identification card (WolfCard). A licensed attorney will advise students with legal problems or provide document overview. Students may schedule a 20-minute appointment for a $10 fee. This service is located in the Student Union, room 210.

UNIVERSITY POLICE
UAA police officers provide special services unique to the University setting. Those services include maintaining security of University buildings; providing crime prevention classes to students, staff, and faculty; providing escorts on the University campus; vehicle and room unlocks; and vehicle jumpstarts. The department is open 24 hours a day, 365 days a year. For more information, call 907-786-1120 or check online at http://www.uaa.alaska.edu/upd/.

TANAINA CHILDCARE DEVELOPMENT CENTER
Tanaina Child Development Center (TCDC) on the UAA Anchorage campus is a licensed child care facility that serves UAA students, staff, faculty and alumni. The enrolled children must be eighteen months to eight years of age. The Center is open Monday – Friday from 7:00 am to 6:00 pm. More information can be found at http://www.uaa.alaska.edu/childdevelopmentcenter/

FACILITIES

CAMPUS COMPUTER LABS
There are currently 50 computer labs in 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 http://www.uaa.alaska.edu/computerlabs/anchoragecampus/index.cfm for locations.

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. 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. See more at: http://www.uaa.alaska.edu/schoolofnursing/nursingresourcecenter/index.cfm

The current NRC coordinator is Elise Harrison. Her office is in HSB 214; her phone number is (907) 786-4565; her email is echarrison@uaa.alaska.edu. Contact her for hours of operation.

Below is a map of where you can find the computers. One of the computers has the full version of SPSS on it for student use when doing data analysis.
CONSORTIUM LIBRARY

The Consortium Library is your gateway to all the Library’s resources and services, both print and online (electronic). You can search most electronic resources on campus or elsewhere by connecting to our homepage at http://consortiumlibrary.org. Use your university username and password as prompted. For help, go to: http://consortiumlibrary.org/articles/connect_help.php or call UAA’s IT Help Desk (Local: 786-4646; Toll Free: 877-633-3888). Wireless Internet and data ports and electrical outlets are located throughout the library.

Search the Library’s website for books, journal articles, and Internet resources. They offer handy access to Blackboard, Interlibrary Loan, and Reserves, as well as a variety of other links ranging from style manuals and electronic Purchase Request Forms to the catalog for the Learning Resource Center’s Media Library.

Audio Tour
An audio tour of the Library (estimated 20 minutes) can be checked out at the Circulation Desk or you can listen to it online at http://www.consortiumlibrary.org/services/audio_tour/. It is excellent introduction to the Library’s collections and services.

Books
Our online catalog is the Library Catalog, and it includes the collections of the Consortium Library, UAA’s extended campus libraries, the Anchorage Municipal Libraries, the Alaska Resources Library and Information Services (ARLIS), and the Anchorage Museum of History and Art. You can “place a hold” on any circulating item in the system and have it delivered to the Consortium Library for pickup.
Full Text Articles
Use the “Find Articles – by Journal” option on the Consortium Library website to locate full-text articles both in print holdings (600+ current health science journal subscriptions) and more than 50,000 online journals from over 30 vendors. Use the Check Library for Full Text link within the article databases to find full-text articles even when a full-text option is not displayed. This URL will take you to the Journals A-Z feature: http://www.consortiumlibrary.org/articles/journals.php.
Library staff will scan articles from journals in the print collection and deliver the item to any student via the Interlibrary Loan and Document Delivery online form.

Distance Students
For students living outside the Anchorage and Mat-Su areas, library staff will check-out and mail books using your library card number. If you have questions about this service, call 907-786-1827.

Graduate Student Study Carrels
The Consortium Library has 14 study carrels available to graduate students who are enrolled in and working on their theses or project. Carrels can be reserved for the academic year on a first-come first-served basis, and there is usually a waiting list. A $25.00 key deposit is required and will be refunded when the key is returned. Contact Samantha Boardman at 786-1374 to reserve a carrel.

Interlibrary Loan (ILL)
Items not available from our library can be ordered from other libraries through interlibrary loan. The library pays the first $20 of any charge so most items are free to students. The WorldCat catalog identifies material in other libraries at the national and international levels. Article requests are usually filled in two to seven days, while book requests average 10 or more days. To make a request, click on Interlibrary Loan from the library’s homepage or, in many cases, from within the database you are searching.

Library Cards
Your Wolfcard is your library card; the library number is ten digits and is found on the back. You can activate your card online at the following link: https://www.consortiumlibrary.org/services/library_cards/application/uaa.php.
Graduate students may check out up to 50 circulating items at a time for a semester. Books may be renewed by phone, email, or online through the library’s homepage. If a second renewal is desired, the book must be presented at the Circulation Desk. Overdue fines for books are 25 cents per day and $1 per day for media, up to a maximum of $10 per item. Fines begin accruing as soon as a book is overdue and continue until it is checked in by library staff. A fine of $5 or more will result in suspended borrowing privileges until the fine is paid. There is no grace period and all patrons pay fines.

Photocopying and Printing
There is a color scanner in the Copy Room that will save to a thumb drive. Photocopiers are available in the Copy Room for print, microfilm, and microfiche materials. Coin-operated copiers (15 cents a copy) and those accepting copy cards and Wolf Cards (10 cents a copy) are in use. Printing from computer stations is done through the Uniprint system. Black-and-white pages cost 8 cents each or 14 cents for a double-sided copy, while color runs 41 cents each or 51 cents for double-sided. Your Wolfcard or a copy card can be used for photocopies and for the Uniprint station. You can purchase a copy card and add money to existing cards through a Value Transfer Station in the Copy Room. It is also possible to use your credit card or debit card to add money to your Wolfcard or copy card by calling the Wolfcard office at 786-4695, Monday-Friday 9-5.
Research Help
General reference desk librarians as well as health sciences librarians are available onsite to provide one-on-one help as needed. The medical library office is open 8-5 Monday-Friday. We urge students to make an appointment for in-depth research or help with database searching. The main reference desk hours are posted under “About the Library”. Fee-based services provided by the Alaska Medical Library include literature searches, document delivery, and interlibrary loan, as well as current awareness updates.

In addition, the Consortium Library’s website offers some excellent links under Research Help to provide guidance in searching the Internet, steps in doing research and a variety of writing guides, including bibliographic style. RefWorks is a web-based program that accepts exported citations from most library databases, creates personal folders by topic and can output a bibliographic reference list.

Reference Service
The Health Sciences Information Service (HSIS) (formerly Alaska Health Sciences Library) is located on the second floor in the southeast corner of the Consortium Library. Specialized medical reference service is available from 8-5 Monday-Friday (786-1870).

There is a charge for reference service for specific searches, but no charge to help students use computers to conduct their own searches. Students may use a computer work-station located outside the offices. The computer gives access to MEDLINE (Index Medicus Online) for journal publications back to 1966 and CINAHL (Cumulated Index to Nursing and Allied Health Literature) for publications from 1982 to present. Clinical medicine and nursing journal titles as well as health reference materials and indexes may also be found just outside the HSIS offices. The collection and work-station are available whenever the UAA/APU Consortium Library is open.

The Consortium Library has greatly expanded its electronic capabilities. New updated Web pages for indexes, databases, full text and archives can be accessed at http://www.consortiumlibrary.org/.
PART 2: GRADUATE NURSING PROGRAM
SECTION I – GRADUATE PROGRAM INFORMATION

WELCOME
We are pleased you have chosen to attend the graduate nursing program at the University of Alaska Anchorage (UAA). Graduate studies place primary emphasis upon advanced professional nursing practice, theory, research, and health care delivery systems and provides the student with a basis for further study at the doctoral level. The graduate program is accredited by the Accreditation Commission for Education in Nursing (formerly the National League for Nursing Accrediting Commission) (3343 Peachtree Road NE, Suite 850, Atlanta Georgia, 30326; 404-957-5000).

We hope you will find the experience challenging and rewarding, with opportunities for growth. 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 (MASTER’S AND GRADUATE CERTIFICATE)
Upon completion of the Master of Science, Nursing Science degree or Graduate Certificate in Nursing at UAA, the graduate is prepared to:

- Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence based research to advanced nursing practice or nursing education.
- Practice in a manner that incorporates ethical, legal, & professional standards for advanced nursing practice or nursing education.
- Collaborate across disciplines and in partnership with communities, groups, families and individuals incorporating culturally sensitive principles.
- Demonstrate competence and caring in the role of the advanced practice nurse to serve as a leader, provider, and educator in the health care system.
- Articulate a plan for self-directed, life-long learning, and professional development.

MASTER OF SCIENCE, NURSING SCIENCE DEGREE
The MS in Nursing Science program places primary emphasis on advanced professional nursing practice, theory, and research within traditional and non-traditional health care delivery systems. Forty to 50 credits are required for the degree, depending on the specialty option; 18 of those credits are taken in core courses that focus on theory, research, role development, and professional issues. All students are required to complete coursework in research, theory development, professional roles, health policy, and statistical data analysis.

The program is designed to be completed in six to eight semesters of part-time study. Students may select one of three population foci. Two options focus in clinical studies: Family Nurse Practitioner (FNP) and family Psychiatric-Mental Health Nurse Practitioner (PMH-NP). The Nursing Education (EDUC) option prepares nurses to be educators in academic and service settings.

FNP applicants are admitted annually in spring semester and start the clinical sequence the following fall; PMH-NP applicants are admitted every other year in spring semester and start the clinical sequence the following fall (the next cohort begins fall 2016). The EDUC track admits in spring semester when there is a cohort of at least eight students (contact SON for information).
POPULATION FOCI

FAMILY NURSE PRACTITIONER MASTER OF SCIENCE

This population focus gives students the opportunity to pursue the role of 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), and the Quality and Safety Education for Nurses competencies (QSEN, 2012). 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 720 hours of clinical over the four semesters.

Didactic experiences include student-directed seminars which allow students to explore issues in role development that have been encountered in the clinical settings. Course work and lectures on such professional issues facing FNPs as legal aspects of practice, marketing, quality assurance, and promotion of the FNP role within the community and health care delivery system are provided. Students are given an opportunity for concentrated practice during the fourth semester practicum. This practicum may be taken in rural communities for those interested in such practice. Graduates of the FNP option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner from the American Nurses Association (ANA) or the American Academy of Nurse Practitioners (AANP) which is required for private practice, and is increasingly required by agencies and hospitals for nurse clinical specialist roles and advanced nursing performance.

PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER MASTER OF SCIENCE

This population focus prepares the student to pursue the role of PMH-NP 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), and the Quality and Safety Education for Nurses competencies (QSEN, 2012). Students may be able to complete clinical experiences in their home communities based on 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.

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 of 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 family Psychiatric-Mental Health Nurse Practitioner.
NURSING EDUCATION MASTER OF SCIENCE

The EDUC specialty option prepares nurses to be educators in academic and service settings. Students develop advanced knowledge of nursing education to include principles of adult education as well as skills in curriculum development, implementation, and evaluation, classroom and clinical teaching, and assessment of student and program outcomes. 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* by the National League for Nursing (NLN, 2005).

All courses for this option (with one exception) are offered using distance technologies, including but not limited to Blackboard Web-based approaches, CD-ROMs, and audio-conferencing or video-conferencing, as appropriate and available. The Advanced Physical Assessment Course (NS A602) is a concentrated 10 day course on campus. The teaching practicum course may be completed in the student’s own community, or in some cases, may require visits to the UAA campus. Faculty may also validate teaching competence through site visits and/or conference calls. Graduates of the EDUC specialty option who have had two years of full time academic teaching experience are eligible to take the NLN Certified Nurse Educator Exam.

CURRICULUM FOR MASTER OF SCIENCE, NURSING SCIENCE

The curriculum for the Master in Science, Nursing Science degree can be found in Table 1. The core courses are required for students in all specialty options.
TABLE 1. CURRICULUM FOR MASTER OF SCIENCE, NURSING SCIENCE

<table>
<thead>
<tr>
<th>Specialty Track/Total Credits</th>
<th>Courses</th>
<th>Credits (contact hrs: Lecture + Clinical)</th>
<th>Total Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COURSES 18 credits</td>
<td>NS A620 Nursing Research Methods</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A621 Knowledge Development for Advanced Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A625 Biostatistics (NS A625L: optional 1 credit lab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A618 Roles for Advanced Practice Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A619 Health Policy for Advanced Practice Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A696 Individual Project (4 credits taken over 2 semesters)</td>
<td>4 (2 + 0)</td>
<td></td>
</tr>
<tr>
<td>FAMILY NURSE PRACTITIONER SPECIALTY (FNP)* 32 credits + core courses</td>
<td>NS A601 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A602 Advanced Health Assessment in Primary Care</td>
<td>3 (2 + 3)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>NS A610 Pharmacology of Primary Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A660 FNP I</td>
<td>4 (2 + 8)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>NS A661 FNP II</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A662 FNP III</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A663 FNP IV</td>
<td>6 (2 + 16)</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Elective (advisor approved)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER (PMH-NP)* 32 credits + core courses</td>
<td>NS A601 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A602 Advanced Health Assessment in Primary Care</td>
<td>3 (2 + 3)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>NS A610 Pharmacology for Primary Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A611 Psychopharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A670 Advanced PMH-NP I</td>
<td>5 (4 + 4)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>NS A671 Advanced PMH-NP II</td>
<td>5 (3 + 8)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>NS A672 Advanced PMH-NP III</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A674 Advanced PMH-NP IV</td>
<td>5 (1 + 16)</td>
<td>240</td>
</tr>
<tr>
<td>NURSING EDUCATION SPECIALTY (EDUC)* 27 credits + core courses</td>
<td>NS A601 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A602 Advanced Health Assessment in Primary Care</td>
<td>3 (2 + 3)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>NS A610 Pharmacology for Primary Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A640 Teaching &amp; Learning in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A641 Curriculum Development &amp; Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A643 Assessment &amp; Evaluation in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A644 Distance Education in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A647 Teaching Practicum in Nursing</td>
<td>3 (1 + 8)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Elective (advisor approved)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Students in the FNP or PMH-NP programs must complete additional clinical hours (2 credits [120 hours]) if they have not completed degree requirements within 12 months of finishing their last clinical course. An additional two clinical credits will be required every 12 months thereafter, as long as the student remains in good standing, until the degree is conferred.

GRADUATE CERTIFICATE PROGRAM
The graduate certificate programs are for individuals who already have a master’s in nursing and who are seeking to develop advanced knowledge and skills.

POPULATION FOCI
FAMILY NURSE PRACTITIONER, GRADUATE CERTIFICATE
The family nurse practitioner (FNP) graduate certificate was developed for nurses who are already certified as psychiatric nurse practitioners or in a primary or acute care specialty such as adult, child or women’s health. This program expands their scope of practice to assist them to acquire the theory, knowledge, and skills needed to provide primary care for families. Courses and seminars are scheduled to allow students to attend classes with content specific to expand their specialty practice to include a family scope. The curriculum includes didactic, seminar, and depending on prior specialty anywhere from 540 to 720 clinical hours in practicum course work. Students who successfully complete the graduate certificate program will be eligible to take the family nurse practitioner 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 NPs seeking partial credit or waivers of coursework towards completion of a post-master’s certificate in another NP practice area. Based on the Gap Analysis, additional course work may be required, such as Pharmacology, Pathophysiology, and/or Physical Assessment. The Gap Analysis form can be found in the Graduate Handbook in section XIII. Table 2 outlines the curriculum for the FNP graduate certificate.

### TABLE 2. CURRICULUM FOR GRADUATE CERTIFICATE IN FAMILY NURSE PRACTITIONER

<table>
<thead>
<tr>
<th>Specialty (Total Credits)</th>
<th>Courses</th>
<th>Credits (contact hrs: Lecture + Clinical)</th>
<th>Total Clinical Hours For Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary/Acute Care Adult Nurse Practitioners (needs 15 Credits)</td>
<td>NS A660 FNP I</td>
<td>6 (4 + 16)</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>NS A661 FNP II</td>
<td>3 (2 + 4)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>NS A663 FNP IV</td>
<td>6 (2 + 16)</td>
<td>240</td>
</tr>
<tr>
<td>Pediatric Nurse Practitioners (needs 15 Credits)</td>
<td>NS A631 FNP Focus on Women’s Health and Obstetrics I</td>
<td>2 (1 + 4)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>NS A635 FNP Focus on Women’s Health and Obstetrics II</td>
<td>2 (1 + 4)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>NS A662 FNP III</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A663 FNP IV</td>
<td>6 (2 + 16)</td>
<td>240</td>
</tr>
<tr>
<td>Women’s Health Nurse Practitioners (needs 15 Credits)</td>
<td>NS A632 FNP Focus on Pediatrics I</td>
<td>2 (1 + 4)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>NS A636 FNP Focus on Pediatrics II</td>
<td>2 (1 + 4)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>NS A662 FNP III</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A663 FNP IV</td>
<td>6 (2 + 16)</td>
<td>240</td>
</tr>
<tr>
<td>Psychiatric-Mental Health Nurse Practitioner (needs 29 Credits)</td>
<td>NS A601 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A602 Advanced Health Assessment in Primary Care</td>
<td>3 (2 + 3)</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>NS A610 Pharmacology of Primary Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A660 FNP I</td>
<td>4 (2 + 8)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>NS A661 FNP II</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A662 FNP III</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A663 FNP IV</td>
<td>6 (2 + 16)</td>
<td>240</td>
</tr>
</tbody>
</table>

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

### PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER, GRADUATE CERTIFICATE

The family PMH-NP graduate certificate for advanced nurse practitioners was developed for master’s prepared nurses who are already certified as advanced nurse practitioners in another specialty. The curriculum includes didactic, seminar, and 600 clinical hours in practicum course work. Students who successfully complete the graduate certificate program will be eligible to take the psychiatric and mental health nurse practitioner examination offered by the American Nurses Credentialing Center (ANCC). This examination is given nationwide throughout the year. Table 3 outlines the curriculum for the PMH-NP graduate certificate.
Table 3. Curriculum for Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner for Family*

<table>
<thead>
<tr>
<th>Specialty (Total Credits)</th>
<th>Courses</th>
<th>Credits (contact hrs: Lecture + Clinical)</th>
<th>Total Clinical Hours For Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED NURSE</td>
<td>NS A670 Advanced PMH-NP I</td>
<td>5 (4 + 4)</td>
<td>60</td>
</tr>
<tr>
<td>PRACTITIONER (needs 23</td>
<td>NS A671 Advanced PMH-NP II</td>
<td>5 (3 + 8)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>NS A672 Advanced PMH-NP III</td>
<td>5 (2 + 12)</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NS A674 Advanced PMH-NP IV</td>
<td>5 (1 + 16)</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>NS A611 Psychopharmacology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

NURSING EDUCATION, GRADUATE CERTIFICATE

The graduate certificate in nursing education is designed for nurses who have a master’s in nursing and are seeking to develop advanced knowledge and skills in order to teach in academic or clinical settings. The coursework leading to the UAA 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, 1996) as well as the newly developed *Core Competencies of Nurse Educators* proposed by the National League for Nursing (NLN).

All courses (with one exception) for this certificate are offered using distance technologies, including but not limited to Blackboard Web-based approaches, CD-ROMS, and audio-conferencing or video-conferencing as appropriate and available. The Advanced Physical Assessment Course (NS A602) requires a brief time on campus. Teaching practicum may be completed in the student’s own community, or in some cases may require visits to the UAA campus. Faculty may also 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 classroom and clinical settings. Table 4 outlines the curriculum for the EDUC graduate certificate.

TABLE 4. CURRICULUM FOR GRADUATE CERTIFICATE IN NURSING EDUCATION*

<table>
<thead>
<tr>
<th>Certificate (Total Credits)</th>
<th>Courses</th>
<th>Credits (contact hrs: Lecture + Clinical)</th>
<th>Total Clinical Hours For Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>NS A640 Teaching &amp; Learning in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Option* (need 15 credits)</td>
<td>NSA641 Curriculum Development &amp; Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A643 Assessment &amp; Evaluation in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A644 Distance Education in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NS A647 Teaching Practicum in Nursing</td>
<td>3 (1 + 8)</td>
<td>120</td>
</tr>
</tbody>
</table>
GRADUATE COURSE OFFERINGS BY SEMESTER

Table 5 provides a list of tentative course offerings by semester. Courses may be cancelled if there is inadequate enrollment. Graduate courses may be offered as full semester or condensed courses. Because of variability in course durations and the fact that the MS program is on a trimester calendar students are advised to check the SON website for up-to-date information on the start and end dates of the courses.

TABLE 5. TENTATIVE COURSE OFFERINGS BY SEMESTER (FA 2014 TO SU 2016)

<table>
<thead>
<tr>
<th>FALL 2014</th>
<th>SPRING 2015</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Name</strong></td>
<td><strong>TRACK</strong></td>
</tr>
<tr>
<td>NS A601</td>
<td>Advanced Pathophysiology</td>
<td>FNP, PMH-NP, EDUC</td>
</tr>
<tr>
<td>NS A602</td>
<td>Advanced Health Assessment</td>
<td>FNP, PMH-NP, EDUC</td>
</tr>
<tr>
<td>NS A618</td>
<td>Roles for Advanced Practice</td>
<td>CORE</td>
</tr>
<tr>
<td>NS A625</td>
<td>Biostatistics Lab (opt)</td>
<td>CORE</td>
</tr>
<tr>
<td>NS A625L</td>
<td>Biostatistics Lab (opt)</td>
<td>CORE</td>
</tr>
<tr>
<td>NS A647</td>
<td>Education Practicum</td>
<td>EDUC</td>
</tr>
<tr>
<td>NS A659</td>
<td>Integrative Health</td>
<td>ELEC</td>
</tr>
<tr>
<td>NS A660</td>
<td>FNP 1</td>
<td>FNP</td>
</tr>
<tr>
<td>NS A662</td>
<td>FNP 3</td>
<td>FNP</td>
</tr>
<tr>
<td>NS A671</td>
<td>Adv PMH-NP 2</td>
<td>PMH-NP</td>
</tr>
<tr>
<td>NS A696</td>
<td>Individual Project</td>
<td>CORE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 2015</th>
<th>SPRING 2016</th>
<th>SUMMER 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Name</strong></td>
<td><strong>TRACK</strong></td>
</tr>
<tr>
<td>NS A601</td>
<td>Advanced Pathophysiology</td>
<td>FNP, PMH-NP, EDUC</td>
</tr>
<tr>
<td>NS A602</td>
<td>Advanced Health Assessment</td>
<td>FNP, PMH-NP, EDUC</td>
</tr>
<tr>
<td>NS A618</td>
<td>Roles for Advanced Practice</td>
<td>CORE</td>
</tr>
<tr>
<td>NS A625</td>
<td>Biostatistics Lab (opt)</td>
<td>CORE</td>
</tr>
<tr>
<td>NS A625L</td>
<td>Biostatistics Lab (opt)</td>
<td>CORE</td>
</tr>
<tr>
<td>NS A660</td>
<td>FNP 1</td>
<td>FNP</td>
</tr>
<tr>
<td>NS A662</td>
<td>FNP 3</td>
<td>FNP</td>
</tr>
<tr>
<td>NS A674</td>
<td>Adv. PMH-NP 2</td>
<td>PMH-NP</td>
</tr>
<tr>
<td>NS A696</td>
<td>Individual Project</td>
<td>CORE</td>
</tr>
</tbody>
</table>
ACADEMIC ADVISING

A Graduate Nursing Program 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. Prior to admission to a specialty track, the Graduate Program Specialty Track Coordinators provide advising to potential students. For FNP students, the advisor is Professor Dianne Tarrant. For PMH-NP students, the advisor is Professor Cindy Jones. For the EDUC track the advisor is Dr. Betty Predeger. All graduate nursing students should seek formal academic advisement once per year. Advising forms can be found in section XII. The Graduate Nursing Program Advising Record should be filled out at each advising session with both faculty and student signing the form. The original goes in the student file and a copy is given to the student. The UAA SON Graduate Plan of Study Worksheet is also found in section XII and should be used to keep track of completed classes and classes still needed.

STUDENT RESPONSIBILITY

This handbook is meant to accompany the UAA Catalog and the Graduate School Handbook. The graduate school handbook can be accessed at the following URL: http://www.uaa.alaska.edu/graduateschool. 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. Advisement assists the student in meeting graduation goals. The student should initiate advisement sessions by calling their assigned Specialty Track Advisor for appointments.

FNP: Dr. Dianne Tarrant 786-4596 DLTARRANT@UAA.ALASKA.EDU
PMH-NP Professor Cindy Jones 786-4577 CGJONES2@UAA.ALASKA.EDU
EDUC Dr. Betty Predeger 786-4575 EJPREDEGER@UAA.ALASKA.EDU

TRIMESTER SYSTEM

The SON graduate program is on a trimester system and therefore may have course start/end dates different than the rest of the University. In addition, 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.

SECTION II – ADMISSION REQUIREMENTS

INTRODUCTION

Application for either the MS in Nursing Science or Graduate Certificate must be made to both UAA and the School of Nursing. Prior to admission, a Non-Degree Seeking student (NODS) may take up to 9 credits of program specified core courses (with instructor permission and space availability). If a NODS student wants to take more than the 9 credits of coursework before beginning the specialty courses, they must be admitted to Graduate Study. Admission to Graduate Study occurs in the fall and spring semester. However, it does not guarantee admission into the specialty tracks (PMH-NP, FNP, EDUC); students accepted into Graduate Study must maintain continuous registration and must apply for and be accepted to a specialty track the next time it is offered in order to maintain degree seeking status. Acceptance to the clinical/specialty program is a competitive process.

UAA APPLICATION AND DEADLINES

Specific information on the UAA Graduate application can be found in the current UAA Catalog. UAA applications for graduate education can be obtained online at http://www.uaa.alaska.edu/admissions
UAA recommends the following application submission deadlines to ensure full processing of application and transcripts:

**October 1st** for **March 1** (spring admission)  
**June 15th** for **November 1** (fall admission)

**SCHOOL OF NURSING (SON) APPLICATION AND DEADLINES**

The SON’s application must be submitted directly to the SON. You can find additional information and the application forms at: [http://nursing.uaa.alaska.edu/students/ms.cfm](http://nursing.uaa.alaska.edu/students/ms.cfm).

The SON recommends the following application submission deadlines to ensure full processing of application and transcripts:

**October 1st** for **March 1** (spring admission to Graduate Study of FNP, PMH-NP, EDUC specialties)  
**June 15th** for **November 1** (fall admission to Graduate Study)

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Admission Process</th>
<th>Application Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMH-NP (MS or Cert.)</td>
<td>Applicants admitted <strong>every other</strong> spring semester to start the clinical courses the following fall. To be considered for the next PMH-NP cohort, students should have a completed application to the SON by March 1, 2016 and plan to start clinical courses fall 2016.</td>
<td><strong>March 1st (even years)</strong>, however, it is advised to submit the application by October 1st for full processing.</td>
</tr>
<tr>
<td>FNP (MS or Cert.)</td>
<td>Applicants admitted <strong>every</strong> spring semester to start the clinical courses in the fall. Next cohort will begin clinical in fall 2015.</td>
<td><strong>March 1st (every year)</strong>, however, it is advised to submit the application by October 1st for full processing.</td>
</tr>
<tr>
<td>EDUC (MS or Cert.)</td>
<td>Applicants should contact Dr. Betty Predeger for information on dates for admission to the specialty (786-4575; <a href="mailto:EJPREDEGER@uaa.alaska.edu">EJPREDEGER@uaa.alaska.edu</a>)</td>
<td><strong>TBA</strong></td>
</tr>
<tr>
<td>Graduate Study</td>
<td>Students admitted to Graduate Study are eligible to take more than 9 credits of core courses (see Table 1 for list of core courses). Please note that acceptance into Graduate Study status does not guarantee admission into the clinical/specialty nursing tracks. Admission to the clinical/specialty is competitive and all applications will be considered at the same time. Once admitted to graduate study, students must maintain continuous registration and must apply for and be accepted to a specialty track the next time it is offered in order to maintain degree seeking status.</td>
<td><strong>March 1st or November 1st</strong>, it is advised to submit the application earlier (see above) to assure full processing.</td>
</tr>
</tbody>
</table>
GRADUATE STUDY ADMISSION APPLICATION

1. Submit completed SON application form (submitted directly to the SON).
2. Submit Résumé (directions can be found in application packet and should be followed carefully).
3. Provide documentation of the following requirements:
   a. Bachelor or graduate degree in nursing from a program accredited by the Accreditation Commission for Education in Nursing (formerly the National League for Nursing Accrediting Commission) or the Commission on Collegiate Nursing Education.
   b. Minimum undergraduate (and graduate, if applicable) GPA of 3.00* on a 4.00 scale.
      NOTE: *Student who does not have a 3.0 undergraduate GPA may substitute their graduate GPA (based on completion of 3 graduate core courses).
   c. Minimum grade of 2.00 (C) in an undergraduate research methods course and a statistics course that covers descriptive and inferential statistics.
   d. Copy of active unencumbered* registered professional nurse license in the State of Alaska (and copy of ANP license if applicable).
      NOTE: *There are different reasons for a license to be encumbered and some may preclude admission to the program. Students with encumbered licenses should meet with the graduate chair to determine program eligibility.
   e. Three letters of professional recommendation. Letters must be submitted directly to the School of Nursing from the person writing the reference.
      NOTE: References may be contacted by a member of the admissions committee.
   f. Minimum of one year of half-time clinical experience as a registered nurse.

SPECIALTY TRACK ADMISSION APPLICATION

1. Complete all requirements for admission to Graduate Study (above).
   NOTE: If students have already been admitted to graduate study, they should update their Résumé and transcripts and submit a new application. Letters of recommendation submitted for Graduate Study consideration may be used in the Specialty Track application packet.
2. Complete interview and proctored writing. Once the application is complete and there is documentation that the minimum requirements are met, students may schedule their proctored writing and interview. Accommodations will be made for distance students.
   a. Interviews will be scheduled for the 1st Tuesday and Wednesday of March
   b. Proctored writing will take place on the first Tuesday in March
   c. Candidates should contact the SON (Jessica Salas, 786-4537) to schedule a time.

Admission to the specialty tracks is a competitive process. In reviewing applicants, special consideration may be given to candidates with clinical expertise, proficiency in other languages, knowledge of other cultures, and a proven record of professional contributions. This information should be put in the Résumé as part of the SON application. To the extent that there are limited seats available in the program, preference may be given to residents of the State of Alaska, as defined by the University’s policy on residency for tuition purposes.
ORIENTATION
UAA GRADUATE SCHOOL
The UAA Graduate School has an annual orientation for new graduate students. You can find out when the next orientation is by going to their web site:
http://www.uaa.alaska.edu/graduateschool/Orientation/index.cfm

UAA SCHOOL OF NURSING (SON)
The SON also has an orientation for new graduate students every fall semester. Please check our website for the 2014 date. The graduate school orientation is typically held in the afternoon, and we plan the SON orientation for the morning of the same day.

SECTION III: GRADUATE STUDENT POLICIES

CHANGING CLINICAL SPECIALTIES
Graduate students who wish to change their specialty focus must apply for admission to the new specialty through the SON MS Student Admissions, Retention, and Progression Committee and meet all current admission requirements. Application may be accomplished by submission of a letter which states revised career goals and career development plans. Any additional requirements or documents for the new specialty must be satisfied and/or submitted (including the interview and proctored writing and an updated Resumé). Students will compete with all other applicants for the new specialty.

TWO OR MORE SPECIALTIES
Students may pursue more than one specialty track, provided they have been admitted to both specialties. However, students may be enrolled in only one clinical course at a time.

SECOND MASTER’S DEGREE
Persons who have received a master’s degree from a regionally accredited college or university may earn another master’s degree by completing an additional 21 resident credits not used for any prior degree (this is a minimum, more may be required based on a review of the candidate’s transcript). The candidate must meet all the University requirements for a master’s degree, as well as the College of Health and SON program requirements. If the 21 additional credits and other requirements have been earned for each additional degree, two or more degrees may be awarded simultaneously.

TRANSFER CREDITS AND PETITIONS*
The MS SON Curriculum Committee evaluates the suitability of transfer credits. The student must fill out a petition and submit catalog course descriptions and/or syllabi as requested. The petition typically goes to the UAA faculty person currently teaching this content, and then is forwarded to the MS SON Curriculum Committee for action. Transcripts from other schools must be sent to the UAA Records Office. Please note that courses used toward a prior degree cannot be petitioned for credit towards the current degree.

*NOTE: Credits taken prior to admission do not automatically count toward the master’s degree. A maximum of 9 prior credits may be used; however, all credits counted toward the degree must be taken within 7 years of earning the degree.
GRADING POLICY

The SON grading rubric is as follows*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00 to 3.99</td>
</tr>
<tr>
<td>C</td>
<td>2.00 to 2.99</td>
</tr>
<tr>
<td>D</td>
<td>1.00 to 1.99</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 1.00</td>
</tr>
</tbody>
</table>

*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.

All course 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 weighing the assignment grades per the course syllabus.

Students have one week after the return of an assignment, test, quiz or paper to discuss a change of grade for the assignment with the instructor, based on a verifiable rationale. After one week, the grade becomes permanent and will be used in calculating the final course grade.

Student 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.

CONTINUOUS REGISTRATION AND PROGRESS

Graduate students are expected to make continuous progress in their graduate program of study from admission through completion of the degree. This requires that the student maintain continuous registration every fall and spring semester, from admission to Graduate Study and/or specialty track through degree completion. Students who use faculty and/or UAA resources in the summer for their capstone project are required to enroll in the summer project seminar (NS A696). Students who do not maintain continuous enrollment may be dismissed from the program.

While graduate students are expected to make continuous progress toward completion of their degree, there may be instances where continuous registration is not possible. Students who need to temporarily suspend their studies for personal reasons must apply for a leave of absence through their advisor and committee chair 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 may be dismissed from the program. Students in the specialty tracks must fill out the Re-Enrollment form (see section XII). Returning to clinical courses is based on space availability, instructor recommendation, and completion of any required remediation work. The leave of absence form can be found at the following URL: http://www.uaa.alaska.edu/graduateschool/forms/index.cfm

Students who have completed all course work, with the exception of the project, have up to 3 sequential semesters to complete their degree. During this time they must enroll in NS A696 (project) every fall and spring semester (as well as summer semester if they are using faculty and university resources). Furthermore, they must demonstrate progress in their project during each enrollment. A student who fails to make adequate progress for the 1st time will be placed on academic probation; if there is a 2nd semester whereby adequate program is not made, the student may be dismissed from the SON graduate program. A
decision regarding adequate progress will be made based on meeting the terms of an agreed upon contract that clearly outlines what the student must accomplish that semester. The contract must be submitted by the 2\textsuperscript{nd} week of each semester. The contract must be signed by the committee chair and the student. A copy must be sent to the Program Chair, the NS A696 seminar faculty and the original placed in the student’s file. Students placed on probation may be required to take additional graduate level coursework. Specific requirements for additional coursework will be determined by the Chair of the Graduate Nursing Program, Project chair, and/or academic advisor.

**PROJECT REGISTRATION**

Students must complete a minimum of 4 credits of project seminar which is to be taken over two sequential semesters (fall/spring or summer/fall). After the final clinical course, if the project is not completed the student must continue to register for two credits of project, for up to 3 sequential semesters during which time the degree must be completed (see good standing policy).

*Note: as of 2011 thesis is no longer an option for new students; any students who have not completed their thesis should refer to UAA SON Graduate Program site and the UAA Graduate School site for Thesis guidance.*

**GOOD STANDING POLICY**

The UAA SON 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 section on Grading Policy, including special note). The good standing policy became effective August 30, 2013 for all students.

**REQUIREMENTS TO REMAIN IN GOOD STANDING**

To remain in good standing the student must:

1. Meet **provisional admission** requirements within admission letter time frame.
2. Maintain **professional and academic standards** at all times.
3. Earn a **minimum B grade** in all required courses for Master of Science, Nursing Science and/or Graduate Certificate programs. [Note: A student cannot be considered for SON admission and/or cannot start the SON specialty courses unless a B grade (3.0) has been earned in all graduate course work to date. If unable to start the specialty courses after admission to a cohort, the student’s status will revert to graduate study and they will need to reapply for the specialty track.]
4. Maintain **continuous registration** once admitted or asks 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 being if a student is on an approved leave of absence (see above).
6. Complete project within 3 sequential semesters after passing final clinical course.

**NOTE:** Students may request an extension of this deadline, which may or may not be granted, by filling out Graduate Nursing Program Request for Extension to Project/Thesis Completion Deadline (section XII).

**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\textsuperscript{st} 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 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.

In order to re-take any course after being placed on academic probation the student must fill out the Graduate Re-enrollment Request (section XII), 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.

- The first time a student fails to make adequate progress* while enrolled in NS A696, after completing all other required coursework.

*NOTE: Adequate progress addresses the major milestones toward project completion, such as: proposal being approved by committee; successful proposal defense; successful IRB application; completion of data collection and analysis; writing up results and discussion, final project defense. Students are expected to contract with their committee chair and provide a timeline for the semester addressing what they will accomplish. The contract must be signed by the student and the committee chair and a copy turned in to the faculty in charge of the project seminar, the program chair, and a copy is placed in the student’s file. The contract must be turned in within two weeks of the start of the semester.

Note: a student who receives a “no basis grade” has not made adequate progress.

PROGRAM DISMISSAL
Program dismissal will occur:

1. If a student fails to meet the provisional admission requirements within the time frame indicated in the admission letter.
2. If a student fails to re-take the 1st course in which a C was received for a B or better the next time it is offered (within 1 year).
3. If a student earns a 2nd 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 1st 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 allowed).
6. If a student fails to make adequate progress for the 2nd time while enrolled in NS A696 after completing all other required coursework.
7. 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 (see section XII). 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 READMISSION AFTER PROGRAM DISMISSAL
All students who are dismissed from the program may reapply for admission; however a request for readmission may or may not be granted. When making a decision regarding readmission after program...
dismissal, the faculty and MS Admissions, Retention and Progression Committee 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* (section XII) which includes a plan for success, a new plan of study, and faculty/program coordinator/chair recommendation. The request is then forwarded to the MS Admissions, Retention, and Progression Committee 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 re-taken. In addition, there may be remediation conditions that must be met satisfactorily prior to re-entry.

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 re-taken, depending on how much time has elapsed since a course was first taken.

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 (2009-2010 Graduate Handbook). See figure 1 for an abbreviated schematic of the Good Standing Policy.*
FIGURE 1. ABBREVIATED SCHEMATIC OF GOOD STANDING POLICY*

<table>
<thead>
<tr>
<th>GOOD STANDING</th>
<th>PROBATION</th>
<th>DISMISSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets provisional admission requirements within admission letter time frame.</td>
<td>Ears a C in any required course for the 1st time or withdraws at or after the midpoint of a course with a course grade of C (regardless of cumulative GPA). **</td>
<td>Fails to meet provisional admission requirements within time frame of admission letter.</td>
</tr>
<tr>
<td>Ears a minimum B grade in all required courses for Master of Science, Nursing Science and/or Graduate Certificate programs.</td>
<td>Fails to re-take 1st course in which a C was earned for a B or better the next time it is offered (within 1 year).</td>
<td></td>
</tr>
<tr>
<td>Maintains continuous registration once admitted or asks for and is granted, a one-time only leave of absence for no longer than one year.</td>
<td>Ears 2nd C in any required course or withdraws at or after the midpoint of course with C or lower.</td>
<td>Ears a D or lower in any required course or withdraws at or after the midpoint of course with a D or lower.</td>
</tr>
<tr>
<td>Maintains continuous progress toward degree completion after passing last clinical course AND completes degree within 3 sequential semesters after passing final clinical course.</td>
<td>Fails to make adequate progress for the 1st time while in Project after completing last clinical course.</td>
<td>Fails to make adequate progress for the 2nd time while in Project after completing final clinical course OR has not completed degree within 3 sequential semesters after completing the final clinical course.</td>
</tr>
<tr>
<td>Maintains professional and academic standards at all times.</td>
<td></td>
<td>Violates professional standards, fails to maintain academic integrity, and/or has RN license encumbered.</td>
</tr>
</tbody>
</table>

*Note: Any mention of “Project” also applies to the few remaining “Thesis” students.
**Note: A student cannot be considered for SON admission and/or cannot start the SON specialty courses unless they have earned a B or better in all required course work. If a student has been admitted to the specialty track and later earns a C in a required course, before starting the clinical courses, the student will revert to graduate student status and will have to reapply to the specialty track.
***Note: A student remains on probation for up to one year and must re-take the course for a B or better the next time the course is offered. In order to re-take any course after being placed on academic probation the student must fill out the Re-enrollment form in section XII.
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: http://www.uaa.alaska.edu/gsa/about.cfm.

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. For more information about the GSA, or to be added to the Listserv, please email aygsa@uaa.alaska.edu.

Potential and incoming graduate students are encouraged to contact the GSA with any questions about being a graduate student at UAA. Graduate Student Orientation is specifically designed for new graduate students, who are already familiar with college. The program familiarizes students with UAA, its policies, and resources specifically for graduate students. For more information on orientation schedules and dates, check the following web site: http://www.uaa.alaska.edu/graduateschool/Orientation/index.cfm

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. Broad student representation on selected standing committees is solicited each year by faculty.

Participation on these committees is an avenue by which students can provide input to the faculty about curriculum and student concerns. Any student interested in serving on one of these committees may submit their name to a faculty member the Program Chair or Director of the SON. Representatives of the graduate student body are recruited to attend Graduate Nursing Program meetings, MS Student Admissions, Retention and Progression Committee meetings, and the MS Curriculum Committee meetings.
MS PROGRAM COMMITTEE
The function of the Graduate Nursing Program Committee is to:
- Make recommendations regarding the Graduate Nursing Program to all standing committees, to the Director and Program Chairperson’s Committee, and to the Nursing Faculty Association;
- Serve as an ongoing problem solving group related to daily functioning of the Graduate Nursing Program;
- Provide for ongoing evaluation and future development of the Graduate Nursing Program; and
- Provide a forum for students to address issues.

MS CURRICULUM COMMITTEE
The function of the MS Curriculum Committee is to:
- Review and make recommendations on all courses proposed as new offerings of the Graduate Nursing program.
- Conduct periodic curriculum evaluation of programs.
- Review and make recommendations regarding student petitions for exceptions to the usual program of study within the Graduate Nursing program.
- Periodically review and update advising materials of the Graduate Nursing 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 to facilitate planning for curriculum development workshops.
- Utilize the results of outcomes evaluation in curricular decision making.

MS STUDENT ADMISSIONS, RETENTION & PROGRESSION COMMITTEE
The function of the MS Admissions, Retention, & Progression committee is to:
- Coordinate, implement, and evaluate admissions, retention, progression activities for the Graduate Nursing program.
- Review and evaluate students for admission and readmission.
- Make recommendations to the Director regarding admission and readmission of students.
- Design and implement activities to foster the retention and progression of students.
- Conduct follow-up survey of graduates.
- Evaluate admission policy and make policy recommendations to the SON Faculty Association.
- Monitor and evaluate student advising processes and make recommendations for changes in advising processes.

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 one quarter of the required courses and is by invitation. Eligibility criteria include: enrollment in the nursing graduate course work and being in the upper 35th 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: FINANCIAL AID

GENERAL INFORMATION
Each year the UAA SON Graduate Program applies for a Traineeship Grant from HRSA. A student in the FNP or PMH-NP track may apply for the stipend if they are admitted to the graduate nursing program, and are taking a minimum of 9 credits in the fall semester and/or a combined minimum of 9 credits in the spring and summer semesters. The amount varies, based on how many applications are received. The funds are disseminated upon successful completion of the semester(s). This money is to subsidize the cost of tuition and textbooks and students do not have to pay the money back. Contact the program secretary for more information on the application process (jesalas@uaa.alaska.edu).

Financial assistance is available through the UAA Office of Financial Aid in the form of federal and state loans and grants (Alaska and Stafford Student Loans, Pell Grant, etc.), as well as through private organizations. You can access the information on financial aid (http://www.uaa.alaska.edu/financialaid/).

In addition there are a number of nursing-specific scholarships available to UAA nursing students. Information about nursing-specific scholarships is available on the UAA Scholarships Web Page (http://www.uaa.alaska.edu/scholarships/ch.cfm).

Information regarding statewide nursing-specific scholarships administered directly by the University of Alaska Foundation is available on the Foundation web page (http://www.alaska.edu/foundation/).

The main application deadline for all UAA Scholarships is February 15, prior to the academic year for which you are seeking a scholarship.
NURSING SCHOLARSHIP ADMINISTERED BY UNIVERSITY OF ALASKA FOUNDATION

There is one nursing specific scholarship that is directly administered by the University of Alaska.

JOAN C. YODER MEMORIAL NURSING SCHOLARSHIP

Background: The Joan C. Yoder Scholarship was established in memory of Joan C. Yoder, an LPN who resided for many years in Fairbanks.

Eligibility Criteria: Open to students enrolled in any nursing program; must be a clinical nursing major; completion of one clinical nursing course; cumulative GPA of 2.5 and nursing GPA of 2.0 for undergraduate students; cumulative GPA of 3.0 and admission to a graduate specialty track for graduate students; enrollment in six or more credits during the semester in which the award is to be in effect.

Preferences: Selection preference will be given to full-time students.

Application: The standard UA Foundation Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference. The application can be downloaded at http://www.alaska.edu/foundation/donor_relations/scholarships/.

Application Deadline: February 15

Minimum Award: $500

NURSING SCHOLARSHIPS ADMINISTERED THROUGH THE UAA OFFICE OF STUDENT FINANCIAL AID

There are four nursing-specific scholarships open to graduate students and administered through the UAA Office of Student Financial Aid. They include: Mary Pat Haberle Memorial Scholarship, Seamus Mawe Memorial Nursing Scholarship, the Anchorage Pioneers’ Home Residents Council Nursing Scholarship, and the David and Mary Carlson Memorial Nursing Scholarship. See specific scholarship information for application deadlines.

MARY PAT HABERLE MEMORIAL SCHOLARSHIP

Background: Established in memory of Mary Pat Haberle, a graduate of the master’s program at UAA. She worked as a flight nurse and was killed during an evacuation of a sick patient outside of Juneau.

Eligibility Criteria: Open to Master of Science in Nursing Science students only. Applicant should demonstrate motivation, academic and leadership potential, a commitment to professional nursing, community and professional service. Applicants must have a minimum cumulative GPA of 3.0 and must have completed a minimum of six credits of graduate nursing course work including one clinical course.

Preferences: Selection preference will be given to full-time students (nine credits of graduate degree program coursework). Preference will also be given to students who demonstrate financial need.
Application: Applicants must submit a brief essay (250 words maximum) demonstrating the qualities of Mary Pat Haberle: commitment to professional nursing, high academic achievement, and community and professional services. To view additional information and apply, visit [http://www.uaa.alaska.edu/scholarships/marypat.cfm](http://www.uaa.alaska.edu/scholarships/marypat.cfm).

Application Deadline: February 15

Minimum Award: $500

**SEAMUS MAWE MEMORIAL NURSING SCHOLARSHIP**

Background: Seamus Mawe was a clinical nursing student enrolled in the baccalaureate nursing program when he died in a car accident. His dream was to provide nursing services to residents of rural communities or underdeveloped countries. This scholarship was established in his memory by friends and family members.

Eligibility Criteria: Demonstrated motivation and academic and leadership potential; in good academic standing; enrolled as a full-time student.

Preferences: Selection preference is given to applicants whose program reflects an emphasis in community health and/or to individuals who express an intent to work in rural Alaska or lesser developed countries.

Application: The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15

Minimum Award: $500

**ANCHORAGE PIONEERS’ HOME RESIDENTS COUNCIL NURSING SCHOLARSHIP**

Background: The Resident’s Council of the Anchorage Pioneers’ Home established this scholarship and continues to add funds to the principal account, which is managed by the University of Alaska Foundation.

Eligibility Criteria: Demonstrated motivation and academic and leadership potential; in good academic standing; enrolled as a full-time student; cumulative GPA of 2.5 and nursing GPA of 2.0; Alaska resident for three years prior to the semester in which the award is in effect.

Preferences: Selection preference is given to students who plan a career working with elders in long-term, acute or preventive health care settings or who are former or current employees of the Pioneers’ Home system. Consideration in selection may also be given to those with the following: prior experience working with elders, financial need and community service.
The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15

Minimum Award: $500

DAVID AND MARY CARLSON MEMORIAL NURSING SCHOLARSHIP

Background: David and Mary Carlson were long-term residents of Dillingham, Alaska. Mary was a Registered Nurse who worked at the local hospital in the community. Her husband was a successful businessman in Dillingham. They were concerned about the difficulty in attracting qualified nursing personnel to work in Bristol Bay communities and created an endowment to fund this scholarship.

Eligibility Criteria: Demonstrated motivation and academic and leadership potential; in good academic standing; nursing major at UAA (or pre-nursing major at UAA or pre-major at Bristol Bay campus who has received academic advising from the UAA SON).

Preferences: First preference is to residents of the Bristol Bay Region; second preference is to students from rural Alaska communities of less than 7,500 people; third preference is to students who plan a career in rural Alaska; fourth preference is other qualified nursing students.

Application: The standard UA Scholarship Application is used to apply for this scholarship. A complete application includes a personal essay and the submission of two letters of reference.

Application Deadline: February 15

Minimum Award: $1,000

UAA FINANCIAL SUPPORT

There are a variety of different types of financial aid available to graduate students at UAA. The most prevalent are graduate assistantships, grants, scholarships and fellowships. More information can be found at the following website: http://www.uaa.alaska.edu/financialaid/.

Keep in mind scholarships are awarded at different times throughout the year, so look for those deadlines and apply early.
SECTION VI – STUDENT RESOURCES AND FACILITIES

Graduate students should have computer and typing skills. Students must be able to use computers for communication, to access online classes, and to write papers. Basic computer skills include: turning the computer on and off; using a mouse; practicing good body mechanics and posture; logging on to the internet; creating favorites (also called bookmarks); downloading and uploading files; cutting, copying and pasting.

Success in graduate school also requires good technical writing skills and knowledge of APA formatting and referencing. Students who need to improve their writing skills are encouraged to take English 414 “Research Writing”. The UAA Learning Resource Center is another resource for students having difficulty with professional writing (http://www.uaa.alaska.edu/ctc/lrc/index.cfm). Other academic resources are listed under section below titled Academic Resources.

MS Word is the word processing program used at the SON. Basic knowledge of MS Word includes the ability to create a header, change line spacing, change font, use italics, use super- and subscript, spell check a document, create headings, change the justification, insert clip art, insert page numbers, save and retrieve a document. Students also need to know how to attach a document to an email and use the educational software Blackboard.

The SON does not provide support for Apple computers. Students who have Apple can use them, as long as they learn how to save files in a format that can be opened by faculty. IT services can provide some help with this (786-4646).

Students need good internet connectivity. Click on the following link to see what types of systems the university recommends: http://distanceeducation.uaa.alaska.edu/requirements/

GRADUATE STUDENT RESOURCES

GRADUATE STUDENT HANDBOOK
The graduate student handbook can be found at the following website: http://www.uaa.alaska.edu/schoolofnursing/studenthandbooks.cfm
This handbook has information on policies related to graduate student status. It is very important that students familiarize themselves with the deadlines and policies published in this handbook. It is updated every year, and new policies become effective immediately for all new and existing students. Students are encouraged to review it annually.

THESIS FORMATTING HANDBOOK (FOR STUDENTS DOING A THESIS)
The UAA Graduate School Thesis Formatting Handbook can be downloaded from the following URL: http://www.uaa.alaska.edu/graduateschool/thesis/
Students are responsible for following the most current version of this handbook, as well as guidelines specific to nursing. NOTE: As of fall 2011 the thesis option is no longer available.

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

STUDENT HEALTH INSURANCE
A group student health insurance plan is available for purchase to currently enrolled UAA students. For an additional premium, dependents and major medical expenses may be covered. Students can obtain more information through the Student Health Center.

Health insurance is mandatory for international students on student visas. Contact the Office of Admissions for specific requirements.

- It is strongly recommended that students maintain personal health insurance throughout their enrollment in the nursing programs. Health insurance at relatively low cost can be purchased through the University.
- Students are also encouraged to take advantage of the low cost health services available through the UAA Student Health Center.
- 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.

SECTION VII: GRADUATION INFORMATION

APPLICATION FOR GRADUATION
During the semester you plan to graduate you 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 April 1st. There is a $50.00 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/records/graduation/application_for_graduation_form_login.cfm.

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 6 outstanding credits of requirements remaining, or who have 6 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 be 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.

GRADUATION RECEPTION
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 fall semester, in April for the associate degree,
baccalaureate, and graduate students completing their program at the end of 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.

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 friend 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 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 http://www.uaa.alaska.edu/commencement/graduate-degree-hooding-ceremony.cfm

SECTION VIII: SCHOLARLY PROJECT
INTRODUCTION
All students admitted to the Graduate Program seeking a Master’s degree must complete a capstone scholarly project. A scholarly project demonstrates application of research evidence in order to enhance and improve practice, support positive change and improve outcomes. A project should be relevant to the specialty area the student is pursuing for the master’s degree (FNP, PMH-NP, and EDUC). Scholarly projects are designed to inform practice and improve outcomes; the end product may be (but is not limited to) a:

- concept analysis
- systematic review
- grant proposal
- program analysis and/or evaluation
- curriculum development
- policy and/or protocol
- community based assessment project
- quality improvement
- health policy assessment, analysis and/or evaluation
- creation and/or analysis of evidence-based guidelines
- instrument development and/or evaluation
- needs assessment

OVERVIEW
It is important that students understand the steps involved in completing the project:
EARLY PROJECT DEVELOPMENT ACTIVITIES (DURING NS A620 RESEARCH METHODS)

1. Select a topic of interest.
2. Review the literature.
3. Develop/refine a clinical question.
4. Select a project chairperson and additional committee member.
5. Submit to Project Chairperson:
   a. Clinical question.
   b. Review of the literature.

FINDING A TOPIC
Students are encouraged to pursue ideas for the project as soon as they decide to apply to graduate school. Project topic ideas may be generated through a variety of venues: reviewing research journals from the specialty area; looking at the list of completed projects (see section XIII); doing a search to review lists of projects from other graduate nursing programs; talking with faculty in your specialty courses or clinical preceptors. In addition, students will have the opportunity to explore project ideas and write a proposal in NS A620 Research Methods.

FIRST PHASE – PROJECT DEVELOPMENT
1. Develop project background and purpose.
2. Refine clinical question.
3. Select a target journal and obtain a copy of author guidelines and a recent article published in this journal that is similar to the manuscript you plan to submit (it is strongly recommended you select a journal that requires APA since your proposal must be in this format).
4. Contact clinical agency to insure the planned project is feasible in that agency. Obtain letter of support from clinical agency)
5. Develop detailed project design (methods).
6. Develop detailed plan for data collection and analysis.
7. Prepare project proposal.
8. Once project proposal approved by project Chair schedule Proposal Defense.
9. Submit IRB application (after successful proposal defense and with approval of committee chair)

SECOND PHASE – PROJECT IMPLEMENTATION AND FINALIZATION
1. Review plan for project implementation with committee chair (data collection & analysis) funding issues, etc.
2. Begin data collection with approval of committee chair
3. Analyze data
4. Write results section
5. Develop final manuscript (note: steps 3-5 require interaction with project committee)
6. Once committee approves final paper, schedule defense
7. Develop a PowerPoint presentation for defense
8. Successfully defend project
9. Submit the manuscript and required forms for review and approval.
10. Submit to Project Chairperson:
    a. Final manuscript.
b. Final PowerPoint presentation.
c. Paperwork for Project completion.
d. Manuscript acceptance (or) ‘revisions requested’ status.
11. Submit IRB report
12. Submit manuscript and turn in proof of submission to committee chair

STUDENT RESPONSIBILITIES AND KEY TO COMPLETION
Students are ultimately responsible for their project and associate learning.
1. Select topic (well-defined area of interest) during first or second semester of graduate school.
2. Begin literature review early and keep it current (in Research class).
3. Select chairperson & second committee member with chair advisement.
4. Seek approval from your chair prior to distribution of drafts to other committee members.
5. Plan for a maximum of two weeks for faculty response to written submissions.
6. Schedule meeting times with faculty and obtain meeting room from SON receptionist.
7. Keep to your time-line; turn in drafts on time.
8. Seek help in writing/editing as needed prior to submission for final review.
9. Register for appropriate number of project credits each semester.
10. Be aware of continuous progress policy.

WHAT LEADS TO DELAYS IN DEGREE COMPLETION
Students need to be aware of things that may delay completion of your project and ultimately of your degree:

1. Changing project topics
2. Computer illiteracy
3. Lack of sampling sites (always make sure you will have access to your population ahead of time)
   Incomplete or inadequately developed proposal given to committee.
4. Inadequate data analysis plan
5. Insufficient evidence of human subject’s protection Difficulty with statistical reasoning
6. Lengthy data collection
7. Difficulty with grammar, spelling, format, etc.
8. Not enough lead time to collect data at some locations
9. Failure to address faculty feedback or not taking time to do a quality revision Not following format guidelines
10. Not following APA style on final draft.
11. Personal issues related to family obligations, health, the need to work full-time etc.

SELECTING AND WORKING WITH A COMMITTEE
Each student will need a project committee. The committee is comprised of a minimum of 2 UAA SON faculty (may have a third member from the community or other disciplines with approval of the chair). The
The committee chair must be a SON faculty member with an earned doctorate. The second committee member must be a SON faculty with either a doctoral or master’s degree.

In selecting a committee, be aware that faculty members have different work contracts. Some are on contract spring-summer; others have fall-spring contracts; some work year round. Many faculty members will continue to work with graduate students on their off semester; however they are not obligated to. Consequently, you should discuss their availability and get a commitment.

While taking NS A620 Research Methods, faculty who teach the course may recommend a particular faculty member to serve as chair, based on your interests and faculty expertise. There are two documents in section XI that will help you find committee members. One is a list of all faculty who may serve as chair along with their contact information. There is another document that lists all faculty eligible to serve on committees, their credentials, and areas of expertise. From these documents, you can select one or more individuals to interview as a prospective chair. Keep in mind faculty are limited in how many students they can take. There is also faculty turnover, and the list may change (changes will be posted on the graduate nursing Blackboard site).

Once you have a committee chair, the student selects the second committee member with guidance from the project chair. A match between committee members in philosophy, theoretical orientation, expectations and style of supervision should be considered. A third committee member may be selected by the student with the approval of the chair.

STUDENT’S REQUEST FOR FACULTY TO SERVE ON PROJECT COMMITTEE

Once a committee is formed, each faculty member must complete and sign the Student’s Request for Faculty to Serve on Project Committee form (see section IX). The signed forms should be given to the SON receptionist for duplication and distribution (a copy should go to each committee member, the Graduate Program chair, and placed in the student file). The signed form affirms the agreement and commitment between faculty and student.

ROLES OF THE COMMITTEE MEMBERS

The chair of the project committee serves as the major contact for the student in completion of the requirements of the project. Other responsibilities include the following:

1. Determines if the project proposal is workable & appropriate for the selected clinical setting. Ensures overall scientific merit of project.
2. Assists the student in selection of committee member(s) appropriate to the project. Arbitrates differences of opinion among committee member(s) and student.
3. Co-conducts project meetings with student.
5. Carries major responsibility for determining final project draft is suitable for publication.
6. Approves a written product as evidence of progression in project for each semester student is taking NS A696 (this is required for the student to be assigned a grade).

Members of the committee have the following responsibilities:

1. Assure quality, clarity and accuracy of the project through feedback provided.
2. Works with student and committee to promote student achievement. Approves project proposal before and after proposal defense.
3. Reads drafts of project proposal/manuscript & provides written feedback to chair and student in a timely manner (**maximum of 2 weeks turnaround time**).
4. Meets with student and committee as needed.
5. Participates in a final oral presentation/defense of the scholarly project.

**WORKING WITH THE COMMITTEE**

Project chair advisors have varying styles of working with students. Some chairs prefer weekly meetings while others believe students should initiate meetings when needed. Assistance also may vary from direction of the student's thinking and intellectual development to emotional support. Advising strategy may include developing timelines for each phase of the project and its completion. Such guidelines help the student remain focused and plan effective time management. The mix of directed and non-directed advisement is generally left to the chair. However, it is the chair’s responsibility to communicate clearly their own particular style of project advising to the student.

Scheduling committee meetings should be negotiated between the student, the chair, and other members of the committee. The student is responsible for providing the committee with the manuscript in a timely manner as well as arranging for the actual time and place of committee meetings following agreement with the chair.

**HINT:** When attempting to set up a meeting that involves coordinating multiple schedules, using something like DOODLE.COM is a good idea. The student initiates the doodle meeting, selecting dates/times when the student can meet. It is then sent to all committee members who put a check mark in places where they are free to meet. Ultimately the student selects the time that works best for everyone and notifies the committee of when and where the meeting will take place (DOODLE.COM is free).

The chair will assess if consultation is needed. Such decisions should be adequately discussed between the chair and the student. The rest of the committee should be asked for input regarding consultation decisions. However, if a committee member recommends a particular individual for consultation, then the committee member should inform the chair and provide adequate rationale for the recommendation.

It is recommended that a meeting of the entire committee be scheduled for orientation and planning. Plans should be developed on how the committee is going to work, a projected timetable, expectations, and whether the committee will meet as a group, or work with the student individually.

Committee members need at least **two weeks** to review completed written materials prior to meetings (more time may be needed depending on the volume and complexity of the materials to be reviewed). Do not expect ‘next day service.’ Faculty have heavy workloads and are very busy; respecting this fact facilitates timely progress. In the event faculty need more than 2 weeks they should commit to a specific date when you can expect the feedback.

Submit a well written first draft of the proposal to committee members. If problems in grammar or writing style are identified, these must be resolved by the student with tutoring or writing classes (find help under section VI). It is not the responsibility of the committee to teach basic writing skills. Good writing takes time; students should give all the time needed to develop a good first draft of the project proposal. It may help to have a fellow student (who knows APA) read the draft and give feedback before submitting to the committee. Completion of the project may be prolonged if you are a part time student, have a full time job,
and/or heavy family obligations. Keep completion expectations reasonable based on your personal circumstances.

PROJECT SEMINAR (NS A696)
The project seminar (NS A696) is designed to provide additional support to the student as they go through the project process. The seminar provides students with a forum to share their work, as it progresses, with peers and faculty for validation and constructive assistance. Class assignments and readings focus on topics relevant to completion of the project.

PREREQUISITES
Students must have completed all other core courses (NS 618, 619, 620, 621, 625) prior to registering for NS A696 and be admitted to a specialty track.

CREDITS
A minimum of 4 credits are required for the project (NS A696). The four credits are divided between two sequential semesters (2 and 2 credits respectively).

OFFICIAL PLAN OF STUDY
The Official Plan of Studies will be completed by the graduate secretary and sent to Enrollment Services, once the project proposal has been approved by the project committee and the IRB application is approved.

NOTE: The Project proposal must be approved by the committee prior to making the IRB application. The IRB application must be approved by the chair prior to its submission. In addition the IRB must approve the application before any data collection can begin.

Once the plan of study is filed, it is binding and may only be changed with the approval of the thesis chair, Graduate Nursing Program Advisor and chair, and the Director of the School of Nursing. Students who choose to alter their Plan of Study must request consideration for clinical/practicum in a new projected semester on a space-available basis. A revised Plan of Study must be approved and filed with UAA Enrollment Services.

PROJECT PROPOSAL

PROJECT PROPOSAL MANUSCRIPT
The project proposal and manuscript format will vary based on type of project and the anticipated journal the manuscript will be submitted to. Faculty will provide guidance, however, a general guideline is provided below:

SUGGESTED PROJECT PROPOSAL/MANUSCRIPT ORGANIZATION
Below is a suggested format for the project proposal/manuscript. The term ‘suggested’ is used because there are many options for a Project. The final format will depend on the type of project, the journal to which the manuscript is being submitted and faculty preference. Note: The proposal for the Project must follow APA formatting.

I. Introduction to Project
   A. Purpose
   B. Background and Significance
   C. Objectives/Goals of the Project
II. Literature Review: the review of the literature is guided by the purpose of the project. The review should include a focused discussion of relevant literature to include a
Once the committee has approved a defense date, the student will provide a hard copy and an electronic synthesis of the best evidence supporting the proposed project.

III. Methods
   A. Project Design: when applicable, include time line, setting, population, sample and instruments/tools (include copy of instruments in appendix, if used)
   B. Data Collection and Analysis
      1. Data collection: needs to be very specific. What steps will be taken and in what order. Must include detailed orientation of any others who will help to gather data.
      2. Data analysis: needs to be specific also.
         a) Quantitative data: review NS A625 (Biostatistics) and NS A620 (Research Methods). Typically analysis will include descriptive statistics to describe participants; if using inferential statistics you should identify the IV(s) and DV(s), their level of measurement, and the appropriate test.
         b) Qualitative data: review NS A620 (Research Methods)

IV. Discussion of Rights of Human Subjects and the Consent/Review Process (if applicable; include copy of consent in appendix)

V. Project Outcomes
   A. Outcome Evaluation
   B. Change in Practice (projected)
   C. Implications and Recommendations for Further Study

VI. References (APA format)

VII. Appendices (this section may include any tools used, consent forms, agency letters or products such as a brochure)

PROPOSAL DEFENSE POLICY

INTRODUCTION
Once the project committee has approved the proposal, a Project Proposal Defense is scheduled. The student will do a formal presentation of their proposal to SON faculty. The goal of this meeting is to provide the student feedback to strengthen the proposal and provide quality assurance as the scholarly project moves forward. The student, project chair and committee member(s), as well as other graduate faculty and peers will attend the oral defense.

SCHEDULING OF PROPOSAL DEFENSE
The Project Committee will determine when the proposal is ready to present to faculty. No date should be set until committee members have a well-written document, with a detailed methodology section. The date of the proposal defense will be based on the calendar of the chair, committee members and student. Mondays and Fridays are the preferred defense days. Defenses cannot be scheduled for times/dates when no other faculty are able to attend.

STUDENT RESPONSIBILITY
Once the committee has approved a defense date, the student will provide a hard copy and an electronic copy of their written proposal to a designated staff member at least ONE full week before the scheduled
meeting. The student should also bring several copies of any instrument/surveys to the defense, in the event there are questions.

FACULTY RESPONSIBILITY
The Project Committee will seek several faculty volunteers to attend the defense. It is anticipated that each faculty member will attend at a minimum of 2-3 proposal defenses each academic year.

Faculty chairs will schedule the room and time for the student defense. A 1½ hour block of time is reserved for each Project Proposal Defense. The defense typically takes around an hour, but the added time is for set up.

Arrangements should be made to tape the defense for uploading to the Graduate BB site. For defense recording lease verify that the student consents to being recorded, then fill out the Lync/Video Tape Recording Request Form (available on the Z drive under FORMS FOLDER) and email to Lisa Amaziah (LAMAZIAH@UAA.ALASKA). Student consent must be obtained ahead of time (see Lisa Amaziah [lamaziah@uaa.alaska.edu] and/or Wang Choe [wkchoe@uaa.alaska.edu]). Typically Lisa Amaziah gets the consent signed the day of the recording.

PROPOSAL DEFENSE PROCESS
The chairperson will begin the meeting by introducing his/herself and the committee members and invite the other faculty to briefly introduce themselves. The chair will then introduce the student and ask him/her to describe the proposed project, plan/methods and time-frame. The student presents for 10-15 minutes, outlining the key points of the proposal (what & why & when & how) based on the written “Project Proposal Approval” form guidelines.

All faculty reviewers will use the UAA SON Masters Project Proposal Defense Rubric to guide their comments. The student may take notes, however the committee chair should keep a careful record of the discussion in order to summarize needed changes for the student.

The committee will discuss the merits of the research question, the strengths and weaknesses of the chosen approach to answering the question, any realistic and feasible changes they could make to improve it, and any limitations that cannot be reasonably overcome. They will address any ethical and privacy concerns and the need for appropriate approvals and clearances, including Institutional Review Board (IRB) and/or Health Insurance Portability Accountability Act (HIPAA) approvals.

Finally, as the meeting closes, faculty reviewers may:
1. Approve the proposal as is or with relatively minor changes.
2. Ask for substantial changes and want to review again after changes.
3. Discuss revised proposal with the project chair (following changes) rather than having a second meeting.
   a. Students have two tries in which to put forth an acceptable proposal. If the first attempt is unsuccessful the student is placed on academic probation.
   b. The second try should occur within one semester of the first try to maintain continuous progress.
   c. If a student fails to present an acceptable proposal after the second try they may be dismissed from the program. This will depend on how many thesis credits they have accrued since their final clinical course. Students are expected to complete the degree no later than 3 sequential semesters post completion of their final clinical course (or 6
credits of project). After the first failure the student may be required to do remediation (which may mean taking or re-taking certain classes).

Once the student passes the Proposal Defense and made required changes, the Proposal Approval form (see section IX) must be filled out, signed, and placed in the student file (SON secretary/receptionist can do this).

INSTITUTIONAL REVIEW BOARD (IRB) APPLICATION

Once the Proposal Approval form is completed, the student writes their IRB application. The committee Chair must approve the application before it is submitted electronically. All projects involving Human Subjects must be approved by the UAA Institutional Review Board (IRB). You can obtain information about the IRB from the following web site: http://www.uaa.alaska.edu/research/ric/irb

All faculty and students involved in research are required by Federal government to complete Training for the Protection of Human Research Subjects (this training needs to be repeated every 3 years). This is offered by UAA through a web based course. The URL for accessing the course is: http://www.uaa.alaska.edu/research/ric/irb/training.cfm

Upon completion of the course you will receive a certificate that you should print and keep. You will need to submit it with your application to IRB; you will also need to submit IRB certificates for your chair and committee member(s). Completing this course is a requirement for NS A620 Nursing Research and the certificate is good for 3 years.

All proposals are to be submitted electronically using iRBNet. You must register with IRBNet; there you can find information about the application process and the needed forms. To register on IRBNet and to access the IRB proposal form, visit: http://www.irbnet.org

Students must obtain permission from their faculty chairperson and committee prior to submitting to the IRB.

For any IRB proposal submission questions, please contact Daniel Allen, IRB Administrator, Office of Research and the Graduate School, at 907-786-1099 or dallen68@alaska.edu

The IRB is administered by the Office of the Vice Provost for Research and the Graduate School and may be reached at 907-786-1099. All IRB submissions, including new studies, progress reports, modification requests, and final reports, are reviewed electronically via IRBNet: http://www.uaa.alaska.edu/research/ric/irb/irbnet-resources.cfm. If the study extends beyond one year, a progress report must be submitted annually. A progress report form can be found at the IRBNet website. When the study is completed, a final report, signed by the project chair, must be submitted.

If the project requires a consent form, please note the IRB requirements for consents. There are examples of consent forms on the IRB website. A student may proceed with implementation/data collection for their project ONLY after the formal IRB letter of approval has been received.

FINAL PROJECT DEFENSE POLICY

INTRODUCTION

The Project Defense is often referred to as a final oral comprehensive examination. The committee makes a determination that the student is ready to defend; this means that the final clinical project has been completed, is representative of a scholarly product and the manuscript has been prepared for publication submission.
DEFENSE POLICY
The Project is usually defended in either the fall or spring semester after the first day of instruction through the last day of instruction. This policy clarifies student and faculty responsibility in regard to the times when a Project Defense may be scheduled.

The Project Defense is an open meeting, meaning it is open to anyone who wishes to attend. Faculty and other graduate students are encouraged to attend. Announcements about the date, time, and location of the defense will be posted. Students are encouraged to invite members of the academic community and other interested persons.

SCHEDULING A PROJECT DEFENSE
Once it is determined the student is ready to defend, a date and time is selected that is mutually agreeable to all committee members. Typically this will be no less than two weeks from the date when the student is told to schedule a defense.

FACULTY RESPONSIBILITY
1. External reviewer. The Project Chair appoints an external reviewer to participate in the defense. The external reviewer must have a doctorate and must be a UAA faculty member (either from the SON or another department). The role of the external reviewer is to read the manuscript, attend the presentation, and fill out a Project Evaluation Form (looks at the quality of the project). The external reviewer is also present to make sure the defense is fair and appropriate. A letter of invitation to the external reviewer from the Director, with the evaluation form and manuscript, is sent by the graduate program secretary. The evaluation form is to be completed and returned to the program Chair, Dr. Jill Janke, at the end of the defense to be used as a quality indicator for Program Evaluation.

2. Arrangements should be made to tape the defense for uploading to the Graduate BB site. For defense recording lease verify that the student consents to being recorded, then fill out the Lync/Video Tape Recording Request Form (available on the Z drive under FORMS FOLDER) and email to Lisa Amaziah (lamaziah@uaa.alaska.edu) Student consent must be obtained ahead of time (see Lisa Amaziah and/or Wang Choe [wkchoe@uaa.alaska.edu]). Typically Lisa gets the consent signed the day of the recording.

STUDENT RESPONSIBILITY
1. Schedule room. Contact the SON graduate program assistant to schedule room: jesalas@uaa.alaska.edu

2. At least two weeks prior to Project Defense, inform the graduate program secretary (Jessica Salas) of time, location, Project title, Project committee chair, second member and external reviewer.

3. Seven days in advance of defense, submit preview copies of Project manuscript to committee and external reviewer. One copy is displayed for faculty, students and others at the SON.

4. Arrange for AV equipment, if needed (contact Lisa Amaziah 786-4548). Arrange for orientation and practice using equipment as needed.

5. Bring Project Signature Page to defense (see section IX).
   Note: it is always wise to bring 1-2 extra copies in the event someone signs in the wrong place.

FORMAT OF PROJECT DEFENSE
The Project defense demonstrates the candidate’s scholarly ability to conduct an independent research-utilization project in a manner appropriate to the Master of Science degree. People who want to attend
should arrive slightly ahead of schedule. Once the process has begun, no one is allowed to enter the room where the defense is being held. A general format includes:

1. The chairperson calls the Project Defense to order. The Project committee members and the candidate are introduced. The defense is expected to be approximately 50 minutes.
2. The candidate presents a 15 to 20 minute summary of the clinical project undertaken, emphasizing the guiding evidence, existing evidence, method, findings, analysis and conclusions. It must be brief and succinct. Visual aids (as a PowerPoint presentation) are encouraged, but not required. If you need assistance with equipment, please contact Lisa Amaziah 786-4548.
3. The chair invites examiner(s) (committee members and external reviewer) to begin questioning the candidate.
4. Questions are often rotated among examiners, each asking one major question until the examiners have no more questions.
5. Time permitting, the chair then requests persons from the audience to ask questions of the candidate.
6. Finally, the committee members are provided with an opportunity to ask follow-up questions of the candidate, if necessary.
7. Visitors and the candidate are asked to step outside temporarily while the committee members determine the candidate's performance. Three outcomes may be considered:
   a. Unconditional Pass: The Project is accepted with few, if any, significant changes. However, editorial changes may be expected prior to manuscript submission.
   b. Conditional Pass: One or more major deficiencies were found which require revision beyond mere editorial changes. The student may be required to submit revisions prior to obtaining the signatures of administrative reviewers (SON Director and CHSW Dean).
   c. Fail: The Project has major deficiencies. Another defense will be scheduled only after the chair and other examiners are assured that the problems have been remedied.
8. The chair announces the results of the evaluation to the candidate. Depending upon the need for revision, committee members sign both the Project Signature Page and the UAA form, Master's Degree: Report on Project Defense.
   a. Project Signature Page. Prepared by student and signed by project committee, SON Director, and COH Dean (see sample in section IX). The signature page is a part of the project and may not be copied for any other use.
   b. UAA Form. Prepared and processed by SON graduate program secretary and signed by Project committee and the SON Director.

AFTER PROJECT DEFENSE

After the project defense the following steps should be taken:
1. Complete any changes requested by your committee. Turn in revised manuscript to Chair. The hard copy of the manuscript and Project Signature Page will then be forwarded to the Director of the SON. If the Director requests additional changes, they must be completed before the manuscript and Project Signature Page is forwarded to the Dean of the College of Health. Barring any further corrections, the Dean will sign the signature page and return it to the Director’s office. The student will be contacted when approved to submit the manuscript to the targeted journal.
2. Receipt of manuscript submission will be sent to Project chairperson. Project signature page will now be completed.
3. Final report to the IRB (if project required IRB approval), signed by the Project Chairperson and Director of the SON, will be forwarded to the Office of Academic Affairs.
4. UAA Master's Degree: Report on Project Defense Report form will be signed by Project committee members, SON Director and the COH Dean. It is then forwarded to the Graduate School. Upon their approval, it will be forwarded to Enrollment Services by Jessica Salas.
PREPARATION OF FINAL PROJECT MANUSCRIPT
Once your Project committee determines you are ready to defend, you need to prepare your manuscript for submission to a peer-reviewed journal.
1. Select an appropriate journal for manuscript submission and obtain committee approval.
2. Provide committee with author guidelines for the selected journal (you may also be asked to provide examples of articles published in that journal).
3. Follow the journal author guidelines when preparing your abstract and manuscript. Reference manuscript according to the journal author guidelines.
4. Prepare tables according to journal guidelines. Discuss authorship with your advisor.
5. Schedule a public oral defense (presentation) of your project.
6. After your defense make any modifications requested by your committee.
7. When manuscript modifications have been approved by your advisory committee, you will be directed to send an electronic copy of manuscript to SON Director, Dr. Berner, with a cover letter requesting her review.
8. A receipt of the manuscript submission, generally from the journal editor, (a copy of an email is acceptable) must be included in your submission to the SON Director and your committee chairperson.
9. Once the SON Director approves your work, the manuscript will be sent to the Dean of the College of Health, and then to the Graduate School for final review and approval.
10. The final manuscript will be submitted electronically to Chris Caples (cdcapes@uaa.alaska.edu), program secretary, for posting on the UAA SON blackboard site.
11. If the manuscript is accepted for publication, please notify and provide a copy of the published paper to the Graduate Program Chair and your Committee Chair.
12. It is the graduate’s responsibility to notify their committee chair as to the status of manuscript and requested revisions for journal publication as soon as this is known.
SECTION VIII: PROJECT FORMS

STUDENT’S REQUEST FOR FACULTY TO SERVE ON PROJECT COMMITTEE

Student Name: ________________________________________________________________

Telephone (Work): ______________________ (Home): ______________________________

TO:  Professor ______________________________________________________________

I am formally asking you to serve as ( ) Chair ( ) Member of my Non-thesis project committee.

Project title: ________________________________________________________________

Project Description: Include purpose, agency involved and a brief description of the proposed project. Attach 1-2 page project description separately.

Clinical contact person if applicable: ____________________________________________

*I plan to have a first draft of my proposal prepared for your review by ________________.

*I plan to complete my project, present my work and have a manuscript completed by ________.

*If there are any foreseeable changes in the above information, I will notify you immediately.

I agree to serve as ( ) Chair ( ) Member of your Non-thesis project committee.

__________________________________________
Faculty Signature

__________________________________________
Date

(Print) Faculty Name

original:  Student
cc:  Faculty, Program Chair, Student File

Return this form to the SON receptionist (HSB 101).
### PROJECT PROPOSAL APPROVAL FORM

**Student Name _________________________________ Date __________________***

**Students** choosing the Scholarly Inquiry Project must submit a signed and approved proposal prior to moving forward with their project or prior to submitting an IRB application. Students are required to obtain approval signatures from their Committee Chair and member(s). A copy of the approved project proposal (attached to this form) will be kept in the student file until project completion and manuscript submission.

*The criteria for an acceptable project proposal will include (10-12 pages of narrative text):*

- Introduction to the Problem
- Statement of its clinical significance within advanced nursing practice
- A synthesized analysis of topical literature & or current best practice(s)
- Clear aim(s) of the proposed project
- Detailed description of the methods & procedures that will be used to examine the problem and/or carry out the project
- Written letter of support from partner clinical agency(s) as needed.
- Projected timeline for completion

**Faculty** signatures indicate the attached proposal* meets all of the above stated criteria.

<table>
<thead>
<tr>
<th>Date</th>
<th>Approval Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Committee Chair</td>
</tr>
<tr>
<td></td>
<td>Committee Member</td>
</tr>
<tr>
<td></td>
<td>Committee Member    (3rd member is optional)</td>
</tr>
</tbody>
</table>
SAMPLE SIGNATURE PAGE FOR PROJECT

XXX XxxxxXxxxxx Xx XxxxxXxxxx

XXX XxxxxXxxxx

By

Xxxx Xxxx

RECOMMENDED:

___________________________________
Xxxx Xxxx, PhD, RN

___________________________________
Xxxx Xxxx, PhD, RN
Chair, Advisory Committee

___________________________________
Barbara Berner, EdD, APRN, FNP-BC, FAANP
Director, School of Nursing

APPROVED:

___________________________________
Susan Kaplan, PhD, MBA, OT
Administrative Dean, College of Health

___________________________________
Date

(Note: Use full names, not nicknames, and appropriate terminal degrees)
SAMPLE FORM LETTER FOR EXTERNAL REVIEWER FOR PROJECT DEFENSE*

Date

_________________________________________, PhD
Professor
_________________________________________ Department
University of Alaska Anchorage

Dear Dr. ____________________________:

Thank you for agreeing to serve as External Reviewer for the presentation of Ms. Jane Doe, a student pursuing her Master of Science, Nursing Science.

Ms. Doe’s thesis defense is scheduled for Monday, April 24, 2014, at 9:00 AM in HSB 103. Her project manuscript title is __________________________________________. Ms. Doe will provide a copy of the project manuscript draft for your review.

As you know, the role of External Reviewer is to confirm that the examination (project defense) has been conducted in a fair and appropriate manner. We are also asking all external reviewers to fill out the enclosed evaluation on the quality of the manuscript done for the graduate project. After you have completed the evaluation, please return it to the Graduate Nursing Program secretary in HSB 101C. If you have any questions regarding your responsibilities as External Reviewer, please contact Ms. Jane Doe’s Project Committee Chairperson, Faculty name, credentials at xxx-xxxx.

Sincerely,

Barbara Berner, EdD, APRN, FNP-BC, FAANP
Director, School of Nursing

*Prepared by SON Secretary
NS 696: CONTRACT OPTION

Student Name: ___________________________ Semester & Year __________________

Committee Chairperson Name: ___________________________

I agree to work with my committee and chair to complete the contract work described below. I have been advised that my NS 696 grade (A-F) will be based on satisfactory completion of the semester’s contract. Terms of the contract require all work be at the graduate level and turned in on time. I understand the final grade will be determined in collaboration with the Chairperson and the NS 696 faculty. I am aware that should I not adhere to this time line I could be placed on probation or have my status changed to non-degree seeking, per the SON good standing policy. Meeting the terms of this contract is my responsibility and I understand this requires advanced planning on my part. I know that if I want to alter the contract, the request must be made in writing and documentation from an outside source verifying the need to an alteration may be required.

Contract Work Description: (include due dates, meeting dates, progress report dates)

Student Signature: ___________________________ Date: ________________

Committee Chair Signature: ___________________________ Date: ________________
# SECTION IX: LIST OF FACULTY WHO CAN CHAIR SCHOLARLY PROJECTS

**FACULTY NAMES AND CONTACT INFORMATION (NOTE: CHECK ONLINE FOR UPDATES)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-Mail Address</th>
<th>Office phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berner, Barbara</td>
<td><a href="mailto:BJBerner@uaa.alaska.edu">BJBerner@uaa.alaska.edu</a></td>
<td>786-4571</td>
</tr>
<tr>
<td>Buchanan, Bethany</td>
<td><a href="mailto:BBuchan1@uaa.alaska.edu">BBuchan1@uaa.alaska.edu</a></td>
<td>786-6412</td>
</tr>
<tr>
<td>Carmon, Bernice</td>
<td><a href="mailto:BWCARMON@uaa.alaska.edu">BWCARMON@uaa.alaska.edu</a></td>
<td>786-4572</td>
</tr>
<tr>
<td>Driscoll, Liz</td>
<td><a href="mailto:EMDRISCOLL@uaa.alaska.edu">EMDRISCOLL@uaa.alaska.edu</a></td>
<td>786-4594</td>
</tr>
<tr>
<td>Hendrix, Tom</td>
<td><a href="mailto:THENDR13@uaa.alaska.edu">THENDR13@uaa.alaska.edu</a></td>
<td>786-4583</td>
</tr>
<tr>
<td>Jackson, Lisa</td>
<td><a href="mailto:LMJACKSON3@uaa.alaska.edu">LMJACKSON3@uaa.alaska.edu</a></td>
<td>786-4590</td>
</tr>
<tr>
<td>Janke, Jill</td>
<td><a href="mailto:JRJANKE@uaa.alaska.edu">JRJANKE@uaa.alaska.edu</a></td>
<td>786-4570</td>
</tr>
<tr>
<td>Lynes-Hayes, Patrici</td>
<td><a href="mailto:PLYNESHAYES@uaa.alaska.edu">PLYNESHAYES@uaa.alaska.edu</a></td>
<td>786-4604</td>
</tr>
<tr>
<td>Michel, Christine</td>
<td><a href="mailto:CMMICHEL@uaa.alaska.edu">CMMICHEL@uaa.alaska.edu</a></td>
<td>786-6787</td>
</tr>
<tr>
<td>O'Malley, Maureen</td>
<td><a href="mailto:MOMALLEY@uaa.alaska.edu">MOMALLEY@uaa.alaska.edu</a></td>
<td>786-4584</td>
</tr>
<tr>
<td>Parker, Nadine</td>
<td>NPARKER*@uaa.alaska.edu</td>
<td>786-4554</td>
</tr>
<tr>
<td>Predeger, Elizabeth</td>
<td><a href="mailto:EJPREDEGER@uaa.alaska.edu">EJPREDEGER@uaa.alaska.edu</a></td>
<td>786-4575</td>
</tr>
<tr>
<td>Rothmeyer, M.K.</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Strobach, Cynthia</td>
<td><a href="mailto:CDSTROBACH@uaa.alaska.edu">CDSTROBACH@uaa.alaska.edu</a></td>
<td>786-1695</td>
</tr>
<tr>
<td>Toebe, Dianne</td>
<td><a href="mailto:DMTOEBE@uaa.alaska.edu">DMTOEBE@uaa.alaska.edu</a></td>
<td>786-4566</td>
</tr>
<tr>
<td>Trujillo, Angelia</td>
<td><a href="mailto:ACTRUJILLO@uaa.alaska.edu">ACTRUJILLO@uaa.alaska.edu</a></td>
<td>786-4693</td>
</tr>
</tbody>
</table>

To find out more about faculty and their expertise go to the SON Graduate Website for a list of names, expertise, areas of research interest.
SECTION X: LIST OF PAST PROJECTS AND THESSES

MASTER’S PROJECT TITLES

Note: In 2006, nursing graduate students in all specialty tracks were given the option of doing a Thesis or a Project; as of 2011 only the Project option was offered.


Benjamin, Arika. (2013, Fall). Effects of vibration therapy in pediatric immunizations.


Boutwell, Anya. (2010, Spring). Type 2 diabetes monitoring, clinical outcomes and co-morbidity in a rural internal medicine clinic.


Dahlgren, Adrienne. (2012, December) Vitamin D Use in Older Adults.


Downing, Amy. (2013, Fall). University students' knowledge and attitudes toward emergency contraception pills.


Orellana, Amber. (2013, Fall). What are the characteristics of individuals with implantable cardiac defibrillators that lead to post implant distress.

Platt, Lois. (2013, Fall). A study to compare nursing students’ perception of faculty caring at one School of Nursing related to method of program delivery.


Santiago, Angela. (2013, Fall). Health literacy of immigrants to Alaska.
Senette, Carol Lynn. (2011, Spring). *Passing the baton: Using simulation to develop nursing and paramedic student collaboration.*


Towson, Lori. (2008, Fall). *Perspectives of teaching friendship, intimacy & sexuality to adult psychiatric in-patients.*


Virden, Amber. (2014, Spring). *Young adult females’ perceptions of high risk social media behaviors: A focus group approach.*

Volf, Abbey M. (2010, Spring). *Pediatric nurses’ practice: Bedside setting or treatment room for inpatient procedures.*


MASTER'S THESIS TITLES


Brown, Patricia. (1992, April). *Nurses’ beliefs of childhood abuse in clients with borderline characteristics.*


Bushnell, Debra D. (2003, May). *Breast cancer screening practices and barriers to breast cancer screening of nurse practitioners in the state of Alaska for women age 40 years and older.*


Dickey, James Edwin. (1986). Effectiveness of intradermal lidocaine HCA injections in reducing the discomfort of indwelling intravenous catheter insertion.


Dorn, Gale Marie. (1992, August). Alcohol and drug use, selected emotional distress variables and peer drug association among adjudicated or detained adolescents.


Fenske, Donna. (2006, Fall). Alaskan village adults’ understanding of thiamine responsive megaloblastic anemia.


Gehrke-Platt, Jennifer. (2012, June). Staff nurses’ perceptions of working with student nurses in the obstetrical clinical setting.


Giessel, Catherine A. (2000, May). Beliefs of parents who administer herbal and nutritional supplements to their preschool children.


Hillstrand, Mary Margaret. (1994, April). Experiences of nurses in recovery from chemical dependence.


Hudgens, Elaine K. B. (1997, April). The relationship between nursing students’ attitudes, personal values and past experience with the elderly, and their willingness to work with the elderly.


Hurliman, Heidi. (2004, April). The experience of nurses providing care to parents or in-laws.

Ice, Unchalee V. (1992, May). Health practices and knowledge of Laotian women in Anchorage, Alaska, regarding the Pap smear as cervical cancer screening.


Jacob, Janet H.  (2003, May).  *What medications are you currently taking? Discrepancy between recorded and actual reported medication use in a community based clinic.*


Jasper, Cary R.  (1994, May).  *Patient perception of caring by the provider, their willingness to consider changing providers, and the relationship between the two.*


Johnstone-Petty, Marianne.  (2010, October).  *Perceived social and health needs of the participants of the Mary Magdalene Home Alaska program.*


Judd, Connie J.  (1992, May).  *Social support, burnout and depression in Alaskan human service providers.*


Kinley, Dorothy.  (2012, December).  *Student nurse experiences with staff nurse incivility in clinical settings.*


McCue, Maxine M. (1990, April). *The care giving experience of the elderly female caregiver of a spouse impaired by stroke.*

McDonald, Pat. (2000, December). *Nurse practitioners’ perception of caring.*

McFadden, Margaret M. (2003, May). *An exploration into nurses’ decisions to pursue an advanced nursing degree.*


McNaughton, Margaret J. (1989, May). *Selected host and environment factors and the development of HIB and pneumococcal disease in Alaska Native infants of the Yukon-Kuskokwim Delta.*


Medley, Ron Steven. (1989, December). *Comparability of thermodilution cardiac output method: Proximal injectate vs. proximal infusion lumens.*


Milline, Cheryl. (2007, August). *Attitudes of nursing staff about sexual expression in the elderly in a long term care facility.*

Miramontes, Jennifer. (2008, March). *The experience of military wives whose spouses have been deployed to a combat zone.*

Moeller, Susan. (1996, November). *The care giving experiences of gay men whose partners are living with AIDS.*


Newkirk, Donna M. (2000, May). *Perspectives on parenting as experienced by parents with physical disabilities.*


Olson-Fisher, Myrna. (1988, March). *Reported actions elderly individuals take when experiencing physical discomfort and their attitudes towards health care and health care providers.*

Ori, Judi. (1986, April). *Sex education in the home: Attitudes, beliefs, and practices of Anchorage area mothers.*

Patrick, Donna. (2001, May). *Description of mothers’ experiences of parenting their children who have asthma.*


Platt, Lois (2013, Fall). *A study to compare nursing students’ perceptions of faculty caring at one School of Nursing related to method of program delivery.*


Powell, Anita. (1988, April). *A retrospective study of postpartum women’s perceptions of touch by nurses and significant others during labor.*


Quillin, April. (2004). *The teaching styles of UAA School of Nursing faculty.*
Racenet, Laurie Kay. (1996, May). *Perceptions of women who have experienced coronary artery disease.*


Reese, Michelle. (1999, May). *Stress experiences in women with coronary artery disease.*


Rymut, Donna. (2006, Fall). *Experiences of family nurse practitioners with patients with chronic low back pain.*

Sadler, Mary Ann. (1986, August). *Differences in social support available to smoking and non-smoking sexually active teenage girls.*


Shoemaker, Susan J. King. (1993, May). *Unemployment, health habits, social support, coping, and depression in women.*

Spalding, Patricia. (2003, December). *The experience of parents when they lose their child to death.*


Stevens, Kevin V. (2000, May). *Breastfeeding experiences of active duty military women.*


Stogner, Tracy Glen. (1996, December). *Changes experienced with the lifting of psychosis in schizophrenia: A phenomenological study.*

Strommer, Angela J. (2011, May). *Compassion fatigue and compassion satisfaction in emergency nurses in Alaska.*


Toney, Elizabeth L. (1986, May). *Effects of preadmission printed information on anxiety and comfort levels of patients in an ambulatory day surgery.*


Tully, Rebecca A. (2005, May). *Correlation between preventative health care screening behavior and women’s body mass index.*


Walrath, Christine M. (2011, April). *Quality of life as described by peritoneal dialysis patients in Alaska.*


Wilson, Cindy. (1999, May). *Clients perceived satisfaction with services received at nurse practitioner owned and operated primary care clinics.*

Wilson, Mary Anne. (1994, December). *Alaska Native elders in Bristol Bay: Perceived health care needs.*


### SECTION XI: SCHOOL OF NURSING FORMS

#### HEALTH/CPR/BACKGROUND CHECK REQUIREMENTS CHECKSHEET

FAX # 907-786-4559

**STUDENT NAME** ____________________________ **Phone number** __________________________

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>HEALTH PROVIDER SIGNATURE (INCLUDE CREDENTIALS &amp; PHONE NUMBER—in each box)</th>
<th>DATE(S) &amp; TITER RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubeola (measles) Immunity</td>
<td></td>
<td>Completion of MMR Immunization Series: 1. 2. OR ____________________________</td>
</tr>
<tr>
<td>Mumps Immunity</td>
<td>Ph.</td>
<td>Immune Titer: Rubeola / Mumps / Rubella Date: / /</td>
</tr>
<tr>
<td>Rubella (German measles) Immunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tdap (Tetanus/Diphtheria/Pertussis)</td>
<td>Ph.</td>
<td>Tdap vaccine date:</td>
</tr>
<tr>
<td><em>Proof of one dose of Tdap as an adult, followed by Td booster every 10 years thereafter</em></td>
<td></td>
<td>Td booster date (if necessary):</td>
</tr>
<tr>
<td>Chicken Pox Immunity</td>
<td>Ph.</td>
<td></td>
</tr>
<tr>
<td>Hepatitis A Immunity</td>
<td>Ph.</td>
<td>Immunity Demonstrated By: Completion of Immunization Series 1. 2. OR ____________________________</td>
</tr>
<tr>
<td>Hepatitis B Vaccination Series</td>
<td>Ph.</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B Immunity</td>
<td>Ph.</td>
<td>Immune Titer date: Pos or Neg</td>
</tr>
<tr>
<td>Hepatitis B 2nd series <em>(if necessary)</em></td>
<td>Ph.</td>
<td></td>
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</table>
### REQUIREMENT

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<th>DATE(S) &amp; TITER RESULTS</th>
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<tbody>
<tr>
<td><strong>Hepatitis B 2nd titer (if necessary)</strong></td>
<td>Ph. Immune Titer date: Pos or Neg</td>
</tr>
</tbody>
</table>

*Annual proof of having had HIV blood test. Do not give results, only proof of having had test.

*Annual proof of freedom from TB: Initial negative 2-step PPD followed by annual PPD. If PPD positive, then proof of negative chest x-ray.

- **HIV Test Completed ___________**
  - (write date of test; DO NOT INDICATE RESULTS)
  - Provider:
  - Phone:

- **HIV Test Completed ___________**
  - (write date of test; DO NOT INDICATE RESULTS)
  - Provider:
  - Phone:

- **PPD Skin Test Date:**
  - Results Date:
  - Positive ____ Negative ____
  - ________________________________
  - Results Date:
  - Positive ____ Negative ____
  - Provider:
  - Phone:

### Criminal background checks will be required as specified by the UAA School of Nursing

### CPR certification: Cardiopulmonary Resuscitation for Infants, Children and Adults, Two-man Rescue & AED must be current throughout the entire clinical sequence. Provide copy of CPR card.

### Alaskan RN Licensure: Copy of current license. *(RN→BS and MS students only)*

### Alaskan LPN Licensure: Copy of current license. *(LPN→AAS students only)*

This check sheet must be stamped or signed by the health provider or original health documents may be copied. Documentation must be provided prior to beginning of your first clinical course.

The student is responsible for keeping their original health and CPR documents throughout the clinical sequence and for providing copies as requested.

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

### Deadlines:
- July 15th for Fall;
- November 15th for Spring;
- March 15th for Summer
REQUEST FOR EXTENSION OF DEADLINE FOR HEALTH-CPR-BACKGROUND CHECK

Name: ____________________________________________ Date: __________

Mailing Address: ______________________________________ Phone: __________

_______________________________________________________________________ SID: __________

Semester: _________ Clinical Classes: _____________________________

Deadline (Circle one): July 15th November 15th March 15th ________________________

Extensions will not be granted solely for the mid-semester expiration of CPR Certification, PPD Tine Test or HIV Test.

Please indicate the required documentation you are unable to provide by the deadline:

Immune Titer (Circle all that apply): Mumps Rubella Rubeola Hepatitis A Hepatitis B

Tdap vaccination (as an adult) followed by

Td booster every 10 years thereafter

Hepatitis A immunization series

Hepatitis B immunization series

Chicken Pox Immunity

HIV Test

PPD Skin Test

Criminal-Background Check

CPR Certification

Reason: ____________________________________________________________

When do you expect the requirement(s) to be met? ____________________________

It is the student's responsibility to comply with the Health/CPR/Background-Check requirements as specified in the School of Nursing Graduate Handbook. I understand that if this extension to the deadline is approved, all required documentation must be submitted prior to my entering the clinical environment, unless otherwise indicated.

__________________________ ______________________ Student

Signature Date

______________________________ ______________________

Department Chair Approval Date

Comments: ______________________________________________

See reverse side for instructions
REQUEST FOR EXTENSION OF DEADLINE FOR HEALTH/CPR/BACKGROUND CHECK REQUIREMENTS

Students are expected to meet all deadlines for submission of Health/CPR/Background-Check requirements. However, in the event that the deadline imposes undue hardship or if medical factors prevent the student from complying with the July 15th or November 15th deadline, and then the “Request for Extension” form must be submitted at least two weeks prior to the deadline.

1. Complete form on the reverse side.
2. Submit request to Program Chair or Associate Director of the SON.

It is the student’s responsibility to comply with the Health/CPR/Background-Check requirements. If the extension to the deadline is approved, all required documentation must be submitted prior to entering the clinical environment, unless otherwise specified.

Students who register for their clinical nursing classes but fail to provide the required health documentation and do not have an approved extension on file by the deadline will be administratively dropped from the clinical nursing classes. Clinical sections will be adjusted, and perhaps canceled, to ensure that all sections are filled. Students who are administratively dropped from clinical nursing classes cannot be guaranteed space if clinical sections are canceled.
UNUSUAL OCCURRENCE FORM

ATTENTION: This form is confidential and is used for the purpose of facilitating student learning and preventing future errors. Disposition of the Unusual Occurrence form, including copies, shall occur according to the UAA SON Unusual Occurrence Policy. If a client is involved in the incident, completion of this form should not be documented in his/her medical record.

Date and Time of Report: ________________________________

Background Information:

Student Name: ________________________________  Course: __________________

Faculty Name: ________________________________

Preceptor Name (if applicable): ________________________________

Facility/Agency: ________________________________

Total Number of Students Being Supervised by the Faculty Member at the time of the Incident: _____

Total Number of Units to Which Students Were Assigned by the Faculty Member at the time of the Incident: _____

Incident:

Nature of the occurrence (check as many as applicable):

   _____ Patient Injury  _____ Medication Error
   _____ Treatment/Procedure Error  _____ Equipment Damage
   _____ Student Injury  _____ Instructor Injury
   _____ Staff Injury

Describe, in detail, what occurred:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name of Individual Recognizing Incident: ________________________________

Position of Individual Recognizing Event: ________________________________

Individuals Involved: Patient (hospital number only): ________________________________

Staff Member(s): ____________________________________________________________

Date and time of Incident: ________________________________
Remedial Activity

Brief synopsis of prior "Unusual Occurrences" involving the student: __________________________
____________________________________________________________________________________

Factors contributing to this incident: ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Plan for preventing future similar incidents: ________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Consequences of this incident: ___________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Signatures:

Student ____________________________________________ Date _______________________________

Preceptor (if applicable) ___________________________ Date _______________________________

Faculty Member __________________________________ Date _______________________________

Program Chair ___________________________________ Date _______________________________

Original to Office of the Director of Nursing
Copy to Student File or Faculty Personnel File (according to policy)
Copy to Student
SECTION XII: SCHOOL OF NURSING GRADUATE STUDENT FORMS

GRADUATE NURSING PROGRAM ADVISING RECORD

Student: ____________________________ Date: ____________

Action/Discussion:

________________________________  ______________________________
Student's Signature                Advisor's Signature

Action/Discussion: Date: ____________

________________________________  ______________________________
Student's Signature                Advisor's Signature
2014-2015 SON Graduate Student Handbook

GRADUATE PLAN OF STUDY WORKSHEET

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>EMAIL:</th>
<th>TELEPHONE:</th>
<th>ADDRESS:</th>
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<tr>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
<th>SEMESTER III</th>
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<th>SEMESTER IV</th>
<th>SEMESTER V</th>
<th>SEMESTER VI</th>
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</table>

Thesis or Project Defense Semester: Graduation Semester:

<table>
<thead>
<tr>
<th>Core Courses: (all specialties take these)*</th>
<th>Credit</th>
<th>Nursing Education**</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS A618 Roles for Advanced Practice Nursing</td>
<td>2</td>
<td>NS A601 Adv Pathophysiology 3</td>
</tr>
<tr>
<td>NS A619 Health Policy for Advanced Practice Nursing</td>
<td></td>
<td>NS A602 Adv Health Assessment in Primary Care 3</td>
</tr>
<tr>
<td>NS A620 Nursing Research Methods</td>
<td>4</td>
<td>NS A610 Adv Pharmacology 3</td>
</tr>
<tr>
<td>NS A621 Knowledge Development for Advanced Practice</td>
<td></td>
<td>NS A640 Teaching &amp; Learning in Nursing 3</td>
</tr>
<tr>
<td>NS A625 Biostatistics for Health Professionals/Lab (opt)</td>
<td>3/1</td>
<td>NS A641 Curriculum Develop &amp; Eval 3</td>
</tr>
<tr>
<td>NS A699 Thesis* OR NS 696 Project (taken over 2 semesters)</td>
<td>4</td>
<td>NS A643 Assessment &amp; Eval in Nursing 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NS A644 Distance Education in Nursing 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NS A647 Teaching Practicum in Nursing Education 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Approved elective 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NS A674 Adv Psychiatric-Mental Health Nsg4 5</td>
</tr>
</tbody>
</table>

Family Nurse Practitioner

| NS A601 Advanced Pathophysiology | 3      | NS A601 Adv Pathophysiology 3 |
| NS A602 Advanced Health Assessment in Primary Care | 3      | NS A602 Adv Health Assessment in Primary Care 3 |
| NS A610 Pharmacology for Primary Care | 3      | NS A610 Pharmacology for Primary Care 3 |
| NS A660 Family Nurse Practitioner 1 | 4      | NS A611 Psychopharmacology 3 |
| NS A661 Family Nurse Practitioner 2 | 5      | NS A670 Adv Psychiatric-Mental Health Nsg1 5 |
| NS A662 Family Nurse Practitioner 3 | 5      | NS A671 Adv Psychiatric-Mental Health Nsg2 5 |
| NS A663 Family Nurse Practitioner 4 | 6      | NS A672 Adv Psychiatric-Mental Health Nsg3 5 |
| Approved elective | 3      | NS A674 Adv Psychiatric-Mental Health Nsg4 5 |

**Note: Thesis option will no longer be available to new students beginning specialty courses fall 2011.
**GRADUATE NURSING PROGRAM RE-ENROLLMENT REQUEST**

(Approved By Faculty SP 2010)

**Directions:** Students already admitted to a specialty track who have delayed progression due to personal reasons or because they received a C grade in a specialty track course have the right to request re-enrollment when the class is next offered. However, a request for re-enrollment **may or may not** be granted, depending on space availability and student completion of any required remediation. When more than one student applies for re-enrollment for the same course/same semester, students in good standing at the time they delayed starting the program (see good standing policy in Graduate Handbook) will be given priority. If multiple students in good standing request re-enrollment into a course with limited availability, the student who first submits the completed re-enrollment request and who has completed required remediation, will be given priority. **All students requesting re-enrollment must have a new plan of study attached to this request.** Students should fill out PART A of this form; meet with the program coordinator (or the faculty designated by the program coordinator) to have them fill out PART B; once PART B is signed, the faculty will forward the form and any attachments to the MS Nursing Student Admissions, Retention & Progression Committee for consideration and completion of PART C.

### PART A (filled out by student)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Last Course Taken (even if not finished):</th>
<th>Date course taken:</th>
</tr>
</thead>
</table>

**REASON FOR DELAY (FILLED OUT IN DETAIL BY STUDENT):**

<table>
<thead>
<tr>
<th>Student Signature:</th>
</tr>
</thead>
</table>

**STRATEGY FOR SUCCESS IF RE-ENROLLMENT GRANTED (FILLED OUT IN DETAIL BY STUDENT):**

| Student Signature: |
### PART B (filled out by program coordinator or faculty designee)

<table>
<thead>
<tr>
<th>Recommend Re-enrollment (if space available):</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Rationale for recommendation:

If YES, what conditions, if any must be met? Please be specific.

Faculty Signature:  
Date:

### NOTE:  Students must have a new plan of study attached to this document. Students may not enroll in course(s) until this form is processed and re-enrollment is granted.

### PART C (filled out by MS Admissions, Retention and Progression Committee)

<table>
<thead>
<tr>
<th>Recommend Re-enrollment (if space available):</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Comments:

Admission Committee Chairperson Signature:  
Date:
GRADUATE RE-ADMISSION AFTER PROGRAM DISMISSAL

**Directions:** Students have the right to reapply to the nursing graduate program after program dismissal. However, a request for readmission **may or may not** be granted. Readmission will depend on the circumstances of the dismissal, the student’s academic history, and a realistic plan for success. Students, please complete PART A, follow the directions for PART B, and have appropriate graduate faculty fill out PART C. This form with the attached student letter should be turned in to the MS Admissions, Retention, & Progression Committee for consideration. The committee chairperson will fill out PART D and forward the document to the Director of the School of Nursing who will review the material and make the final decision on the request for re-admission.

| PART A |
|------------------|------------------|
| Student Name:    | Date:            |

| Specialty Track: | Date of Dismissal: |

| PART B |
|------------------|------------------|
| The following steps must be taken: |

- [ ] New school of nursing application submitted, meeting all current application requirements (as well as new letters of reference).
- [ ] UAA graduate program application submitted (if applicable).
- [ ] Student Letter: Student is to submit a detailed letter (typed, double spaced, 12 point font, maximum of 5 pages) that addresses the reason(s) for dismissal and a strategy for success if readmission is granted. The letter should be attached to this form.
- [ ] Recommendations: The student is responsible for having the Program Coordinator and the Graduate Chairperson complete Part C. This form and all attachments will be forwarded by faculty to the BS/MS Student Admissions, Retention and Progression Committee.

| PART C |
|------------------|------------------|
| Graduate Program Coordinator |

- [ ] Recommend re-admission, if space available
- [ ] Do not recommend re-admission

Comments:

Program Coordinator Signature: ____________________________ Date: ______________
<table>
<thead>
<tr>
<th>Graduate Program Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Recommend re-admission, space available ☐ Do not recommend re-admission</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

Graduate Program Chair Signature: ____________________________ Date: __________

<table>
<thead>
<tr>
<th>PART D</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Admissions, Retention and Progression Committee</td>
</tr>
<tr>
<td>Recommend Re-admission (if space available): ☐ YES ☐ NO</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

MS Admissions, Retention and Progression Committee

Chair Signature: ____________________________ Date: __________
REQUEST FOR EXTENSION TO PROJECT/THESIS COMPLETION DEADLINE

Directions: Students who have completed all course work, with the exception of the thesis or project, must complete their degree within 3 sequential semesters. If the degree is not earned within the 3 semester time frame, the student will be dismissed from the program due to non-progress. Students who are close to completion when their time expires may request a one semester extension. An extension will be approved only if the student has a feasible plan for completion within the one semester extension and with committee approval. Students should fill out PART A of this form; meet with the program coordinator (or the faculty designated by the program coordinator) to have them fill out PART B; once PART B is signed, the faculty will forward the form and any attachments to the MS Nursing Student Admissions, Retention and Progression Committee for consideration and completion of PART C.

<table>
<thead>
<tr>
<th>PART A (filled out by student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Date when final clinical course completed:</td>
</tr>
<tr>
<td>REASON WHY EXTENSION IS NEEDED (FILLED OUT IN DETAIL BY STUDENT):</td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
<tr>
<td>DETAILED PLAN FOR COMPLETION WITH TIMELINE (FILLED OUT IN DETAIL BY STUDENT):</td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
</tbody>
</table>
### PART B (filled out by student’s committee chair)

<table>
<thead>
<tr>
<th>Recommend Extension: YES ☐ NO ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for recommendation:</td>
</tr>
</tbody>
</table>

If YES, what conditions, if any must be met? Please be specific.

<table>
<thead>
<tr>
<th>Faculty Signature:</th>
<th>Date:</th>
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</table>

### PART C (filled out by MS Admissions, Retention and Progression Committee or Program Chair)

<table>
<thead>
<tr>
<th>Recommend Extension: YES ☐ NO ☐</th>
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<tbody>
<tr>
<td>Comments:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Admission Committee Chairperson (or Program Chair Signature):</th>
<th>Date:</th>
</tr>
</thead>
</table>