



The University of Utah
College of Nursing

UNIVERSITY OF UTAH COLLEGE OF NURSING

BACCALAUREATE STUDENT HANDBOOK
2007 - 2008

Please Note: Information contained herein subject to change without notice.

Revised 12/2005

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Dear Student:


Welcome to the University of Utah College of Nursing. The faculty, staff and I extend congratulations to you upon admission to the college. As you become oriented to the College of Nursing, it is important that you acquaint yourself with policies, procedures, and resources. We trust that this manual will be helpful to you as you progress through your program of study.

The manual is intended to serve as a guide and reference document for you. The major areas of importance to which we draw your attention include the policies and procedures related to baccalaureate admissions and advancement, professional behavior and expectations, and student services.

It is hoped that this manual will be helpful to you. If you have recommendations on how to improve its content or usefulness, please share your suggestions with the Office of Academic Affairs and Student Services.

Congratulations on your admission to the College of Nursing, and best wishes as you embark on the adventure that is nursing school!

Sincerely,



Maureen R. Keefe, RN, PhD, FAAN
Dean and Presidential Endowed Professor

MRK/cjg

COLLEGE OF NURSING STRATEGIC INITIATIVES 2004-2007

The University of Utah College of Nursing supports the mission and vision of the University, and is an integral part of the Health Science Center. We serve the public by improving health and quality of life through excellence in nursing education, research, and clinical care. We endorse the following of the Health Sciences Center:

- Compassion
- Collaboration
- Diversity
- Integrity
- Responsibility
- Excellence

In addition, we support the values of innovation, and caring

VISION STATEMENT

As a College, our vision is to develop leaders in nursing and health care whose actions, discoveries, and voices strengthen and transform the health of individuals and communities worldwide.

MISSION STATEMENT

The College of Nursing is a dynamic and evolving organization where we prepare all levels of professional nurses and scholars for diverse health care delivery and leadership roles. We offer interactive education in both nursing and gerontology. The College provides exceptional clinical care through innovative practice models. We are committed to developing knowledge that leads to improved health and quality of life.

GUIDING PRINCIPLES

The College of Nursing is positioned within an environment that respects the individual, fosters diversity, promotes community, cultivates life-long learning, and makes excellence an imperative. The action plans for education, research, and practice are located within the context of three organizing principles: 1) scholarship, 2) service, and 3) inclusiveness. As foundational elements, these principles inform and guide all activities for faculty, students, and staff.

SCHOLARSHIP

The first organizing principle, scholarship, is defined in the broadest sense of the word, and includes the scholarship of analysis, critique, creation, and utilization. Scholarship is exemplified in excellent practice, inquiry based teaching, and the creation of new knowledge forms. Scholarly work includes publications, presentations, grant writing, and academic endeavors directed toward knowledge construction and distribution.

SERVICE

The second organizing principle that informs all activities in the College is service. Faculty, students, and staff participate in the life and organizational work of the College and University through committees and taskforces. Faculty participate in professional organizations, review panels, and service activities. As a form of service, faculty also engage in public presentations, public education, and volunteer work directed toward promoting health in individuals, families, and the community.

INCLUSIVENESS

The third principle is organized around the cultivation and implementation of diverse ideas, perspectives, and beliefs in the College. This orientation influences the policies and practices of the College and guides student, faculty, and staff recruitment. The outcomes to be achieved and maintained by this organizing principle are: 1) the development of a culturally relevant and sensitive curriculum, 2) the delivery of culturally competent care, and 3) the creation and maintenance of an inclusive community.

BACCALAUREATE PROGRAM OUTCOMES

The baccalaureate program at the University of Utah is designed to reflect the mission and philosophy of the University and the vision, mission, goals and expected outcomes of the College of Nursing.

Graduates of the baccalaureate program will achieve the following outcomes:

- Demonstrate attitudes, values and competencies consistent with the practice of professional nursing.
- Demonstrate intellectual curiosity, critical thinking, and clinical judgment in the planning and provision of client**¹ centered health promotion and health care.
- Demonstrate personal commitment to engage in activities that promote life long learning.
- Use concepts from the natural, behavioral, social sciences, and the humanities in choosing and applying appropriate nursing interventions.
- Provide independent, dependent and collaborative health care in a caring and professional manner.
- Assume responsibility for providing leadership, and management within health care systems and professional organizations.
- Demonstrate legal and ethical accountability for professional behavior, nursing decisions and actions, and patient outcomes and their evaluation.
- Use concepts of evidence based practice for providing patient care and evaluation of health care outcomes.
- Assume accountability for helping to shape priorities/values of society regarding health care and the nursing profession, including the direction of the health care system, through participation in community life, public service, and professional organizations.

The College of Nursing understands that the preparation of professional nurses is grounded in a solid understanding of human behavior and pathophysiologic alterations affecting humans with emphasis on practices that results in increased health of the general population, including underrepresented and culturally and ethnically diverse groups, as well as cost-effective coordinated care.

The courses at the baccalaureate level, both for basic and BS-RN students, focus on the competencies and skills professional nurses will need in the 21st century.

Page updated: 09/30/2005

¹ patient, family or community

POLICIES AND PROCEDURES

ADMISSION AND ADVANCEMENT POLICES AND PROCEDURES (BAAC)

I. ADMISSION

A. General Information for applying.

1. Completion of at least 45 semester hours of study.
2. Completion of the nine (9) prerequisite courses prior to entering the program. Of the nine, six (6) nursing prerequisite courses marked by (*) must be completed and graded at the time of application. (Refer to <http://www.nurs.utah.edu/programs/bs/bsadmissions.htm>).

It is the student's responsibility to submit updated information, i.e., grades, to insure completion of information and subsequent review of your application. Statistics must be completed within the past 5 years.

3. Minimum cumulative GPA required - 2.80
4. Minimum required pre-nursing courses GPA - 2.80
5. Completion of all required pre-nursing courses with a letter grade of "C" or better ("C-" grades are not acceptable and must be repeated).
6. Completion of general education requirements prior to entering the program. Refer to the University of Utah General Catalog at <http://www.acs.utah.edu/GenCatalog/crsdesc/ugs.html> for complete information on graduation requirements.
7. General Education, Math and American Institutions courses must be taken, as required by the University of Utah.
8. Official transcripts from all universities and colleges attended must be sent to the College of Nursing.
9. Three professional references.
10. Written essay on a subject chosen by the College of Nursing.
11. Applicants for whom English is a second language must score 50 or higher on the "Test for Spoken English" (TSE)

B. Baccalaureate Students

1. Baccalaureate students may apply to be admitted for Summer or Fall Semesters. Specifically, students who already hold a degree, must apply for the Second Degree BSN Program (Accelerated

Program) admission for Summer Semester. Students without a previous degree, must apply for the Traditional BSN Program for Fall Semester.

2. Once a student has entered either the Traditional BSN Program or the Second Degree BSN Program, the student is not allowed to switch between the two programs.
3. Application deadline is January 15 for either the Summer term (Accelerated Program) or for the Fall semester (Traditional Program) admissions.

C. RN-BS Students

1. RN-BS students have the same admission criteria, pre-requisite requirements, general education requirements and graduation requirements as noted in A and B above. They should possess an Associate Degree in Nursing from an accredited institution.
2. Applicants may apply to the RN-BS program, or to the RN-BS Geriatric Nursing Leadership program (GNL).
3. RN-BS students must show proof of current RN licensure to practice in the State of Utah.
4. RN students apply for Fall term admission only.
5. Application deadline is January 15.

D. Students Requesting Transfer of Nursing Credit from Another Program

1. Students must be transferring from another accredited baccalaureate program.
2. The baccalaureate application packet must be submitted to the Student Affairs Office, Room 425, College of Nursing.
3. A letter of good standing from the Dean or Chair of the previous nursing program is required.
4. Students must complete the same pre-requisite, general education and graduation requirements as noted in A. and B. above.
5. Course outlines of previously completed nursing courses must be submitted by the applicant, and will be reviewed by faculty of courses which may be equivalent. Recommendations by reviewing faculty will be submitted to the Chair of the Baccalaureate Admissions and Advancement Committee.
6. The Baccalaureate Admissions and Advancement Committee (BAAC) will determine appropriate placement of the student based on qualifications, recommendations, and space available. A personal interview may be requested by the student or the evaluating faculty for purposes of clarifying any information pertinent to admission.

