



College of

Nursing

WASHINGTON STATE UNIVERSITY

WASHINGTON STATE UNIVERSITY | COLLEGE OF NURSING

Graduate Student Handbook & Technical Standards

MN, DNP, PhD Students

2018-2019

The material provided in this publication supplements information included in publications about graduate school policies at Washington State University. Each student is expected to be familiar with the procedures and academic regulations of the College and the University.

The provisions of this document are not to be regarded as an irrevocable contract between the student and the College of Nursing. Changes are affected from time to time in the general regulations and academic requirements.

The College of Nursing subscribes to the principles and laws of the State of Washington and the federal government, including applicable Executive Orders, pertaining to civil rights, equal opportunity, and affirmative action. Policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment, employment, and retention of faculty and staff, and the operation of all University programs, activities and services.

Evidence of practices that are inconsistent with this policy should be reported to the Director, Office for Equal Opportunity, 225 French Administration Building (1022), phone (509) 335-8288.

June 2018

Washington State University College of Nursing Graduate Student Handbook

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Welcome from the Dean

Dear students,

Welcome to WSU, one of the finest graduate programs in the country. We have recently been selected as a Center of Excellence by the National League for Nursing, which means that we excel in educating students and promoting your professional development. We are a College dedicated to interprofessional education, in teaching, in practice, and in research. Our research programs focus on health disparities, substance abuse, and chronic illness. As the largest producer of nurses in the state of Washington, our impact is felt both state- and nationwide. I know that you will find your time here professionally fulfilling, and I wish you the best in advancing your careers.

Joyce P. Griffin-Sobel, PhD, RN, ANEF, FAAN
Dean and Professor

Section I: Organization & Governance

Mission

The Washington State University College of Nursing delivers excellent academic programs and engages in research and service in partnership with educational institutions and community stakeholders. Nursing and interprofessional education are delivered locally and globally to advance nursing science, education, and practice to enhance health and quality of life. The college functions as an integrated multi-campus system. Working across campuses, educational, research, and service initiatives strengthen the assets of each campus as well as the college as a whole.

Vision

The Washington State University College of Nursing will be recognized as a leader in transforming healthcare now and for future generations.

Values

The Washington State University College of Nursing embraces the core values of integrity, caring, altruism, social justice, and maximizing health potential. To realize these values, the college embraces diversity and equity, inquiry and scholarship, engagement and application, community partnerships, leadership, and stewardship.

Goals

- Create an inclusive environment that reflects the mission, vision, and values of the college.
- Develop and implement high quality, innovative undergraduate and graduate education.
- Promote nursing and interprofessional research and evidence-based practice.
- Provide leadership in the transformation of healthcare.

Diversity Statement

WSU College of Nursing promotes diversity and an environment that embraces and honors all individuals. Everyone is encouraged to explore, understand, and appreciate similarities and differences including, but not limited to, abilities, age, culture, ethnicity, family structure, gender identity, geographical location, race, religion, sexual orientation, socioeconomic status, and spirituality.

An inclusive climate is fostered through education, practice, service, research, and initiatives to support the mission of the college. We are committed to actions that support the spirit of this resolution.

Section II: Program Descriptions

The WSU College of Nursing offers the following graduate degrees:

Master's Programs

Master of Nursing in Population Health: Nurse Leader

The MN Nursing Leadership program prepares you for an advanced practice leadership role in acute and outpatient settings. You will take the core master's course work and additional course work in organizational leadership. You may enter the MN program with a BSN or the RN-MN Program as an RN with a bachelor's degree in any field. (For MSN/MN graduates, a Graduate certificate is available.)

Note: This is NOT a clinical nurse leader (CNL) program.

Master of Nursing in Population Health: Nurse Educator

The MN Nurse Educator program will prepare you to be a nurse educator. You will take the core master's course work and additional course work in education. Enter the MN program with a BSN or the RN-MN program as an RN with a bachelor's degree in any field. (For MSN/MN graduates, a Graduate certificate is available.) Graduates may qualify to take the National League for Nursing (NLN) Certified Nurse Educator Exam.

Graduate Certificate in Nursing Education

The MN in Population Health offers a certificate in Nursing Education. The certificate prepares students for teaching roles in hospitals, home care, community health clinics and in any agency where a nurse educator is required to conduct in-service education courses or patient teaching. The 11-12 credit certificate requires the successful completion of 3 didactic courses and 1 clinical practicum.

Graduate Certificate in Nursing Leadership

The MN in Population Health offers a certificate in Nursing Leadership. The certificate prepares students for leadership and management roles in large and small corporations, hospitals, rural and urban care settings that require advanced education in principles of leadership and management. The 12-13 credit certificate requires successful completion of 4 didactic course

DNP Programs

The Mission of the DNP program is to prepare nurse leaders who are experts in evidence-based practice to provide the highest quality health care for patients, families, communities, and populations.

DNP-Family Nurse Practitioner

The Family Nurse Practitioner (FNP) program is designed to prepare the student for a career in primary care, operating independently to diagnose and treat illness, order and interpret diagnostic tests, and initiate and manage treatments. Students learn laboratory analysis, clinical procedures, and advanced assessment. Pharmacology and pathophysiology prepare students for diagnosis and prescriptive authority.

DNP-Psychiatric Mental Health Nurse Practitioner

The DNP-PMHNP prepares you to provide psychiatric and mental health services using a full scope of therapies. A Psychiatric Mental Health Nurse Practitioner assesses, diagnoses, and treats people with psychiatric disorders or the potential for such disorders. Students have clinical experiences with psychiatric mental health practitioners in the community and are supervised by faculty who maintain active practices themselves. A strong background in assessment, pharmacology, diagnostic, and treatment modalities is provided.

DNP-Population Health Nurse

The DNP Population Health degree (DNP-PH) prepares you to work in community health or public health, improving health care systems and population health. Health policy, epidemiology, and health promotion are core concepts of the program. Graduates of this program will gain enhanced skills in interprofessional collaboration, application of evidence-based practice, health information systems, organizational systems, and leadership.

Post-MN DNP

Focused on evidence-based practice, leadership, and research, the post-master's general plan is for nurses wanting to advance their knowledge by earning their DNP. The post-MN program is for master's level nurses (nurse practitioners as well as non-nurse practitioner MN/MSNs) wanting to advance their knowledge by earning their DNP. Graduates of this program will gain expert skill in evidence-based practice, interprofessional collaboration, and leadership.

PhD Program

The [PhD in Nursing program](#) focuses on designing, conducting, and disseminating research that will generate new knowledge directed toward changing nursing science, healthcare, education, and nursing practice. Students are in a small cohort of nurse scholars, developing supportive relationships with one's fellow students and faculty. Faculty and staff are accessible and committed to your success, and you will have regular research and academic mentoring through the establishment of your career as a nurse scientist.

Graduate Program Outcomes

This content incorporates elements from the American Association for Colleges of Nursing: Essentials of Master's Education for Advanced Practice Nursing, and the American Association for Colleges of Nursing: Essentials of Doctoral Education for Advanced Nursing Practice.

MN Program Outcomes	DNP Program Outcomes	PhD Program Outcomes
Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	Apply biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science to improve health care practice and delivery systems.	Advance nursing science through clinical research and dissemination of dissertation study and other research projects.
Implement organizational and system leadership skills to promote high quality, safe patient care that emphasizes ethical and critical decision making and effective working relationships within a systems perspective.	Analyze organizational structure, functions and resources to improve the delivery of care.	Demonstrate ability to analyze, construct, or test theoretical frameworks that guide nursing research design, methodology, data analysis, and the transfer of new knowledge into practice.
Articulate multiple elements of quality, including methods, tools, performance measures, and quality standards, and apply these within an organization.	Translate evidence-based research into practice to improve health care delivery and outcomes for all.	Collaborate with interdisciplinary scholars in research and transfer evidence-based knowledge into best clinical practices through dissemination processes.
Apply research outcomes within the practice setting to resolve practice problems, and work as a change agent to disseminate these results.	Use information systems/technology to support and improve patient care and healthcare systems.	Demonstrate ability to analyze, construct, or test theoretical frameworks that guide nursing research design, methodology, data analysis, and the transfer of new knowledge into practice.
Use patient-care technologies to deliver and enhance care, including communications technologies to integrate and coordinate care.	Advocate for the nursing profession through the development, implementation and evaluation of healthcare policy.	Synthesize knowledge from a variety of disciplines to create research designs and methods for nursing science and to address ethical, social, cultural, political, and professional issues.
Intervene at the systems level through policy development, and employ advocacy strategies to influence health and healthcare.	Collaborate with other health professionals to improve health care access and health outcomes for individuals and populations.	Implement proven and emerging technologies to test the effectiveness of nursing outcomes of care and educational practices.
Communicate, collaborate, and consult with other healthcare	Advocate for ethical policies and practice which prevent illness,	Implement innovative research designs, methodologies,

<p>professionals as a member or leader of inter-professional teams to manage and coordinate care.</p>	<p>promote health and social justice, and reduce disparities for patient populations in urban, rural, and global settings.</p>	<p>leadership skills, health education, and/or lifestyle modification techniques to address the healthcare needs of vulnerable populations and disparities in the access to or delivery of healthcare.</p>
<p>Apply and integrate broad organizational, client-centered culturally appropriate concepts when planning, delivering, managing, and evaluating evidence in clinical prevention and population care, including services to individuals, families, and aggregates/identified populations.</p>	<p>Apply advanced knowledge and skills within an area of specialized nursing practice.</p>	
<p>Articulate a broadly defined understanding of nursing practice as any form of nursing intervention that influences healthcare at the direct and indirect care levels for individuals, populations, and systems, coupled with an advanced level of understanding of nursing and relevant sciences that is integrated into direct and indirect nursing practice.</p>		

Section III: Academic Policies & Procedures

Student Conduct

The College of Nursing subscribes to Washington State University's Rules of Conduct and Rights and Responsibilities of Graduate Students. See the [Graduate School Policies & Procedures website](#).

WSU College of Nursing upholds the Code of Conduct outlined by the ANA

[ANA Code of Conduct and Ethics](#)

[Technical expectations for student conduct](#)

Information about student conduct and privacy, the appeal process and ombudsman can be found in [Chapter 12, Graduate Student Rights & Responsibilities](#), of the Graduate School Policies & Procedures handbook.

<https://nursing.wsu.edu/documents/2017/08/performance-improvement-plan.pdf/>

WSU College of Nursing utilizes Performance Improvement Plans (PIPs) as a student warning mechanism for students who are at risk of failing or violating program expectations.

Faculty-Student Relationships

The College of Nursing vigorously supports and upholds the University policy about relationships between faculty and students and those between supervisors and subordinates. See the [WSU Executive Policy Manual](#).

Graduate Student Writing Expectations, Resources, and Writing Assistance Agreement

The goal of this section is to assist graduate students in finding resources to improve technical writing skills and to achieve the writing competencies required of graduate students in the College of Nursing. Scholarly writing is expected of all graduate students in all graduate programs. Faculty in any graduate level course can require a student to obtain writing assistance at any time in the program (see your academic adviser for assistance). Graduate Student Writing Expectations have been developed by the Graduate Faculty in the MN, DNP, and PhD programs. These expectations pertain to all graduate courses, especially writing-intensive courses that require students to write a comprehensive final paper. Ask your program advisor for access to these documents. The expectations also pertain to the Masters NURS 700 (Master's Thesis), NURS 702 (Master's Non-Thesis-Clinical-Based Project), DNP Project Courses (NURS 557 - Concepts in Practice Transformation, NURS 558 - DNP Project I: Program Design and Data Collection, and NURS 559 - DNP Project II: Implementation, Evaluation & Dissemination), and PhD NURS 800 (Dissertation).

Pursue academic writing in a manner consistent with the standards of academic integrity adopted by Washington State University. <https://www.academicintegrity.wsu.edu/>

College of Nursing course syllabi include these standards. All written materials must be scrutinized to assure that authors, sources and websites are properly cited in your papers. The

graduate programs require the use of APA 6th edition format:

American Psychological Association (2010). Publication Manual of the American Psychological Association, (6th ed.). Washington DC: American Psychological Association.

Graduate Student Writing Competencies

Technical Issues: Check with Course Faculty for Any Deviations in these Requirements.

Papers are submitted electronically as specified by the faculty.

- APA 6th ed. requires the use of Times New Roman 12-point font, 1-inch margins all-around, double-spaced text, and page numbers in the upper right corner. The format for levels of headings is found in Table 3.1 and basic citation styles are found in Table 6.1 of the APA Publication Manual.
- Papers and electronic files are considered the intellectual property of the author. It is essential that all electronic files be properly labeled in the event you are ever asked to prove ownership of your original ideas or prove how your written papers progressed over time. Electronic files must be labeled like this:
 - Student's last name, assignment and submission date; ex:
Smith-NURS 504-12-7-17.docx

Edits and revisions to the paper should be added to a new version of the paper. Use the "SAVE AS" file command and change the date to reflect the most recent version. This procedure allows you to maintain a record of every version of a paper from the first draft to final version. Example: student last name, course, submission date. Smith-NURS 504-12-7-18.

Academic/Professional Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in the graduate programs. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code [\(WAC\)504-26-010\(3\)](#) and [\(WAC\)504-26-404](#)) may receive any of the following sanctions as deemed appropriate by course faculty: re-write the assignment, fail the assignment and/or fail the course. Students will not have the option to withdraw from the course pending an appeal and may be reported to the Office of Student Conduct. In some cases, the violation may lead to the student's dismissal from the WSU College of Nursing.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the [Standards of Conduct for Students](#). You need to read and understand [all the definitions of cheating](#). If you have any questions about what is and is not allowed in this course, you should ask course instructors.

Academic Grievance Procedure for College of Nursing Graduate Students

A graduate student who believes he or she has a grievance involving unfair treatment, an unfair final grade in a course, or an injustice of substantial proportions involving academic affairs may initiate action to address the grievance. The student may terminate the grievance Procedure at any point in the process. This procedure does not apply to [grievances of academic integrity violations](#).

In general, the operational principal that should be followed is to maintain open communication at the most immediate point of access and to work upwards when appropriate. This means that the student should work with the faculty member with whom they have the dispute or their adviser to resolve matters if possible. The next level would be the Graduate Program Director (MN, DNP, PhD). If the complaint involves a complex or multi-campus issue, the campus Academic Director or Associate Dean for Academic Affairs may get involved. The student and faculty member should adhere to the WSU Graduate and Professional Student Grievance Procedures for Academic Progress and Other Complaints. The University Ombudsman is available at any stage for advice or assistance in resolving academic complaints. In addition, complaints about discrimination/sexual harassment can be directed to WSU's [Office for Equal Opportunity](#); in addition, WSU is accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges, whose complaint process is [here](#).

College of Nursing Grievance Procedure (WSU's Academic Complaint Process: Rule 104)

1. A student having complaints about instruction or grading should attempt to resolve those issues directly with the instructor. If that fails, the student should send an email to the instructor using his or her official WSU email account no later than 20 business days following the end of the semester. This email should briefly outline the complaint and be copied to the Program Director (MN, Post-Master's Certificate, DNP, PhD). A student from a campus other than Spokane may make complaint in writing to their campus Academic Director (Tri-Cities or Vancouver) as well as to the Program Director.
2. If the complaint is not resolved with the instructor within 20 business days of sending the email, then the student may work directly with the Program Director in which the course is offered. The Director's decision shall be rendered within 20 additional business days.
3. After the Director's decision, the student or the instructor may appeal to the academic college Dean's Office. The Dean may designate the Associate Dean for Academic Affairs to manage the complaint. Complaints must be submitted in writing within 20 business days of the Graduate Program Director's decision. The written statement should describe the complaint, indicate how it affects the individual or unit, and include the remedy sought from the Dean. The decision of the Dean or her designee shall be rendered within 20 business days.
4. A copy of all written complaints and a written record of all subsequent actions will be filed in a confidential Academic Grievance File in the College of Nursing Academic Affairs Office.

Note: Though chairs and college deans (and program leaders and campus chancellors) may resolve complaints about instruction and grading, they may not change a final grade without the consent of the instructor, except as provided by Rule 105 of the [Grad School Polices and procedures](#)

Student's Recourse if a Grievance is Unresolved at the College Level

WSU Graduate School Preliminary Grievance Procedures

1. If the grievance cannot be resolved at the department or program level, the student is encouraged to contact one of the Associate Deans of the Graduate School, or any person of the Graduate School designated by the Dean to hear student grievances (the Dean's designee).
2. The Associate Dean or Dean's designee will review the grievance and, at his or her discretion, will recommend possible actions for resolution to the student as well as to the College of Nursing Academic Program Director, college Dean or Dean's designee, and/or faculty liaison. If the student is not satisfied with the resolution, he/she may file a formal grievance.

WSU Graduate School Formal Grievance Procedures

In some instances, such as those related to academic and employment issues (e.g. failed examinations, termination of assistantship, etc.), the student may wish to appeal a specific academic decision made at the College of Nursing level.

1. The student must make a formal grievance request to the Dean of the Graduate School in writing with signature (email is not sufficient). Formal appeals must be filed within 15 (fifteen) calendar days following a notice of decision at the College of Nursing level or within 15 calendar days after completing the Preliminary Grievance Procedures. The original decision will be held in abeyance while under appeal.
2. The Dean will assign these formal appeals to one of the Associate Deans for full consideration and recommendation.
3. If the Associate Dean deems it appropriate, the matter will be referred to an independent Committee on Graduate Student Rights and Responsibilities (CGSRR) for consideration and formulating recommendations of action to the Dean of the Graduate School. The CGSRR will operate with due respect to the rights of graduate students, faculty, and administrators including the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing. The CGSRR will deliberate and render a recommendation to the Dean of the Graduate School or the Dean's designee within 60 days of being formed.
4. Recommendations for resolution of formal grievances will be acted upon by the Dean or the Dean's designee. A final decision will be made by the Dean of the Graduate School. The decision made by the Dean on academic matters is final.

Appeals

The graduate or professional student may appeal the final decision of the Dean of the Graduate School to the Provost if the appeal is based on procedural irregularities. The written appeal to the Provost due to procedural irregularities must be filed within 15 calendar days following a notice of decision from the Dean of the Graduate School regarding the formal grievance. The Provost will not reopen cases for the purpose of re-investigating the grievance.

Student Rights of Appeal Related to Academic Work

Appeal of Course Grades. Graduate students should refer to the WSU Academic Regulations, [Rules 104](#) and [105](#), if they have a complaint about instruction or grading.

University Grade Appeals Board. The [University Grade Appeals Board](#), an official committee of the University President, functions to review academic grade appeals forwarded by any departmental chair, dean, Graduate School Dean, or university ombudsman.

Preliminary and/or Final Examination Committee Decisions. In cases of examination failure, the student is given an opportunity to take a second and final examination. In these cases, the Graduate School will send an official representative to preside over the second examination to protect the rights of the student, faculty, and program. The Graduate School's Graduate Mentor Academy is trained in the appropriate procedures to be followed for a second examination. The only exception to this reexamination policy is if a member of the Graduate Mentor Academy (appointed by the Graduate School) presided over the student's first exam and agrees that a re-examination is not an appropriate disposition of the case. The Graduate School's examination procedures must be followed to schedule the second examination.

These procedures are outlined in [Chapter 7](#) and [Chapter 8](#) of the WSU Graduate School Policies and Procedures Manual. If the student fails the exam a second time, he/she may appeal the decision by filing a [formal grievance](#) with the Graduate School.

Section IV: Advisement & Progression

Graduate Faculty Adviser and Student Advisee Responsibilities

Academic Advisement and Career Advice

The academic advisement of graduate students is performed by members of the Graduate Faculty and/or designated and trained administrative personnel. Each graduate student registered for full- or part-time study is assigned a graduate faculty adviser. Faculty adviser assignments are made through the appropriate Graduate Program Office and the Graduate Program Director. Students are urged to maintain contact with their graduate faculty adviser and to consult with him/her regularly concerning the program of study course information and matters related to the academic program and professional development. It is required that students will meet with their academic adviser or PhD committee each spring to complete the Graduate Student Annual Review document. The adviser assists with pre-registration procedures, provides guidance in developing a plan of study, monitors the student's progress, and assists in the selection of a thesis/dissertation topic or project. Students should set up an initial appointment before registration. Once a MN thesis/Non-Thesis-Clinical-based project or PhD dissertation chair is chosen, that individual also assumes responsibility for academic advising. Upon admission, a PhD student works with the director of the PhD program to identify a faculty adviser by the date of the first graduate student Annual Review.

Students who have graduate course credits from other graduate programs or institutions may request to transfer those credits to the WSU Graduate School. Those credits may be approved to meet the equivalency of required courses in the WSU Graduate nursing programs. To be considered, students must have earned a minimum grade of B, the course credit must be equivalent to the WSU course that would be waived or substituted, and the course must have been taken within 6-10 years, depending on program, of the date when the student will graduate from WSU. Students should contact their academic adviser for guidance. A letter of request from the student and the course syllabus must be forwarded to the appropriate master's, DNP or PhD director's office at the College of Nursing. A nursing faculty member who is currently teaching the course, or who has taught the course in the past, will make a recommendation whether to support transfer or waiver to the College of Nursing Graduate Program Office.

For WSU College of Nursing Graduate Programs, a GAP Analysis form will be completed by the College of Nursing Grad Program Office, reviewed by the Director of the graduate program to which the student has been accepted, and then submitted to the WSU Graduate School for approval of course credit transfers. The WSU Graduate School establishes standards for the total number of credits that can be transferred and makes the final decision on the acceptance of courses.

Note: Students from graduate programs that are online-only may have a limited number of credits accepted for transfer.

Students often benefit from career advice while in graduate programs. Discuss your desired career path with your adviser and other faculty as needed during advising appointments. The Graduate Program Newsletter and [nursing website](#) provides lists of job opportunities that may be of interest. WSU offers resources on careers on the [Academic Success and Career Center](#).

The graduate faculty adviser's responsibilities in relation to each graduate advisee are:

- To be acquainted with the student's interests/needs.
- To discuss the program of study plan for program completion.
- To sign any change of status forms (this is required).
- To be informed about the student's progress in the program.
- To counsel regarding academic questions or problems of the student.
- To counsel regarding work load and course requirements to achieve a successful academic outcome.
- Conduct the annual review as required by the Graduate School.

The graduate student's advisement responsibilities in relation to the graduate faculty adviser are:

- To review the degree requirements in the catalog and monitor progress.
- Consult with the graduate faculty adviser each semester and schedule an appointment (telephone, face-to-face) with the graduate faculty adviser to discuss their plan for program completion.
- To inform the graduate faculty adviser of academic progress in the program.
- To seek the counsel of graduate faculty adviser regarding work load and course requirements to achieve a successful academic outcome.
- To provide to the graduate faculty adviser the appropriate forms (e.g. Application for Graduation, [available in the Advisement Center](#)), which will require the signature of the graduate faculty adviser.
- To discuss with the adviser any known changes in registration and/or change of status.
- To obtain the signature of the graduate faculty adviser and program director on the annual review form.
- To pre-register during April, November and March for Fall, Spring, and Summer course work.

WSU Graduate Student Grading Scale

The Graduate School and College of Nursing require students maintain a minimum 3.0 cumulative GPA at all times during the program. Additionally, the minimum grade that can be accepted for credit is a C (73%), except in the DNP Project courses, NURS 557, NURS 558 & NURS 559. Any student who obtains less than a C (<73%) in a course must repeat that course. No graded courses of B- or below may be dropped from the program of study for an advanced degree nor can a course be repeated for a higher grade. If a low grade(s) drops the student's cumulative GPA below a 3.0, the Graduate School or the College of Nursing may dismiss the student from the university. The student may appeal to the program by following the previously described appeal process.

GRADING SCALE

A	4.0	95-100	C+	2.3	76-79
A-	3.7	90-94	C	2.0	73-75
B+	3.3	86-89	C-	1.7	70-72
B	3.0	83-85	D+	1.3	66-69
B-	2.7	80-82	D	1.0	60-65
F – Points 59 or below					

Incomplete and X or Z Grades

1. Incompletes (I) An incomplete is the term used to indicate that a grade has been deferred. It is for students who for reasons beyond their control are unable to complete their work on time. Incomplete grades MUST be updated to a letter grade within 1 year or sooner if the faculty of record who writes the incomplete grade agreement indicates a new date of completion expectation sooner than 1 year.
2. An “X” grade denotes continuing progress toward completion of special problems, research, thesis, doctoral dissertation (i.e., 499, 600, 700, 701, 702, 800), or flexible enrollment courses; X grades are converted to S or to a letter grade upon completion.
3. A “Z” grade denotes failure due to discontinued attendance without withdrawal. The Z grade is an internal grade indicating that a student earned a failing grade and discontinued all participation in a course without formally withdrawing from the course. Incomplete grades must be completed, and a passing grade earned for courses that are pre-requisites. All courses must be completed before starting FNP or PMHNP specialty courses.

Program Requirements

1. Each student must submit a “Program of Study.” See [Chapter Six](#) of the Graduate School Policies and Procedures Manual for important details regarding this requirement. See the [Graduate School Forms](#) page for the Program of Study, reenrollment and other pertinent issues.
2. Students have six years to complete the master’s degree; five years to complete the DNP; and 10 years to complete the PhD. PhD students are required to complete all course work and successfully defend their dissertation proposal (the preliminary examination) by the end of the 4th year of the program. The guidelines are stated in the
3. Leave of Absence: Graduate leave is available to those students who must be away from active enrollment for one or more semesters. Students who wish to request graduate leave must follow the procedures described in the [WSU Graduate Student Handbook](#).
4. Annual Review: Yearly review of each student’s progress will be accomplished early in each spring semester. Details about this process can be found in [Chapter 6](#) of the Graduate School Policies and Procedures Manual.
5. Course Evaluations: At the end of each course, students will be asked to complete a course evaluation using the online learning management system. Each faculty member, their supervisor, and the Dean of the College of Nursing receive summaries of the student responses and comments. Data from course evaluations assist the faculty in self-improvement of teaching methods. The information is also used as part of the determination of the faculty member’s tenure, promotion, and salary increases. Due to

the significant impact of these evaluations, students should carefully weigh their assessments and evaluate each course fairly and accurately.

6. Graduation: The Application for Graduate Degree and other pertinent forms are located on the [Graduate School Forms](#) page.
7. Academic Standing: A 3.0 cumulative grade point average or higher is required for maintaining acceptable academic standing in the WSU Graduate program. During a semester, a grade point average of less than 3.0 is achieved, the student will be given notice of deficiency by the WSU graduate School and may be dismissed from the university. The following semester, a grade point average of 3.0 or higher must be achieved with improved cumulative grade point average of 3.0 or higher if enrollment is to be continued.
8. A grade of a “C” or better is required to pass a College of Nursing graduate course. Students receiving a lower grade must repeat the course. e
9. The repeated course does not replace the grade for the prior course on your transcript; however, only the “passing” grade is used in the GPA calculation. If a course is repeated, it may only be used once to fulfill graduation requirements.
 - A graduate student in their first semester with a grade point average below 3.0 is placed on probation and allowed to continue in their second semester where their cumulative GPA must be above a 3.0.
 - Students who withdraw from more than one course with a “W” posted on their graduate transcript must submit justification for multiple course withdrawals, demonstrate good academic standing prior to withdrawals, and petition for permission to continue in their degree plan. This information should be submitted to the student’s advisory and to the MN, DNP or PhD Program Director who, in turn, will submit to GAP.
 - If you are a graduate non-degree student, you can continue as a graduate student as long as you maintain a cumulative graduate grade point average of 3.0 or better.
10. During the semester, if a student is not meeting minimum standards of performance in a course (i.e. at risk for failing the course), course faculty will submit a Performance Improvement Plan (PIP). A copy of this written notice will be forwarded to the student’s adviser, the Lead Faculty of the relevant area of study (FNP, PMHNP, PH, PhD). In a clinical course, if a student’s performance is less than the acceptable evaluation threshold, a PIP will be given. If it is determined by a faculty member that the student is unsafe, the student will be removed from the clinical setting and given a failing grade for the course prior to the end of the term. Students may not register for future nursing courses until completion of Graduate Academic Progression review and formal reinstatement in the program. Progression review guidelines (described below) must be followed.
11. The Graduate Academic Progression Committee (GAP) at the College of Nursing is tasked with acting on matters related to academic progression, academic problems, and reinstatement of graduate students. The Committee reviews each student who has an unsatisfactory course grade or overall GPA and makes recommendation to the Program Director and Associate Dean of Academic Programs or her/his designee on recommendations for the student. Students must submit a “Student Plan for Progression/Retention” and statement of support from their adviser.
 - Student Plan for Progression/Retention: Students needing progression review (including all students asking to repeat a course) are required to submit a letter to the GAP outlining their preferred plan for progression/retention. Students should seek assistance from their academic adviser to assist with this process. This letter should be submitted to the College of Nursing Graduate Office by the day prior to the scheduled GAP meeting. Students are to submit a letter only.

Section V: General College Information

WSU College of Nursing Phone List

A link to the faculty and staff list at the College of Nursing is found [here](#). You can find all WSU faculty and staff by typing in their last name in the “Search” link on the [WSU website](#).

Academic Calendar

Found on the WSU Registrar website, [here](#).

Program Delivery

Graduate programs offered by the College of Nursing are a hybrid of classroom experiences and online instruction. MN and DNP faculty members use a variety of approaches to deliver course material. Students *must* attend class sessions at the campus in which they are registered. Live, interactive videoconference technology (referred to as the Academic Media System, or AMS) is used to link classrooms across the state, with most courses originating in Spokane or Vancouver. Faculty members use Blackboard, an online learning management system, to engage students in online course work that supplements classroom teaching and learning activities. Panopto is a software within Blackboard that some faculty use to provide recorded lectures or other activities. Class sessions are recorded with Panopto and made available for viewing by all students registered in a class.

In general, the PhD program requires attendance in Spokane twice a semester, additional attendance during 5 synchronous live video sessions using Blackboard Collaborate Ultra, and the remainder by asynchronous on-line using Blackboard.

Clinical Experiences

Clinical experiences are an integral part of many of our graduate programs in nursing. Clinical agencies are diverse and provide important partnerships with the College in educational endeavors. Students are representatives of the College while in clinical agencies and, therefore, should *always* be professional in demeanor and approach. Proper attire (see Appearance Standards in this handbook), name badge, positive communication, and the ability to verbalize the desired learning outcomes to agency personnel are a few of the expectations of a graduate student. More information can be found in Part 2 of this Graduate Student Handbook. Students can receive a clinical badge from Student Affairs located in SAC. The first badge is free and charged to the college, the 2nd badge is \$10, charged to the student.

Scholarships and Financial Aid

Financial aid is managed through the [WSU Financial Aid Office](#) in Pullman. Students may have financial aid resources at their home campus as well:

- [Vancouver Student Financial Services](#)
- [Tri-Cities Student Financial Services](#)

- [Spokane Financial Aid](#)

The College of Nursing awards endowed scholarships specifically for nursing students spring and fall semesters. Information and application forms are available [here](#).

Application Deadlines

Please review the [Graduate Programs](#) page for program-specific guidelines for admission.

Professional Nurse Traineeships and Loans

HRSA funds may be available to partially cover tuition and fees of eligible graduate students. [Health Resources and Service Administration \(HRSA\)](#)

Additionally, loan funds for MN, DNP and PhD students planning to enter teaching after graduation may be available. Your faculty advisor can provide you the name of the college's Project Director of the Nurse Faculty Loan Program.

Nursing Student Loan Fund

The College of Nursing administers two emergency loan funds to assist students in financial crisis. The Iris Finch Loan Fund was established in 1991 from the estate of Iris Finch, a strong supporter of nursing. Applications are available in the Academic Affairs Office. An appointment to discuss emergency loan requests with the Associate Dean of Academic Affairs is required. The H.D. and Clara Schlotfeldt Education Fund is available for students enrolled in Yakima. Requests are made to Yakima program coordinator. These loans are interest free but have an obligation for payback starting a year after graduation or six months after graduation or withdrawal from the program

Adjusted Tuition:

In keeping with state and university policy, state employees may request admission to some courses on a space available basis using tuition waiver. See the [WSU Business Policies & Procedures](#) manual.

Oregon residents who live in a county bordering Washington state may apply for resident rate tuition at [WSU Vancouver](#) or [WSU Tri-Cities](#) through the "Border Bill". Credit limits apply.

Section VI: Student Health & Safety Information

Health Plans and Safety Statements

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. All students should go to the [MyWSU portal](#) and register their emergency contact information for the Crisis Communication System (CCS).

Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

Safety Plans

WSU Safety Plans contain university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

- [WSU-Pullman Campus Safety Plan](#)
- [WSU Vancouver Campus Safety Plan](#)
- [WSU-Tri-Cities Campus Safety Plan](#)
- [WSU-Spokane Campus Safety Plan](#)
- [WSU-Spokane Emergency Management Planning](#)
- [Yakima Campus Safety and Security](#)

Alert Sites

Information about emergencies can be found on each WSU ALERT site. Be sure to register in MyWSU to receive emergency notifications for your campus. Each Alert site has instructions for how to register to receive notifications for your campus.

Section VII: Library

The Spokane Academic Library staff coordinate library service for students and faculty throughout the College. The Spokane Academic Library serves as the major resource for published nursing information in the consortium of 37 libraries across the state. The collection at each site serving nursing students is focused on the programs at that location. The book and journal collection of each branch campus and of the nursing resources library is indexed in the WSU electronic catalog. The Vancouver Campus has a [Library tutorial](#) available to all students across the WSU campuses.
<https://libraries.wsu.edu/about>

Spokane Campus

The Library is located on the second floor of the Spokane Academic Center. The Library's holdings include over 40,000 books, many active periodical subscriptions, and indexes. The Library maintains a comprehensive file of publications from the American Nurses Association and the National League for Nursing. The Director of Library Services is responsible for the overall management of the Library and for coordination and supervision of Library work and services. The Reference Librarians are responsible for instruction and reference assistance. Technical staff process book and periodical orders, interlibrary loan requests, support students at all sites, and maintain the collection. Faculty have incorporated instruction into several classes on using library services to find information. These classes may be presented in person, by the library faculty, or over AMS. Take advantage of these sessions, and of the assistance library faculty can provide in finding materials for your projects and needs.

Other Libraries

College of Nursing students have access to numerous libraries locally in Spokane, at the extended campuses, and within the state. The student ID card gives access to the consortium member libraries; they may issue an additional card to fit their circulation systems.

Useful Library Websites

[Spokane Academic Library](#)

[Nursing Resources Library](#)

[The WSU electronic catalog](#)

[Eastern Washington University Spokane Academic Library](#)

[Gonzaga University Foley Center Library](#)

[Whitworth University Harriet Cheney Cowles Memorial](#)

Yakima Campus

Reference space in the WSU College of Nursing Yakima facility offers shelving for books and required readings. Books are arranged in subjects, by Library of Congress call number, and include one copy of all required or recommended texts, as well as one copy of all books from which readings are required for courses being offered, or for skills modules. Books on drug references are grouped in one location for convenience. Circulation times may change based

on class needs; consult with the Program Coordinator. Reserve materials, some drug books, and items labeled Reference are for in-building use only.

Materials students need that are not in the WSU College of Nursing Yakima collection may be requested from the Library in Spokane. The best way to request items is for a known item, e.g. for an article identified by searching CINAHL, or for a book whose title or author are known. Use ILLiad software to request the item. Materials will be sent to the Yakima facility by e-mail, mail, or facsimile.

For items not specifically known, e.g., “two good articles on spinal fusion surgery” or “a research article on pain relief in children having surgery,” you may write your request and have it sent to the reference librarians at the Library (the best way), or call using one of the phones at the facility. For faster service, you should check the hospital or community college libraries for materials. The Media Specialist and the classes offered as part of your program offer instruction on how best to use these resources.

Tri-Cities Campus

Materials in the Max E. Benitz Library and the PNNL Technical Library are inter-shelved and available to all WSU students. Most items may be checked out for six weeks. Nursing reserves are available at the circulation counter and through the electronic reserve site on Nursing Resources Library home page. The various catalogs and indexes include electronic forms for requesting rapid delivery of items both within and outside the WSU Libraries system.

Vancouver Campus

Library resources are available in the Library of the WSU Vancouver facility. Requested reserve materials are placed in the Library. The WSU Libraries' online systems are accessible via microcomputer in the Library; library staff provide instruction on its use. Books and journal article photocopies may be ordered from the Pullman campus or from the Spokane Academic Library via electronic forms. Study space is available for student use. WSU Vancouver nursing students may reach the library and databases [here](#). The Vancouver Campus has a [Library tutorial](#) available to all students across the WSU campuses. The Nursing/Health Sciences reference librarian can be reached at (360) 546-9178.

Use of Library Resources

Instruction on use of Library resources is incorporated into the nursing curriculum, through orientation at the time of beginning of the particular program of study and in different classes each term. Specific sessions are scheduled by each instructor. Many resources are available easily from our library website. If you want assistance locating an item or have any questions at all, see your librarian!

Note: Checkout privileges may be withheld if library fines aren't paid. If all fees and fines aren't paid, holds are placed on transcripts at each college, and continuing students may not register. Certification of graduation will be withheld until all outstanding fines and fees are paid.

Library Resources

In addition to identifying the books and journals in each Library, the library catalog offers access to a number of indexes and full-text electronic resources. CINAHL and many other indexes are available electronically; ask a librarian for direction. Pamphlets published by the American Nurses' Association and the National League for Nursing are kept in files in the Spokane library in pamphlet number order, or in the library's book collection. The catalog offers numerical, title, and subject indexes to these pamphlet series.

Assistance for Special Information/Searches

Assistance in looking for special information is available from library staff. We can help you learn to use unfamiliar indexes, possibly point out subject sources you had not considered, and provide access to the many computerized bibliographic services. We can help you conduct searches in special subject databases (e.g., PUBMED for medicine, CINAHL for nursing and ERIC for education). In addition to classes taught during the semester, Library faculty offer extensive reference service each weekday. See the Staff Contacts page on your campus library website for specific email addresses and phone numbers. Service is also available any time the library is open; ask at the Circulation Counter.

Interlibrary Loan

Through use of indexes, subject bibliographies, computer searches, and other sources, references may be identified which are not in the local Library. Many of these are available in other area libraries; those which are not can generally be obtained through Interlibrary Loan (ILL). Patrons are encouraged to use or check out materials from local libraries whenever possible, instead of requesting ILL. The library staff can assist in determining what materials are available locally. Items owned by a consortium library are the first choice for borrowing.

Section VIII: Information Technology and Other Services

[Information Technology Services](#) supports all computing, multimedia, instructional technology and telecommunications needs of the Campus and College community. To meet its mission, Information Technology provides a variety of services and technologies including local and wide area network access, Internet access, electronic messaging, academic and administrative computing, multimedia labs, television production, distance education classrooms, online teaching and learning systems, multimedia services, videoconferencing, video streaming, podcasting, information security, telephone services, and technology training and consulting services.

Use of Information Technology services and systems is governed by the [Electronic Communication Policy](#) located in the Executive Policy Manual. All policies indicate that equipment and services will be used only for carrying out university business, and may not be used for private use.

Online Course Access

Graduate courses maintain sites at the Blackboard Learning system. Once you have a WSU Network ID and have registered for courses, you will automatically be enrolled in your Blackboard site for courses you are taking in a specific semester. Access the site to find the courses syllabus, communications from faculty and other important information. You can

access Blackboard through the Nursing homepage or through [this link](#).

Nursing Help Desk

Nursing students can access IT assistance from the nursing technology staff, with contact information on the website [here](#).

Other Services

Parking

Spokane: Students are required to purchase your parking pass from [Parking Services](#).

Yakima: Students will be able to purchase a [YVCC parking permit](#) during orientation.

Tri-Cities and Walla Walla: Parking passes are not required for the nursing building at this time.

Vancouver: Visit the WSU Vancouver [Parking Services website](#) for more information and to purchase a parking pass.

Smoking

Washington [state law](#) and [University policy](#) prohibit smoking in public places and places of employment.

Food and Beverages in College of Nursing Rooms

1. Food and non-alcoholic beverages may be brought into classrooms, offices and lounges if strict controls on cleanliness and sanitation are observed.
2. Food and beverages may not be taken into other learning areas of the buildings such as the Practice Laboratory, Computer Laboratory or the Multimedia Laboratory.
3. University alcohol policy

Children in College of Nursing Buildings and Classrooms

Children are not permitted in the nursing building or classrooms.

First Aid

Locate first aid kits in your facilities. In the event of accident or illness requiring immediate treatment.

Emergency Management – Is it up to you to familiarize yourself with the location of AED devices in your buildings. <https://oem.wsu.edu/about-us/>

Spokane: <https://spokane.wsu.edu/emergency-management/>

Tri-Cities: <https://tricities.wsu.edu/emergency/>

Vancouver: <https://www.vancouver.wsu.edu/safety-plan>

Injury Reports

Faculty, staff, students or guests at the College or clinical agency who are injured or involved in any injury, no matter how minor the event may seem at the time, is required to report the injury to their supervisor, Administrator or Faculty. In the event that an injury occurs in a clinical setting, a report must be completed for the College of Nursing and the Agency.

Incident Reporting and Evaluation

Students who experience a clinical incident must report the experience to their appropriate faculty and program director immediately. Per WAC 246-840-513, clinical incidents include unreasonable risk of patient harm, reason to believe there is harm, or diversion of substances. Preceptors and clinical evaluators may advise students of incidents that needed reporting.

The online incident report form can be found [here](#) and at completion will be submitted to the director of your program. A clinical incident evaluation will be completed for every submission.

Section IX: Part I Appendices

Appendix A of Part I

Faculty Profiles

WSU College of Nursing faculty are dedicated to providing high-quality instruction, clinical supervision, and mentorship to students. [Faculty pages](#) include email addresses, information about their research, teaching, and clinical experience, as well as a links to their current research project abstracts.

Appendix B of Part I

Master's Thesis/Clinical Research Project

Overview

This section describes the differences between projects and theses, selection and role of your committee, information on the specific requirements and format for projects and theses, scheduling and conduct of the final oral presentation/examination, and directions for submission of final project/thesis to WSU. Links are provided to policies and procedures of the WSU Graduate School and required documents and schedules.

Introduction

All graduate students must complete the [CITI Human Subjects training](#) prior to participating in any research activity. Documentation of CITI training completion is placed in the student's E*value database. Keep a personal copy of the certificate that documents your passage.

The culmination of the master's education is a clinical project or thesis that demonstrates integration of learning and use of master's level scholarly and research skills. Students should work with their academic advisers early in their enrollment in graduate studies to select the option as both options require a minimum of two semesters to complete, and a thesis may take longer. Students will need to select a topic, a committee chair, and two committee members who will assist in through the process. Content covered in NURS 504, Evidence Based Practice will help students develop a thesis/project topic. Refer to the [Graduate School Policies and Procedures Manual](#) for more information.

Required NURS 700/702 credits

WSU requires all full-time MN students be enrolled in one credit of NURS 700 or NURS 702 each semester during the program. All full- and part-time students must be enrolled in two credits of either NURS 700 (thesis) or NURS 702 (project) the semester the student anticipates graduating.

Thesis Option (NURS 700)

MN students who conduct a thesis are usually interested in obtaining experience in conducting research prior to pursuing doctoral education. A thesis requires that the student conduct a research project, including conceptual framework, project design, data acquisition, data analysis, and presentation/discussion of findings. Discuss with your academic adviser the pros and cons of conducting a thesis.

Clinical Project Option (NURS 702)

The clinical project is expected to demonstrate a review and analysis of current research and clinical practice literature regarding a nursing phenomenon, conceptual context, nursing practice, recommendations for practice or further research. Completion of this option requires all students to complete 1 credit of NURS 702 [45 hours minimum] working with a faculty member or community person on a research or evaluation-related task, e.g., data collection, data entry, literature reviews, policy writing and evaluation, to name a few options. This activity should be completed at the end of the first year of MN study and before the NURS 702 project paper is initiated. This activity can be written up for the NURS 702 project paper or a different topic may be chosen. A form, available through the Graduate Program office, must be completed to document the 45 hours of work. Download the [700/702 form](#) the Current Student section of the College of Nursing website.

Thesis	Clinical Project
<p>6 credits of NURS 700:</p> <p>Development of a researchable problem and conduct of research to answer the research question(s) that is approved by the student's committee and the IRB.</p>	<p>3 credits of NURS 702:</p> <p>One credit (45 hours) is devoted to assisting a faculty member or community investigator with their research, e.g., assisting with literature reviews, developing an IRB proposal, data collection, analyzing data, etc. with a faculty member.</p> <p>Two credits are devoted to the development of a scholarly manuscript using research skills to analyze and evaluate current evidence and make</p>
<p>The thesis is composed of 3 or 4 chapters.</p> <p>The 4-chapter version has the publishable manuscript as the third chapter. May add up to 1 additional year to complete.</p>	<p>Usually has 7 sections including references and tables/figures.</p> <p>May be in manuscript format using author guidelines from journal selected for potential publication.</p>
<p>2 credits of NURS 700 must be taken in the semester you graduate.</p>	<p>2 credits of NURS 702 must be taken in the semester you graduate.</p>
<p>Requires an oral presentation and examination (defense).</p>	<p>Requires an oral presentation and examination (defense).</p>

Thesis/Clinical Project Committee

The thesis or clinical project committee consists of one chairperson and two members. WSU requires at least two committee members be present in the room where the student presents the final oral defense of the thesis or clinical project. See the [Graduate School Policies & Procedures](#) manual.

Whenever possible the student and the committee members should meet together with the student briefly to discuss the proposed work and agree on the aims and scope before the student begins work. At this time the student should present a realistic written timeline for completing the work taking into account the deadlines and procedures for graduation, published by the graduate school, and the student's individual work style. The student begins with the desired date for the defense and works backwards to the present including dates for submission of drafts of each section of the thesis/project.

All members of the committee are responsible for ensuring that the student's work is consistent with the requirements of the WSU Graduate School and the standards of the College of Nursing. The chairperson is responsible for guiding the student's work and usually reads early drafts. However, all committee members must agree that the student's work is of acceptable quality and that the student is adequately prepared before the final defense is scheduled.

Once the committee is selected, a Program of Study form, found on the [Forms](#) page of the Graduate School website, must be signed by each committee member, completed and

submitted to the College of Nursing Graduate Office. If there are any changes in the committee composition before the final defense, a Change in Committee form must be submitted to Graduate School.

Clinical Project Guidelines (NURS 702)

The clinical project consists of two components:

1. 1 credit (at least 45 hours) research practicum in which the student serves as a member of a research team with a faculty member or outside investigator or administrator in a clinical or academic setting.
2. Completion of a scholarly paper analyzing and evaluating current evidence related to a clinical issue and making recommendations for practice and further research.

Research Hours

1. Select a research-related project. Activities meeting the requirement for research participation include: assisting with literature reviews, developing an IRB proposal, data collection, analyzing data, etc. with a faculty or community investigator. The research does not need to be related to your final project but it certainly can be. The College of Nursing Research Office Grant and Contracts Specialist, Kathy Bridwell (bridwell@wsu.edu), maintains a list of faculty seeking graduate students to assist with research. Faculty often post announcements or make in-class announcements of the need for research assistance.
2. Contact the investigator. If you plan to work with a non-faculty investigator obtain approval from your adviser or committee chair before beginning.
3. Meet with the faculty/community investigator and obtain an outline of work to be done. Complete and obtain the necessary signatures on the [Documentation of 700/702 Research Hours form](#).
4. Some investigators may request that an agreement assigning primacy of ideas and ownership of data to the faculty researcher or other specified parties.
5. Register for a minimum of one credit of 702.
6. Complete your research hours then obtain signatures documenting completion of the hours on Part 2 of the Documentation of 702 Research Hours and submit to the Graduate Office at the College of Nursing.

Scholarly Paper (Clinical Project)

The second component of the clinical project is a scholarly paper, most often written for the intent of future publication. The topic may relate either to the research practicum experience or to a different clinical issue of interest to the student. The paper requires a problem statement, purpose, PICOT question, literature search strategies, literature review, critical analysis of the literature, and recommendations for further research or clinical guideline development. Students are encouraged to work closely with their chair to consider submitting the paper to a journal for publication but a submission is not required to pass NURS 702 or to graduate. The committee will assist you to reformat the final paper to meet the “guidelines for authors” of the selected journal.

Format for Scholarly Paper

The proper format for the paper must meet exactly the requirements outlined by the WSU Graduate School in the [Dissertation/Thesis Guidelines](#).

Additional formatting follows the American Psychological Association (APA) 6th edition for all headers, citations and mechanics of style. The length of the paper should be negotiated with

the committee chairperson. Many faculty members obtain permission of former students to share their papers as model papers for the NURS 702 project.

Pages required by WSU (not included in page count)

- Title Page
- Signature page
- Acknowledgements (optional)
- Abstract
- Table of contents (put in MSWord table format)
- List of tables (optional)
- List of figures
- Dedication (optional)

Main Body of Paper

(This is an example; the actual format is negotiated with members of the NURS 702-Clinical Project Committee)

1. Introduction and Statement of the Problem (3-5 paragraphs)
 - a. Logical argument of the need and benefits of reviewing the evidence for the selected clinical or nursing issue or phenomena.
2. Statement of the purpose.
 - a. One- or two-sentence statement of what you intend to accomplish in the paper.
3. Search Strategies describes:
 - a. Search engines used to locate the literature, the initial search terms used and modified.
 - b. Number of relevant articles found for the various terms and the number of articles you chose to present in your manuscript. (Research-based articles published in the last five years are preferred; however, some older articles that are foundational/classic are permitted).
 - c. Categorize articles by topic areas matching the concepts identified in the problem and purpose statement. Use these categories as sections of the literature review.
4. Theoretical or Conceptual Framework (guides your literature review). This section may not be required by your committee; discuss early in the process to obtain the committee guidance. The theoretical framework can be a nursing theory or one derived from another discipline.
 - a. Tie the framework logically and conceptually to the problem and purpose statements
 - b. The framework can be used to create categories in your literature review.
 - c. Evidence of application of the framework is threaded through your paper as appropriate and is applied in the recommendations of clinical practice and further research. (It is helpful to include a figure of the theoretical framework as an appendix.)
5. Literature review
 - a. Describe the search tactics to locate the literature selected for the literature review.
 - b. Organize the literature review by the conceptual categories.
 - c. Critique and summarize evidence in each category including evaluation of the strength of the evidence.
 - d. Identify gaps and inconsistencies in evidence
6. Significance, Implications and Recommendations

- a. Describe how the results of the evaluation of evidence are important for your nursing specialty
 - b. Suggest changes in practice for your specialty based on the evidence.
 - c. Make recommendations for future research
 - d. Write a concluding paragraph that summarizes the findings and recommendations.
7. References (not included in page count)
 8. Appendices (not included in page count)
 - a. Diagram of conceptual framework if used
 - b. Tables
 - c. Figures

Thesis Guidelines (NURS 700)

Students planning to complete a thesis should carefully read this entire section before making a final decision. Completion of a thesis may add up to one additional year to the program of study. If the thesis option is chosen, the student meets with their chairperson to discuss plans prior to beginning any work. Once the chair and the student agree that students' question is appropriate and achievable, the whole committee meets to review the students' proposal. At minimum the student presents a proposal that includes preliminary literature review, research question, aims and significance to nursing.

The student also develops a realistic timeline with specific dates for completion of the major steps of the process. Begin with the proposed date for the final defense and work backwards to the present. Be aware that some steps of the research process may take longer than expected which may delay graduation. The committee approves the students' timeline at the initial meeting. See sample timeline.

Human Subjects Review for the Thesis

The IRB application is submitted after the committee approves the proposal. The College of Nursing follows WSU procedures and guidelines for protection of human subjects in research. All Research involving human subjects must be reviewed by the Institutional Review Board (IRB) according to University policy, as well as by any other agencies where the research is being conducted. Instructions for completing the WSU IRB application are available on the [Office of Research Assurance IRB website](#). The chair works with the student to submit the application. The chair is the Principal Investigator (PI) and the student is co-PI. The Grants and Contracts Specialist in the College of Nursing Research Office assists in the preparation and submission of the IRB.

IRB approval must be received prior to beginning the research project. Verification of receipt of IRB approval for use of human or animal subjects in research is required when scheduling final oral examinations. The IRB approval letter is included in the final thesis. Students should never, under any circumstances, collect any data that is not described in the IRB application and has received IRB authorization to be collected. Students should keep the faculty chair, who is the Principal Investigator of the thesis, regularly informed of all data collection activities. If warranted, the faculty chair can submit an IRB Amendment form to obtain IRB approval for any changes in study procedures.

Thesis Format

The proper format for the thesis is American Psychological Association (APA) 6th edition for all headers, citations and text. The sections and additional pages required by WSU must be included exactly as outlined by the Graduate School in the [Dissertation/Thesis Guidelines](#).

The College of Nursing suggests the following 4-chapter organization. APA format is

required.

1. Chapter 1 - Introduction and Background
 - a. Statement of the Problem
 - b. Statement of the Purpose
 - c. Conceptual Framework
 - d. Literature Search Tactics and Review
 - e. Research Questions
 - f. Definition of Terms
 - g. Significance to Nursing
2. Chapter 2 – Methodology
 - a. Introduction Type of Design
 - b. Setting for Study
 - c. Population and Sample
 - d. Instrumentation
 - e. Reliability and Validity if quantitative; or Trustworthiness if qualitative (credibility, transferability and dependability)
 - f. Data Collection Procedure
 - g. Data Analysis
 - h. Human Subjects Considerations
3. Chapter 3 - Findings
 - a. Introduction
 - b. Sample Characteristics
 - c. Research Questions #1....
4. Chapter 4 - Summary, Conclusions, Recommendations Introduction
 - a. Discussion
 - b. Limitations
 - c. Implications
 - d. Recommendations for Further Research
 - e. Conclusions

References

Appendices, including IRB form, certifications of human subjects training

NOTE: If the committee has approved the student submission of a manuscript, the format maybe altered to allow the manuscript to substitute for Chapter 4.

Oral Examination/Presentation of Thesis or Project (Defense or Final Examination)

When the committee is satisfied that the work is complete and consistent with the requirements of the WSU Graduate School and the standards of the College of Nursing, the student and committee select a date for the final presentation/defense. WSU requires that all committee members be present for the final presentation/examination and at least two committee members be in the room with the student.

Refer to “Deadlines and Procedures for Doctoral Degrees” found on the [Graduate School Forms](#) page, for information about all aspects of establishing residence, selecting the dissertation committee, filing a doctoral Program of Study, and submitting the final dissertation and timeline.

The Administrative Assistant in the graduate office will assist in scheduling a room and AMS

connections. The student is responsible for assuring that these arrangements are in place prior to the scheduled presentation/examination.

Family members and professional colleagues as well as WSU faculty who are not committee members are welcome to attend the presentation. The student and anyone who is not on the committee will be asked to leave when the committee deliberates.

Preparation for Final Oral Presentation/Exam

One hour is usually scheduled for the oral presentation/examination. The allotted time for your formal presentation is 30 minutes. The following 15-20 minutes is reserved for questions and discussion with the committee and guests. If desired part of this time may be used for the committee discussion with the student. Then the student and any guests still present will be asked to leave. The committee discusses and votes to determine whether the student has passed the exam. The student is then invited back into the room, informed of results and further discussion about next steps may ensue.

Dress for a formal presentation: this is your opportunity to showcase yourself as a master's prepared professional. You are responsible for assuring that all your committee members have the accurate information on where to be, when, arranging of AMS, AV equipment, etc. Make no assumptions; this is your responsibility.

All members of your committee must be present the final presentation/exam. NO EXCEPTIONS.

Suggested Template for Presentation:

1. Describe the personal and professional reasons for choosing the topic/research.
2. Identify the problem and significance to nursing.
3. Describe the highlights of the research literature on this subject – what does it tell us? What gaps are you trying to fill?
4. Identify the concepts, theories, or beliefs that frame this project/research.
5. Describe the highlights of your findings. Remember your committee has read your paper many times so focus on the important “take away” messages?
6. What research still needs to be done?
7. What did you learn by doing this paper? What enduring understandings will you take from this work?
8. How will you incorporate information from your project/research into your practice as an Advanced Practice nurse? Consider application to practice, education, administration, etc.
9. Discuss the impact of doing this project/research on your education at WSU? How did doing this paper complement your education at WSU?
10. Discuss your immediate and longer term future plans. How will you use your education? Following your presentation, you will be requested to complete an evaluation of the Graduate Program.
11. Possible Outcomes of Final Oral Presentation/Exam
 - a. The student passes and the thesis/project is approved with no recommendations for revision.
 - b. The student passes and changes in the thesis/project are recommended. The chair is responsible for ensuring that the requested changes are made by the student. No further meetings of the thesis committee are necessary.
 - c. The student passes but is requested to make considerable revisions to the final thesis. In this event, another thesis committee meeting is scheduled to examine

- the revised thesis.
- d. The student fails; another examination is to be scheduled at a later time according to WSU policies. In this event, the student's knowledge of research and/or the thesis was not consistent with the standards of performance expected at the oral examination. The College Graduate Curriculum and Progression Committee will be informed of and consider recommendations for the student who is unsuccessful in an oral examination. Additional preparation is necessary before the student attempts another examination. The thesis chair is expected to direct the student's preparation and work with the committee to determine when to reschedule the oral examination.
 - e. The student fails the oral examination; reschedule of the examination is not recommended. The College Graduate Curriculum and Progression Committee will be informed of and consider recommendations for the student. This is an extreme circumstance which may be evoked by academic dishonesty or other circumstances that constitute misconduct in research, or in cases of a second failure. The student is prohibited from graduating if the exam is failed a second time or if evidence of academic dishonesty is substantiated.

Submission of Final Thesis/Project to WSU

Following successful completion of the final presentation/examination and acceptance by the committee of the project/thesis document, the committee signs the signature pages required by WSU. You will have 5 working days to make suggested changes in your manuscript prior to submission to WSU. The copy submitted should be clean without track changes or comments.

There are different procedures for submitting a thesis than a project (Graduate School Manual chapter 6 for theses). Carefully read the directions for the type of final paper being submitted.

Master's Clinical Project Submission

The clinical project paper is submitted to the committee members. No copy is sent to the Graduate School or WSU Library. A PDF version of the paper abstract and one original faculty signed signature page should be submitted to the Graduate Program Coordinator, Tami Kelley at kelleyt@wsu.edu. A final copy of the paper should be electronically sent to Ms. Kelley for placement in your permanent record.

Thesis Submission

Prior to submitting your thesis to WSU, consult the [Deadlines and Procedures for Master's Degree](#) or [Doctoral Degrees](#) to assure conformity to WSU requirements and to locate necessary accompanying documents. Specific directions for submission of the thesis are also found on the [Forms](#) page. Directions must be followed exactly. If you have questions, the Administrative Assistant in the Graduate Program Office can assist you.

Appendix C of Part I

DNP Project

An integral part of the program is the completion of the Doctor of Nursing Practice (DNP) Project, which provides students with the knowledge and skills to utilize research and leadership in practice and to participate in research relevant to their practice. The project must demonstrate clinical scholarship. The rigor in scholarship, the quality of the clinical

project or policy change project, the difference the project made in the institution, the profession, or the future of health care practice are equivalent to the rigor and quality of a PhD dissertation. The project is a four-semester process.

The DNP Project is an integrative experience that synthesizes practice inquiry, appraisal of evidence, leadership, and interprofessional practice. The focus of the project will be the development of a transformational clinical project that requires the appraisal and translation of evidence to practice. Students will examine an area of nursing practice, the health care delivery system, or a health care policy issue and the evidence surrounding the issue to create a transformational change in practice. The project may take a variety of forms, but each project must demonstrate the use of evidence to improve clinical outcomes or to resolve the gap between evidence and improvement of evidence in clinical practice and community policy.

Project Requirements

Project requirements include development and implementation of the DNP Project, analysis of findings/results, and dissemination of recommendations for best practice. The product produced by students in completing the DNP Project is a scholarly paper. An Executive Summary describing all aspects of the project will be provided to the student's agency mentor. Students will be required to present a synopsis of their DNP Project to their peers and the DNP Program Director at the conclusion of NURS 559. The College of Nursing Graduate Faculty are invited to attend. Students will be encouraged to disseminate the results of their projects to professional organizations, conferences and/or publication in a peer-reviewed journal with guidance from their faculty mentor(s).

Elements of the Project

This scholarly project may take various final forms; however, the project must include planning, implementation, and evaluation components and must clearly present a dissemination plan. The DNP Project is course-based, designed to assist students in identifying and developing projects as part of agency- or discipline-based teams. Ideally, one faculty member supervises and evaluates small groups of students throughout the three sequential courses (9 semester credits). The project synthesizes evidence-based research, leadership, and practice inquiry. Most DNP projects demonstrate student skills in the use of evidence to initiate improvements in clinical outcomes or address a gap between the evidence and clinical practice. All DNP projects should:

1. Focus on a change that affects healthcare processes and/or outcomes either through direct or indirect care
2. Have a systems or population/aggregate focus
3. Describe and, when possible demonstrate, implementation in an organization or area of practice
4. Include a plan for sustainability
5. Include an evaluation of processes and/or outcomes. Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. *Note: Clinical significance is as important in guiding practice as statistical significance is in evaluating research.* Include a plan for dissemination – this consists of varied forms and should be targeted to appropriate audiences.

Required Courses

The DNP Project is course-based and does not require the formation of a committee. A community-based leader who serves as a preceptor and mentor for the DNP student may

participate in reviewing and evaluating all major assignments produced for the Project courses.

To complete the DNP project, students complete four courses:

NURS 518 – Translational Research

NURS 557 – Concepts of Practice Transformation

NURS 558 – DNP Project I: Program Design and Data Collection

NURS 559 – DNP Project II: Implementation, Evaluation, and Dissemination

DNP Course Faculty Role

The faculty who teach the DNP Project courses will serve as primary mentors for students as they complete their projects and will:

1. Serve as the PI for all projects requiring IRB application and/or approval.
2. Guide preparation of the project proposal, project development, implementation, evaluation, and dissemination.
3. Ensure that:
 - a. Students have an appropriate DNP project team
 - b. Students establish an appropriate plan for dissemination of the project and sustainability of the project

The DNP Project Team

Each student will identify and work with a DNP Project Team to complete the project. The DNP project team should include the student or group of students working with at least one faculty member who holds a doctorate (usually this is the faculty member from the course in which student is enrolled) and at least one mentor from a practice setting. Students may collaborate with one another in the design of projects, but all students complete projects individually.

Role of Project Team Members:

1. Critique drafts of the developing DNP project proposal.
2. Participate actively in team meetings on the DNP project proposal.
3. Review drafts of the final DNP project, and the final DNP project product.
4. Meet with the student at least once before the student's DNP project proposal is reviewed and approved.

Appendix D of Part I

PhD Dissertation

PhD Candidacy and Dissertation

The WSU requirements for PhD candidacy, graduation, and all downloadable forms are described in the [Graduate School Policies and Procedures Manual](#). The College of Nursing has established the guidelines described below for progression to candidacy, dissertation completion, and dissertation defense.

There are three major steps undertaken at the conclusion of the PhD student's required course work. The first is progression to candidacy through successful presentation and defense of the dissertation proposal (preliminary or qualifying examination). The second is completion of the Institutional Review Board documents and carrying out the proposed

research. The third step is the writing, presentation and defense of the completed doctoral dissertation (final examination). Each step is described below in terms of its purpose, elements, format & process, and instructions to students.

Progression to Candidacy

N800 Credits. Graduate School requires all students to take a minimum of 2 credits of N800 every fall and spring semester. Credits are optional during summer session. Talk you're your dissertation committee chair before signing up for summer N800 credits. N800 is graded as S or U. Any student who receives two "U" grades in N800 is automatically dismissed from the university by the Graduate School.

Four Year Policy for Taking Preliminary Exam

PhD students will have a maximum of 4 years after program start date (and accounting for dates of transferred credit) to successfully pass their preliminary exams. If a student has not passed their preliminary exams after 4 years, the student may be asked to do a combination of any of the following: retake coursework; meet every semester with dissertation committee; sign a warning of unsatisfactory progression every semester after the 4 years. The student may also be asked to withdraw from the PhD program. Consequences of not completing the preliminary exam within the timeframe will be at the discretion of the PhD Program Director, dissertation chair, and Graduate Admissions and Progression Committee (GAP).

Purpose:

Progression to PhD candidacy is a process, the purpose of which is to demonstrate readiness to complete dissertation requirements for the PhD in nursing. This process is intended to foster and evaluate student abilities related to knowledge, comprehension, application, analysis, synthesis, and evaluation of content within the context of the nursing discipline.

Elements:

Progression to candidacy includes several steps following satisfactory completion of identified coursework. The student should have completed all course work except the final nursing education courses (NURS585, Role Seminar, offered even years only) prior to the scheduled preliminary examination. "Completion" of courses means that courses are successfully completed, and grades are posted. This ensures that critical study in areas such as scientific inquiry, research methods, concept analysis, and chosen electives is applied in the dissertation proposal. In some cases, the student may request to schedule the preliminary examination prior to completing all six credits of electives if the plan for future electives is in place and if the dissertation work will not commence until electives essential to the research are completed. A petition request for dissertation proposal presentation before all necessary coursework is completed should be submitted to the Dissertation Chair and Committee, and if they approve, to the Director of the PhD program for final decision. Each student works with an advising committee while completing coursework. The advising committee may become the dissertation committee once the student conceptualizes the dissertation proposal, or one or more members of the advising committee may be changed, based on the dissertation topic and advising expertise needed. Prior to selecting a committee chair, the PhD Program Director serves as the student adviser.

Using the guidance and critique of the dissertation committee, the student demonstrates a synthesis of the educational experience via preparation for an independent research project. This preparation is comprehensive in that the student must apply the body of extant nursing knowledge to her/his chosen area of study and must situate her/his chosen research methodology within a philosophy of science. Culminating the progression process are written and oral presentations of the dissertation research proposal, which constitute the WSU

requirement for the preliminary doctoral examination. Therefore, steps in the process include:

1. Satisfactory completion of coursework as recommended by advising committee
2. Outline of comprehensive dissertation proposal approved by the dissertation committee
3. Written dissertation proposal approved by the dissertation committee
4. Oral presentation of proposal to dissertation committee and all interested graduate faculty

Format and process: Satisfactory completion of coursework:

Coursework will be contributory to the preparation of the dissertation proposal, although content or method interests may evolve or change over this period. As the dissertation focus develops, all course and independent learning will bear upon proposal development. Guidance from the advising committee initially, and then the dissertation committee, once it is established, should be sought.

Outline of comprehensive dissertation proposal:

Upon completion of coursework, the student is eligible to present an outline of the dissertation proposal, to be approved by all dissertation committee members. The outline is to be a detailed description of the proposal content, as follows:

Chapter 1: Statement of the Problem, Population of Interest, Study Aims, Significance

Chapter 2: Literature Search Tactics, Theoretical Framework and Literature Review

Chapter 3: Design and Methodology

Together with the dissertation committee, specific headings and expected content within these chapters will be discussed and outlined. It is at this stage that students will position their specific areas of interest, with respect to content and methodology, within the larger body of disciplinary knowledge. Committee members will be looking for a demonstration of comprehensiveness and will offer guidance as to the expectations for the written work.

Written dissertation proposal:

Chapters One, Two, and Three, as above, will be written and approved prior to the preliminary examination. The proposal is both an academic milestone, and an important pedagogical tool. Students and faculty members should view the proposal as a contract which articulates the boundaries and goals of the student's first large-scale independent research project. That is, having a formal, approved proposal protects both students and faculty so that if major changes are recommended by either party, a discussion must be held with the entire dissertation committee.

It should be noted that this proposal includes comprehensive information that demonstrates a synthesis and application of disciplinary knowledge. It will become a substantial portion of the dissertation. However, editing is expected as the dissertation progresses, new relevant literature becomes available, and information included in the comprehensive proposal is honed. Students may submit sections or drafts to particular members of their committee for critique as the proposal develops. Work with the dissertation chair to determine the procedure for working with the committee to review chapters. The length of this process and of the proposal will vary depending upon the particular needs of the student and the requirements of the respective committee members. All committee members must approve the completed written proposal.

Oral presentation of proposal:

An oral presentation and defense of the research proposal follows approval of the written work. This constitutes the preliminary doctoral examination. The student will schedule the presentation, ensuring that all committee members will be present. Committee members' signatures and graduate school approval must be sought no later than 15 working days prior to the date of presentation. Work with the PhD Staff Coordinator to obtain signatures and to complete the defense scheduling form. Set dates for the conduct of preliminary and final defenses are established by the PhD Program Coordinator each semester.

The presentation is open to the College of Nursing faculty, WSU faculty and graduate students. Students may invite family members, friends, and colleagues if they choose. Following a 30-minute presentation, the general audience may engage in questions or comments for 15 minutes, after which they will leave, and the committee will conduct an oral examination. The oral examination consists of questions elicited from all committee members by the committee chair. Each member will ask one to three comprehensive questions for which the student has had an opportunity to prepare. Only graduate faculty members are invited to observe the oral examination process if they desire. They may provide written comments to the committee chair following the examination and prior to committee deliberation if they wish. The procedure is as follows:

1. Committee chair introduces doctoral student, describes process and outlines events, 5 minutes
2. Student gives proposal presentation, 30 minutes
3. Audience may ask questions, offer comments, 25 minutes
4. Break, 15 minutes. General audience departs
5. Committee convenes to engage student in substantive discussion regarding prepared questions
6. Questioning process between committee and student proceeds for 35 minutes
7. Observing graduate faculty may submit written comments, suggestions, or questions to the chair following the presentation and prior to committee deliberation if they wish.
8. Graduate faculty departs
9. Committee deliberates, determines feedback and future guidance for student and votes, 10 minutes
10. Chair invites student back into room and committee relays decision
11. Chair establishes appointment to meet with student and provide direction and feedback for dissertation pursuits, as appropriate

Instructions to students:

1. Complete coursework under direction of advising committee
2. Select dissertation committee chair and members and submit names to PhD Program Director; obtain signatures of dissertation committee members
3. Prepare detailed outline of Chapters One, Two, and Three, discussing with each committee member until content requirements are clear.
4. Begin writing chapters. Discuss process with committee members and make agreements regarding frequency of critique, as well as amount and type of interaction with each committee member. Upon completion, each committee member receives a copy of the proposal. Typically, committee chairs prefer the student submit one chapter at a time for committee review. Students may continue to work on other chapters.
5. Committee members have 20 working days to review your proposal. If any member of your committee does not approve your proposal as submitted, you must make all necessary revisions and submit it again.
6. Once your committee has agreed that the proposal is acceptable, you will schedule an oral presentation with the Graduate School of your proposal.

7. The committee will meet following the oral proposal presentation and each member will vote on the Ballot for the Approval of a Dissertation Proposal. All committee members must approve in order for work to progress on the proposed research. The Director of the PhD in Nursing Program also signs to signify approval of the project.
8. You are expected to complete the preliminary examination within four years from the start of the program.
9. Once candidacy is awarded, the Graduate School requires the completion of the dissertation study within three years.

Candidacy

After successful completion of the progression to candidacy process, the student will become a Ph.D. candidate, an acknowledgement that the student is actively engaged in research. The student may refer to her/himself as a PhD Candidate in all written materials. WSU does not recognize the Ph(c) designation.

Dissertation Completion

Purpose:

Throughout the period of candidacy, the student continues to work with the dissertation committee chair and committee members on a regular basis. The project will be completed as proposed with guidance of the dissertation committee.

Elements:

Several steps are completed before the student commences the research. Necessary electives may need to be completed. Institutional Review Board (IRB) approval is needed from WSU and any other necessary organizations. The student writes the IRB, working closely with the committee chair. The WSU IRB is submitted with the committee chair as the Principal Investigator (PI) and the student as co-PI. Other organizations that need to approve the study should be consulted for their requirements.

The student may need to obtain funding for the proposed research. The committee and other resources can be consulted for opportunities to submit funding requests. Upon IRB approval and securing funding, the student carries out the proposed research. Regular meetings with the chair and committee members will ensure that adequate guidance is received. All IRB requirements such as reporting of adverse events and safeguarding participant privacy should be stringently met. Under no circumstances may the student change the procedures for the implementation of the study without obtaining approval of the committee chair and WSU IRB via the submission of an Addendum Request to IRB.

Additional consultation is sought as needed. A regular series of meetings to agree upon a timeline and report progression of the research should be established with the committee chair. Arrangements should be made for the chair to visit and view data collection, intervention, data entry, analysis or other parts of the research process as desired by the chair.

Format and process:

An essential part of the research process is maintenance of the research methods and results. The student is expected to work with the chair and the Office of Research to plan for safe collection, transfer, and storage of research data. All Research office recommendations and requirements should be followed.

The student completes the research, a process that may involve adapting recruitment, reporting to agency personnel, completing interim reports to funding agencies, arranging for

use of equipment, or production of surveys and other research equipment. Ongoing meetings to report progress and challenges to the chair are expected. Critical problem solving should be evident during this process.

Instructions to students:

1. Complete necessary coursework
2. Write and submit IRB under direction of chair
3. Establish regular meetings with the chair to plan for timeline and expectations of the research process
4. Regularly report progress and challenges with the research to the chair
5. Rigorously follow research requirements, human participant's protections, and preserve data security
6. Arrange for the chair to visit and observe parts of the research such as data collection, data entry and analysis.
7. Demonstrate an ability to adapt and revise timeline and approach as needed.

Dissertation Defense

Purpose:

The purpose of the dissertation defense is to provide the committee, peers, and graduate faculty with the opportunity to learn from, dialogue with and critique the original research of the student. It is the culminating event that follows completion of all course work, conduction of independent research, and completion of the doctoral dissertation and at least one article ready for submission to a peer-reviewed journal. Upon successful completion of the dissertation defense, the student is welcomed as a nurse scientist to the field of nursing and is eligible for the PhD in Nursing degree.

Elements:

The end result of the research is a completed dissertation. It is strongly recommended that the student also have at least one article ready for submission to a journal.

- Chapters One & Two: Revise with Revised Background and Literature as appropriate
- Chapter Three: Revise Design and Methods as needed
- Chapter Four: Results
- Chapter Five: Discussion
- Recommended: Article for Submission

The process begins with a review of chapters 1, 2, and 3, along with revision dependent on necessary additions or changes. The content and specific headings for Chapters 4 & 5 are discussed and outlined with the committee. It is expected that synthesis of knowledge and a spirit of inquiry will be demonstrated. In addition, all students are strongly recommended to have at least one article ready for submission to a peer-reviewed journal at the time of dissertation defense, so the journal, its submission format and other details can be discussed with the committee at this time.

Editing is an expected part of this process and the time to complete dissertation chapters will vary depending upon the particular needs of the student and the requirements of the respective committee members. All committee members must approve the final written dissertation.

Along with the dissertation, the article(s) for submission are presented to the committee. The student is first author of the article(s) and usually requests co-authorship from the dissertation committee who have been involved in its formation.

Upon approval of the committee, the student may schedule the final presentation of the

doctoral dissertation. The committee and Director of the PhD in Nursing program should be consulted prior to scheduling the defense in order to facilitate timing for graduate faculty and student attendance. Certain days are set aside at the beginning of each semester for preliminary and final examinations.

Format and process:

An oral presentation and defense of the research proposal follows approval of the written work. This constitutes the preliminary doctoral examination. The student will schedule the presentation, ensuring that all committee members will be present. Committee members' signatures and graduate school approval must be sought no later than 15 working days prior to the date of presentation. The presentation is open to the College of Nursing faculty and doctoral students. Students may invite family members, friends, and colleagues if they choose. Following a 30-minute presentation, the general audience may engage in questions or comments for 15 minutes, after which they will leave and the committee will conduct an oral examination. The oral examination consists of questions elicited from all committee members by the committee chair. Each member will ask 1 to 3 comprehensive questions for which the student has had an opportunity to prepare. Only graduate faculty members are invited to observe the oral examination process if they desire. They may provide written comments to the committee chair following the examination and prior to committee deliberation if they wish. The procedure is as follows:

1. Committee chair introduces doctoral student, describes process and outlines events
2. Student gives dissertation presentation, 30 minutes
3. Audience may ask questions, offer comments, 15 minutes
4. Break, 15 minutes. General audience departs
5. Committee convenes to engage student in substantive discussion regarding prepared questions
6. Questioning process between committee and student proceeds for 30-45 minutes
7. Observing graduate faculty may submit written comments, suggestions, or questions to the chair following the presentation and prior to committee deliberation if they wish.
8. Graduate faculty departs
9. Committee deliberates, determines feedback for student, and votes
10. Chair invites student back into room and committee relays decision. Chair establishes appointment to meet with student and provide direction and feedback for final submission of materials to Graduate School
11. Student completes program evaluation

Instructions to students:

1. Prepare detailed outline of all dissertation chapters, discussing with each committee member until content requirements are clear. Discuss the review process with committee members and make agreements regarding frequency of critique, and amount/type of interaction with each committee member.
2. Prepare outline and proposed article(s) for journal submission.
3. Revise chapters 1-3 as needed and write chapters 4-5 of the dissertation. Submit entire dissertation when student and committee agree that it is ready.
4. Committee members have 20 working days to review the documents. If any member of your committee does not approve your dissertation and/or articles as submitted, you must make all necessary revisions and submit again.
5. Once your committee has agreed that the dissertation and article are acceptable, you will schedule the final defense to the graduate faculty and invited guests.
6. Your committee will meet following the oral presentation and each member will vote on the Ballot for the Approval of a Dissertation. All committee members must approve in

order for successful completion of the doctoral defense. The Director of the PhD in Nursing Program also signs to signify approval of the project. Further information about the doctoral dissertation, scheduling and other details can be found on the WSU Graduate School website.

7. You have 5 working days to make any final edits to the dissertation and to ensure the digital copy that is uploaded meets all formatting requirements of ProQuest/UMI. You are strongly encouraged to have WSU graduate school review the formatting of your documents the week before the final dissertation defense. The chapters turned in to the committee must be in the [final ProQuest format](#).

Agency Contracts

You may be asked by the agency you have arranged to obtain research participants to complete a formal/signed contract. WSU is required to have a contract (affiliation agreement) with all clinical sites *before you can begin a clinical rotation (whether this is NP clinical, Population health, DNP project or PhD research)*. The college's clinical placement coordinators will review the status of the contract. The contract specialist will make every effort to ensure that a contract is in place so that you can start and complete data collection. However, if there is no contract in place when you request the site, you may not be able to complete a rotation at that site in a timely manner or within the semester parameters as the process of negotiating a contract may take several months to finalize. Work with your dissertation chair to initiate the process of preparing an affiliation agreement.

Approvals

Approved by PhD Oversight Committee – January 2008 Approved by Graduate Program Committee – February 2008

Revised by PhD Advisory Committee and Graduate Program Committee – March 2009

Revised by PhD Advisory Committee-November 2009

Revised by PhD Advisory Committee – February 2010 Revised by PhD Advisory Committee—April 2012 Revised by PhD Advisory Committee—May 2014

Updated by PhD Program Director—July 2017, 2018

Digital Dissertation and Thesis Guidelines

Policies and procedures have been established by Washington State University to receive doctoral dissertations and master's theses in digital format via a networked server. See the WSU Libraries Dissertations/Thesis [site](#).

Part II: Graduate Students in Clinical

Introduction

This section of the handbook provides detailed information necessary to the work you may/will complete in practicum/clinical experiences. It supplements information available to you in course syllabi and other documents. This document includes essential information about Graduate Student Clinical Experiences at the WSU College of Nursing. If you have any questions about any of this information, please contact your academic adviser and/or course faculty. This document includes accurate information about graduate courses that include a clinical or practicum component. It is current as of the date noted. You are responsible for being certain that you adhere to faculty and program requirements and for updating your knowledge about this information each semester or for courses that are an independent study with a clinical experience.

Students must work closely with the Clinical Placement Coordinator at their campus of registration to arrange for WSU sponsored clinical experiences. Students are asked to make clinical placement requests to the Placement Coordinators, but will be assigned to an agency that 1) provides the appropriate learning environment; 2) has acceptable preceptor availability; and 3) is within reasonable distance for site visitation by a hired evaluator or faculty member. *All Nurse Practitioner students should expect that some travel to clinical agencies in other communities will be required during their program as meeting rural and underserved needs is a hallmark of the WSU College of Nursing mission.* Expectations and guidance will be provided by the faculty in the student's specialization for requesting clinical placements.

College of Nursing Policies and Procedures

In the practicum/clinical portions of required graduate courses and in all related activities, all College of Nursing and Washington State University student handbook guidelines, academic policies, and standards apply. You are required to be familiar with the content of this document. You are expected to be aware of and adhere to all [Washington State University](#), [WSU Graduate School](#), and [WSU College of Nursing](#) policies and procedures; therefore, you should become familiar with them and review them periodically.

Section I: General Policies

Practicum/clinical experiences are an important aspect of your education as a Graduate student in the College of Nursing at WSU. It is in the practicum/clinical settings that you will apply theoretical and evidence-based knowledge gained in other courses, adding hands-on patient care experiences to develop and advance your nursing practice. The emphasis in the Graduate Practicum/Clinical experiences is on the development of clinical and professional expertise necessary for comprehensive primary care practice or population practice in a variety of settings as an FNP, PMHNP, Population Health specialist; in organizational/leadership acumen as a DNP; and as a nurse scientist in the PhD program. For those of you in a nurse practitioner (NP) track, the Graduate curricula and these clinical/practicum experiences will meet the eligibility requirements for national certification. The progression of the nurse practitioner courses is defined by developmental prerequisites. NP students may not take courses out of the order identified by the specialty track.

Qualification for national certification as an FNP or PMHNP includes the requirement that you have completed a *minimum* of 500 clinical hours supervised by qualified preceptors in settings providing direct clinical care. WSU faculty members who are certified and licensed as nurse practitioners teach all courses that include clinical or practicum content in the nurse practitioner tracks to meet this qualification. See the section below about Preceptors to learn more about who may be qualified to serve as your preceptor.

To qualify as a DNP graduate, you must complete a total of 1000 clinical/practicum hours which include your NP hours. As a DNP Population Health graduate, you will also need to complete 1000 hours of clinical practice, as with NP students, some of this time is completed in your DNP Project courses.

Communication

It is your responsibility to stay in contact with your academic adviser and with both the course lead faculty and your clinical/site evaluator faculty. Contact the clinical/site evaluator faculty immediately if there is any problem during clinical/practicum experiences. Your success in communicating appropriately will be mirrored in your success in your course work.

Licensure

You must maintain current licensure as a Registered Nurse in Washington throughout your enrollment in the Graduate program. Further, you must hold a current, active, unencumbered Registered Nursing license in all states in which you complete any clinical activities. Students who live along the Oregon and/or Idaho borders may want to consider obtaining a license in Idaho or in Oregon to allow for additional opportunities for clinical rotations.

Clinical Passport

At WSU, we call the combination of proof of licensure, immunization and certifications (e.g. CPR, BBP, HIPAA etc) the "Clinical Passport." This combination of requirements is part of our contractual agreement with agencies and therefore is a requirement for every student. The passport information is maintained in a database system called E*Value. **All students MUST keep their passport documents up-to- date at all times while in the program.** It is

simplest to have these items due each summer (PPD, CPR etc). While we understand your RN employer may provide some of these renewals or immunization updates, you may be required to obtain updates outside of what is offered by your employer to ensure your passport is ALWAYS up to date. Any student who has a clinical passport out of compliance will be removed from the clinical placement and hours completed while out of compliance will not count towards the total hours required for the course. Students should NEVER allow their passport to have expired items. Registration for the following semester will be blocked or cancelled if students do not provide required documentation (for all except RN licensure and influenza immunization which fall under vary schedules).

On the [Newly Admitted Student](#) page on the College of Nursing [website](#) you will find a table detailing the list of required Passport documents and deadlines for submitting evidence of RN licensure and influenza immunization.

1. DNP students, visit the [DNP requirements](#) page for the most current information required by E*Value regarding requirements, forms, waivers, etc.
2. MN students, visit the [MN requirements](#) page for the most current information required by E*Value regarding requirements, forms, waivers, etc.

Immunization Exceptions

Students may sign waivers if they elect not to receive immunizations for personal, religious, or medical reasons. Clinical agencies may, however, refuse to allow students to complete clinical experiences if students have not completed all required immunizations.

A [waiver form for Hepatitis B](#) is available on the [Newly Admitted Students](#) section of the [College of Nursing](#) website. A waiver for influenza vaccine is available; see the Graduate Office for information.

Urine drug screen is not exclusively required, however, Washington State University (WSU) College of Nursing coordinates clinical placements for all nursing students and prepares students for the placements in compliance with legal contracts with our partner agencies. The College of Nursing will comply with *clinical agency placement requirements* as agreed in the affiliation agreement(s), including drug screening policies. Additionally, WSU Vancouver Nursing is a member of a clinical placement consortium that does require Urine Drug Screen completion for all students.

1. WSU College of Nursing staff will advise students of the need to meet agency requirements for clinical placement.
2. College of Nursing staff will confirm all students have met clinical passport requirements and agency requirements prior to clinical placement.
3. Students who are placed at an agency requiring drug screening will undergo screening prior to clinical placement. Costs not covered by the agency will be the responsibility of the student.
4. Authorized representatives of the WSU College of Nursing will access and individually review final test results, which will remain at the referral lab. The final test results will only indicate positive or negative. Test results are confidential and subject to Family Education Rights and Privacy Act (FERPA) regulations.
5. A confirmed positive test result may preclude participation in clinical rotation and placement. Students unable to complete clinical rotation requirements will not be able to successfully complete their College of Nursing program.

6. All positive results are relayed by the testing agency officer directly to authorized representative of the WSU College of Nursing, who contacts the student and request that he/she review current medications or other interfering agents with their healthcare provider. Though marijuana is legal as a recreational drug in many states, including Washington and Oregon, it is not legal at the federal level or in clinical agencies. If you test positive for cannabis, you can be denied a clinical placement.

Any student enrolled in the College of Nursing who is found to have a positive drug/alcohol test while enrolled in the program may be denied clinical placement. Substances that are the result of prescribed medications taken in compliance with the prescribing practitioner's instructions, will be considered.

Impaired Student Policy

This policy applies to all students in the College of Nursing Graduate Programs. Any improper use of any substances by any student including unlawful possession, use, manufacturing, distribution, or diversion of controlled or illicit substances may constitute removal from clinical and/or cause for termination from the program. In addition, no student may consume or be under the influence of or be in the possession of alcohol at any time the student is in the classroom and/or performing clinical duties. Students must also comply with all local, state, or federal laws and regulations controlling the possession, manufacture, use, or distribution of controlled or illegal substances and alcohol. Students must also adhere to all Washington State University Conduct expectations outlined at <https://conduct.wsu.edu> .

If a faculty member, clinical preceptor/mentor, or other individual(s) in a clinical setting observes that a student is mentally or physically impaired by substances, immediate action will be taken to relieve the student of his/her duties. The clinical faculty will be contacted immediately, and the student will be advised to arrange for transportation from the clinical setting at once. The course faculty and Program Director will be notified, and the student will receive a Performance Improvement Plan/Notice of Unsatisfactory Performance. The Program Director will inform the Associate Dean for Academic Affairs and will refer the case to the GAP Committee with details of the incident and accompanying circumstances on the next business day in the College of Nursing offices.

The Washington State Department of Health offers the Washington Health Professional Services (WHPS) center for chemically impaired professionals. This site also offers a list of symptoms that suggest impairment and the need for intervention as well as referral sources: <https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/WashingtonHealthProfessionalServices>

Some clinical sites, or institutions in which human research is being conducted, require students undergo drug testing, similar to what is required of their employees, prior to placement at the sites. Therefore, all students involved in clinical practice settings, whether for clinical education purposes, DNP Projects or for the recruitment of research subjects and/or the collection of research data, will need to undergo drug testing prior to accessing those agencies.

It is recognized by the College that there are circumstances in which students may need to take over the counter or prescribed medications that have the potential to impair their

performance or personal behavior or result in a positive finding on a drug testing assay (e.g. use of pain medication or ADHD medication). As such, all students are responsible for being aware of the effect these medications may have on performance and must notify the Program Director within 72 hours prior to clinical attendance or drug testing about the use of any medication that could impair performance or has the potential to influence a drug screen. Medical documentation may be requested.

Section II: Expectations

Transportation and Expenses

Practicum/clinical experiences are assigned according to the learning needs of the student, individual course requirements and availability of clinical sites. Clinical placements are considered across Washington with some placements in Idaho and Oregon, and includes outlying rural areas which is a major pillar of the College of Nursing mission. All students should accept that travel to clinical placements may include some significant distance:

- Most clinical experiences require motor vehicle transportation, and some require overnight accommodations.
- Students are responsible for their own housing, transportation and expenses associated with clinical experience.

Confidentiality of Patient Records

The following policy on use of patient records has been developed to comply with federal guidelines outlined in the HIPAA regulations. The information below identifies what information is protected under federal law. Refer to the Graduate Student Handbook: Part I for the policy on Social Media.

Federal HIPAA requirements:

- *Protected health information includes individually identifiable health information (with limited exceptions) in any form, including information transmitted orally, or in written or electronic form.*
- *“individually identifiable health information” to mean health information created or received by a healthcare provider, health plan, employer or healthcare clearinghouse, that could be used directly or indirectly to identify the individual who is the subject of the information.*
- *Health information must have all of the following removed prior to use outside of a healthcare setting: name; address, including street address, city, county, ZIP code, or equivalent geocodes; names of relatives and employers; birth date; telephone and fax numbers; e-mail addresses; social security number; medical record number; health plan beneficiary number; account number; certificate/license number; any vehicle or other device serial number; web URL; Internet Protocol (IP) address; finger or voice prints; photographic images; and any other unique identifying number, characteristic, or code (whether generally available in the public realm or not) that the covered entity has reason to believe may be available to an anticipated recipient of the information, and the covered entity has no reason to believe that any reasonably anticipated recipient of such information could use the information alone, or in combination with other information, to identify an*

*individual. Thus, to create **de-identified information**, entities that had removed the listed identifiers would still have to remove additional data elements if they had reason to believe that a recipient could use the remaining information, alone or in combination with other information, to identify an individual. For example, if the “occupation” field is left intact and the entity knows that a person’s occupation is sufficiently unique to allow identification, that field would have to be removed from the relevant record.*

Patient Record Handling

1. Graduate students may not make copies (photo copies, computer printouts, etc.) of any material from a patient record. If students are required to generate a SOAP note or comprehensive assessment note as part of their practicum course requirements, the student must take HIPPA-compliant handwritten notes in the clinical setting to reference at a later time in order to complete the course requirement
2. A faculty member may make a copy of material from a patient record for teaching purposes provided no patient identifiers are present on the copy.
3. Again, no identifying information as defined in the HIPAA regulations about the patient can be contained within the copy. Also, the student must follow any special regulations for the use of patient records per agency protocol.

Appearance Standards

The faculty of the College, our partner clinical agencies, and the clients we serve expect that students present a professional, well-groomed and non-revealing appearance that reflects the nature of the program, profession, and facility. Safety and cultural awareness are also vitally important to consider in standards of appearance. Both faculty and students are to follow both the College of Nursing standards, and any additional standards of the research settings or clinical agencies to which they are assigned, which may be more stringent. Certain faculty, agencies, or specific units may establish additional appearance standards to those listed below.

Cleanliness

Personal cleanliness and hygiene are essential both to portray a professional appearance, and to safeguard the health of clients, agency staff, and other students. Hygiene maintenance requires attention to odors.

Students must use only fragrance-free body products since scented products (perfumes, colognes, lotions, deodorants, after shaves, etc.) can be offensive or allergenic to many people. Students should also be cognizant of body odor and bad breath, and take measures to avoid both. Students who smoke should have no detectable odor of smoke on their person when in clinical setting.

Attire

All clothing worn should fit appropriately and at no time should breast or gluteal cleavage be visible. Clothing should meet the standards of the agency, be appropriate for professional appearance, and the College name badge should be worn. The College name badge should not be worn during employment outside of the clinical experience in the program.

Hair

Hairstyles for men and women must be neat and clean. Beards and mustaches must be neatly trimmed. When in contact with health clients, long hair must be pulled back and fastened by a clip or elastic band so that it does not fall forward over the shoulders or face. In nursing units that require covering of hair, such standards will be followed.

Jewelry

Two small stud earrings per ear are allowed. They should not be hoops, bars, gauges or other earrings prone to being pulled or caught on objects. The ear piercings associated with gauges need to be covered during all clinical and simulation experiences using band-aids or other skin colored tape. No other piercing should be visible during clinical experiences. Facial and mouth jewelry are not to be worn in the clinical setting at any time. This includes, but is not limited to, rings or studs on eyebrows, nose, lips, and tongue.

Additional jewelry should not be excessive. A watch and one or two small rings are acceptable. Thought must be given as to whether the setting of the ring may scratch or otherwise injure patients, or if it may harbor bacteria. In some settings students may be requested to remove rings for safety concerns.

Nails

Artificial nails are not permitted during direct contact with health clients in any clinical setting. This includes wraps, inlays, decals, and artificial nails. Natural nails are to be clean and less than one-quarter inch beyond the fingertip when in contact with health clients. Nail polish, if worn, must be clear in color and not chipped or cracked.

Body Art

Tattoos or other body art must be covered as much as possible in the clinical setting.

Other

Excessive makeup is not acceptable and gum chewing is not permitted in the clinical or research setting.

Perfumes, fragrant cologne/deodorant/hairspray are not allowed to be worn during clinical.

Bloodborne Pathogens

See the [Environmental Health & Safety Bloodborne Pathogens](#) website for information about bloodborne pathogen protection and policies.

Clinical Incident Reporting

Students who experience a clinical incident must report the experience to their appropriate faculty and program director immediately. Per [Washington state law](#), clinical incidents include unreasonable risk of patient harm, reason to believe there is harm or diversion of substances. Preceptors and clinical evaluators may advise students of incidents that needed reporting. Complete the [online incident report form](#) and submit it to the director of your program. A clinical incident evaluation will be completed for every submission.

Section III: Clinical Site Requirement

Introduction

Securing clinical site placement is a collaborative process. Success occurs as the result of a partnership between you, the administrative staff, and faculty. The college needs your help to identify sites where you would like to be placed and you need to stay in close contact with the Clinical Placement Coordinators in Vancouver, Tri-Cities or Spokane throughout the placement process. The Clinical Placement Coordinators work closely with course and clinical faculty (also known as clinical evaluators) in helping you to find appropriate sites to request. Clinical faculty/clinical evaluators must approve all clinical placements. In doing so they will consider the program outcomes, course outcomes, and your overall performance in coursework and in previous clinical experiences. Under some circumstances, faculty may direct you to complete a clinical experience at a specific site or within a specific time frame based on assessment of your progress in the program.

When selecting an NP practice site to request, you must ensure that there will be opportunities for direct, “hands-on” care of patients of all ages and healthcare needs (for PMHNP students this means direct, interactive care settings). As an NP student, you must be able to perform assessments, develop diagnoses, formulate treatment plans, and communicate with patients and families about those activities (in collaboration with the preceptor). Your site(s) should be a setting that will offer you the population and scope of care consistent with the practicum course requirements. Clinical faculty, placement coordinators and/or program leads can assist you in determining this. In general, family practice primary care sites and any internship experiences should have relevance to family practice (no OR, transplant unit, trauma nursing, flight/transport nursing; limited if any ER, acute care management units). Psychiatric mental health NP students should identify settings with psychiatric nurse practitioners or psychiatrists performing the full scope of psychiatric care (except for NURS 547, which allows students to be placed with master’s level therapists or clinical psychologists).

It is important that you prepare early to ensure that clinical/practicum experiences will be successful. You should identify clinical site possibilities 4-6 months before you plan to enroll in a particular clinical course. It may be especially difficult to locate preceptors who can provide internship experiences in pediatric (psychiatric or primary care) and obstetrical settings (for primary care) – you may need more than six months to arrange these. You will receive site request instructions from the Clinical Placement Coordinators to assist you in identifying appropriate clinical sites.

You may be required travel and/or stay in outlying communities in order to secure appropriate clinical placement. We recognize that, while these sites provide excellent learning opportunities, leaving home and family may be difficult for you; thus, we try to limit the number of times we require you to accept placement at a distant site.

No student should be recruiting a site or a preceptor unless you have been given permission to do so by the Clinical Coordinator at the campus where you are registered (Joanie Christian for Spokane; Katie Larson for Vancouver; Heather Kriss for Tri-Cities). In the past, clinical agencies have denied programs access to preceptors or the entire agency when students have done this on their own.

Remember: All clinical students are required to have a current WSU Graduate Student Passport documented in E-Value at all times during their grad student experience.

Most hospitals and large healthcare organizations (Group Health, Kaiser Permanente, Providence, the Veterans Affairs, military facilities), and many other health care systems and private practices require that students complete a “Provider Staff” Privileging and/or Credentialing process before beginning any clinical rotation, which may require completion of additional items beyond those required as part of the Graduate Student Passport. For example, some sites require that you complete specialized HIPAA training, computerized charting training, and/or urine drug screening. Completion of these requirements is *entirely* your responsibility as a student. *This process can take weeks to months and should be initiated as soon as a clinical site is obtained.* If WSU has been able to obtain the information from the clinical site, specific site requirements and accompanying documents can be found in E*Value.

NOTE: Your preceptor may invite you to participate in patient care at a secondary site such as a hospital, urgent care center or other agency the provider contracts with (rounds, surgery, treatments, obstetrics, etc.) as part of a clinical experience. If you are providing direct care at the secondary site, you must inform the WSU Clinical Placement Coordinator and complete the credentialing process with that facility as well as the primary site – before you can provide any patient care. If you are accompanying the preceptor to the second site for observation only, you do not need to complete the credentialing process, unless the site requires that you do so and these hours will be above and beyond the total number of hours required for the course.

Clinical/Practicum Hours

In general, each specific course requires that you complete a *minimum number* of hours of clinical/practicum experience. The DNP program director, Track Coordinators for the Family and Psychiatric Mental Health NP and Population Health, and any individual employed by WSU to perform clinical supervision of NP students may assign additional practicum/clinical hours beyond those described in the syllabus.

The list below describes the *minimum* requirements for each clinical/practicum course that requires the completion of clinical/practicum hours. If appropriate, the list also includes descriptions of additional specific requirements for types of setting, patients, or experiences.

Definition of Clinical Hours

WSU and the organizations that offer certification examinations for graduates of NP and Population Health programs define clinical hours as: “hands-on assessment, diagnosis and treatment (including client health management and education).” You cannot count hours in “observation”, “operating room experiences”, “continuing education activities”, or other types of experience that do not involve care in keeping with this definition towards certification exam hours.

Oregon and Idaho Practice Sites

Students may request to complete clinical rotations in Oregon and/or Idaho. Obtaining a license in the state closest to your home will greatly increase clinical placement opportunities

and is encouraged. If you obtain or have an out-of-state license, please enter that information into E*Value along with your Washington State nursing license information.

The Oregon State Board of Nursing (OSBN) requires that students who are enrolled in out-of-state programs petition for approval to complete any clinical/practicum rotation in the state. You **MUST** submit the petition to the appropriate Clinical Coordinator (WSU-Vancouver: Katie Larson; WSU-TriCities: Heather Kriss; WSU Spokane: Joanie Christian) in a timely way; the Clinical Coordinator will finalize the document and forward it to the OSBN. Your petition to complete clinical/practicum rotations in Oregon *must be approved* by the OSBN before you can begin the clinical/practicum experience (PMHNP students may NOT request Oregon placement for NURS 547). *This process will take a minimum of two months*, so plan accordingly. If you will complete a clinical rotation in Oregon, you must review all information at the [OSBN website](#). After you review the information and the forms, contact the appropriate Clinical Coordinator who will help you with the forms you need to submit.

Oregon Nursing License

For information about obtaining a Registered Nursing license in Oregon, visit the [Oregon State Board of Nursing](#) site.

The Idaho Board of Nursing offers students the option to obtain a temporary license for up to 90 days for use when completing a clinical rotation in that state. This temporary license *cannot* be extended beyond 90 days. The fee for this temporary Idaho nursing license is \$25 and the application can usually be processed in less than 10 business days. Be sure to mark the check box on the application that indicates you are applying for a temporary license. For more information see the [Application Instructions for Nurse Licensure](#) form at the Idaho Board of Nursing website.

Idaho Nursing License

For information about obtaining a Registered Nursing license in Idaho, visit the [Idaho State Board of Nursing](#) website.

Agency Contracts

WSU is required to have a contract (affiliation agreement) with all clinical sites *before you can begin a clinical rotation (whether this is NP clinical, Population health, DNP project or PhD research)*. When you request clinical site placement using the E*Value system, the clinical placement coordinators will review the status of the contract. The contract specialist will make every effort to ensure that a contract is in place so that you can complete a clinical rotation. However, if there is no contract in place when you request the site, you may not be able to complete a rotation at that site in a timely manner or within the semester parameters as the process of negotiating a contract may take several months to finalize.

Clinical at Your Place of Employment

Clinical hours in the workplace follow strict requirements. You may complete clinical hours within the organization where you're employed but not within the same unit or under the same supervisory area, and no reimbursement may be given for practicum hours*. The unit where the student works or the individual in charge of their usual work performance cannot

be used as a clinical site or clinical preceptor. Students may, however, work in a different area/ unit of their employment site in a non-paid position. For example, if the student is an ICU nurse at Hospital X and wants to complete a clinical practicum at a clinic associated with that hospital, then the student can complete the total required program hours at that site. A student cannot complete a clinical rotation in a site where a family member or close friends work; no exceptions are made to this policy.

* DNP Projects may be arranged in the student's employment setting under strict guidelines from faculty. None of the hours associated with the project can be reimbursed by the employer. The Project Team must include others who do not normally supervise a student as an employee.

E*Value

Washington State University students enrolled in a variety of health professions' education programs use online relational database software system called E*Value to meet a variety of documentation requirements. Administrative staff members use E*Value to manage student site requests and other information that supports student placement. Faculty use E*Value to monitor student progress. At this time E*Value is only able to provide clinical input for NP students

You will receive information about the use of E*Value along with your user name and initial password shortly after you enroll at WSU.

Get to Know E*Value

To help you learn to use E*Value, you will participate in E*Value training each semester accessing tutorials developed and presented by WSU administrative staff and faculty, the Help files available on the [E*Value website](#).

You will use the E*Value system to:

- Document clinical experiences
- Maintain confidential health records pertinent to clinical site placement.
- Upload your evaluation of the preceptor, the site, all procedures and diagnoses you made with what patient
- Clinical-evaluator faculty and preceptor upload their evaluations of you

Clinical Hour Reports**

Students should take the time to familiarize themselves with E*Value and make a note to closely monitor clinical hour entries because the hours reported on the calendar can run together month to month and not give an accurate count of hours completed.

Clinical Faculty and NP Clinical Evaluators

Once your clinical site and preceptor is identified, you will be assigned to be supervised by a College of Nursing faculty member or community-based Nurse Practitioner who is hired by WSU to be a Clinical Evaluator. This individual will evaluate your clinical/practicum performance in the clinical setting. It is your responsibility to communicate with this person **BEFORE** you begin any clinical experience and periodically through the semester. Early in the semester, you will receive information about and contact information for this individual. If you do not receive this information, contact the course instructor. You cannot begin any clinical experience until you have received permission via email to do so. Give your clinical faculty evaluator contact information for all preceptor(s) and the location of their practice.

Describe the experience you will have with each preceptor. Failure to obtain permission before starting in the practicum/clinical setting may result in the assignment of a failing grade for the practicum/clinical experience. If you begin clinical without permission of the faculty evaluator, current clinical passport or malpractice insurance, your clinical hours will not count and will need to be repeated.

Students are also responsible to contact their clinical faculty and placement coordinator if there are any changes to their rotation (clinical site, preceptor, going to a secondary site, etc.) CPC's and clinical faculty must be notified BEFORE doing a clinical day at any clinical site that was not originally assigned, to ensure contracts and any onboarding requirements have been completed.

Please note: Clinical Evaluator Faculty members at WSU are nurse practitioners who take time away from their practices and their families to assist you in achieving your educational goals and objectives. They are not available at all times to visit you in the clinical setting because they have professional and personal responsibilities. Please work with them and your preceptor to develop a mutually agreeable schedule for site visits, which may include days or times you are not typically scheduled for clinical.

Preceptors for NP Students

Any licensed healthcare provider (MD, DO, ARNP/APRN excluding CRNA and nurse midwives) who has been practicing in their field for at least two years and has a current, unencumbered professional license may serve as the preceptor for a Nurse Practitioner student. All preceptors need to be assessed for active unencumbered license etc. This process is addressed by the Clinical Coordinator for the respective campuses.

Clinicians/preceptors who have an encumbered license are reviewed and decided upon by the Director of the MN or DNP Program. Nurse practitioners who are enrolled in an NP program or in WSU's DNP program *may not* serve as preceptors for other WSU DNP students. Washington's Administrative Code [provides specific guidance](#) to students and programs on who is an eligible preceptor or agency mentor.

When students receive the site request form, one may recommend the names of one or more potential preceptors in a requested clinical agency who have indicated they would be willing to precept them. The Clinical Coordinator will follow up with the requested agency to inquire about that individual's availability to serve in a preceptor role and will check on the potential preceptor's qualifications to serve as a preceptor. An email letter will be sent to the potential preceptor explaining the course requirements (course outcomes, clinical hours sought and procedures) and request the preceptor respond with their interest in hosting you. It also provides information about how the preceptor can contact the course instructor.

The Preceptor Role in Directly Supervising the NP Student

Clinical experiences are an essential component of the education of FNP/PMHNP students, and preceptors and clinical faculty play an indispensable role in the success of these experiences. Clinical instruction necessitates both supervisory and evaluative activities. Preceptors provide direct clinical supervision, while the clinical evaluator is the supervising faculty who provides direct and/or indirect clinical supervision. NP students are expected to participate in hands-on care, extended or solely shadowing experiences is not permitted for the 500 supervised clinical hours required for certification as an NP. In some instances, students may be in settings where shadowing is the only option (i.e. many orthopedic settings) and this could be approved for hours beyond the 500 minimum required

if a student already has the necessary breadth of primary care clinical experiences. Direct (faculty) supervision occurs when a faculty member or NP hired by WSU is present at the clinical site and is supervising the student in that setting (role of the “Clinical Evaluator”). Indirect (faculty) supervision occurs when a clinical preceptor is supervising the student while the faculty member retains responsibility for the overall clinical components of the course. As an indirect clinical supervisor, the faculty provides oversight of the clinical learning experience and acts, on behalf of the CON, as a liaison to the clinical site.

Developing Clinically Specific Learning Goals

Preceptors will collaborate with FNP/PMHNP students and the clinical supervising faculty to develop specific learning goals for the clinical experience.

Collaboration with Faculty on Problem/Conflict Management

When a conflict or problem related to the student is identified, the preceptor should collaborate with the clinical-evaluator faculty so that the proper procedure for management and resolution of the conflict or problem is followed. Any problems related to the preceptorship experience should also be discussed between the clinical-evaluator faculty and the preceptor. If the faculty and preceptor are unable to achieve resolution, a clear mechanism for further mediation, including referral to the Track Coordinator, should be made in the preceptorship agreement or other appropriate document.

Resources for Clinical Practice

It will be helpful for you to develop and maintain a system for accessing pertinent clinical support information at your clinical site. The system you develop may include but is not limited to: use of a smart phone, tablet computer, texts, or online resources but students should check with the clinical preceptor/agency to inquire if electronic devices are allowed.

You should have ready access to prescribing and diagnostic testing information at all times while in the clinical setting.

Preparation for Clinical Experiences

1. Ensure that your Student Passport is complete and that you have submitted all required documents. You may not begin clinical/practicum experiences until this process is complete. Instructions for completing these requirements can be found on the [WSU College of Nursing website](#). Make early contact with your Clinical Evaluator to discuss your schedule, and develop a timeline for site visits and any other deliverables. You will also be responsible for providing a list of personal objectives.
2. As soon as you are offered placement at a clinical site, you must contact the education coordinator or clinic manager at the clinical agency where you will complete the practicum experience to initiate completion of any forms, trainings, tests or records that are required by the agency before you can begin your rotation at the site.
3. Arrange to meet with your preceptor for at least 30 minutes before you begin your practicum rotation. This could take place a week or two before you begin the rotation or even before office hours on your first day. During this meeting:
 - a. Provide your current resume to the preceptor if you have not already done so.
 - b. Describe your goals for the clinical setting and ask your preceptor to provide you with feedback about your goals.

- c. Determine a mutually agreeable rotation schedule.
 - d. Explain to your preceptor that a WSU faculty member or community NP hired by WSU as a Clinical Evaluator will visit you to evaluate your work in the clinical setting.
 - e. Advise the preceptor that you may need to schedule additional time for site visit evaluations by your Clinical Faculty person as required.
 - f. Explain that an evaluation will be sent via email for the preceptor to complete during the course of the semester
4. If necessary after the meeting, modify your goals and objectives for the rotation after you meet with the preceptor.
 5. Provide your preceptor with a finalized copy of your revised goals and objectives if required by course faculty or your clinical evaluator.
 6. Contact the individual(s) assigned to be your Clinical Faculty/Evaluator with the following information about your rotation(s): site/preceptor and contact info, and learning experience you will have with site/preceptor. You cannot begin any clinical experience until you have received permission via email to do so from your clinical faculty. Failure to obtain permission before starting in the practicum/clinical setting may result in the assignment of a failing grade for the practicum/clinical experience.
 7. Contact the E*Value Specialist with your rotation(s) schedule. This will allow her to set up the E*Value system so that documenting your clinical experiences will go smoothly.

During Clinical/Practicum Experiences/Rotations

1. Observe all agency policies and procedures.
2. Maintain client confidentiality and adhere to HIPAA regulations for the protection of patient privacy and the security of electronic health records
3. Be aware of all emergency procedures (fire, etc.) including patient emergencies (seizures, codes, etc.).
4. Locate and memorize the location of emergency exits, fire extinguishers, oxygen supplies, etc.
5. Document in E*Value in a timely manner: (All entries due within 48 hrs of Clinical Experience)
 - a. All clinical time in time tracking; be certain to select the correct course, preceptor, clinical site, etc. for EACH entry *****Do not use the calendar view to verify hours in E*Value.**
 - b. Document all client encounters in Case Logs; be certain to select the correct course, clinical faculty, clinical site, etc. for EACH entry
6. Be prepared and punctual.
7. Adhere to standards and scope of practice for RN practice and in the student NP role described by the state's nurse practice act
8. Follow NP student dress code for the clinical experience.
9. If approved by your preceptor or agency, your mobile phone may be used for clinically relevant activities only. It is your responsibility to make sure it is set on silent so that it makes no sound with incoming calls or messages. You may not make personal phone calls or send personal messages when in the clinical setting unless you are on a break. You may not, under any circumstances, take a picture of any patient or any part of a patient's body, even with their permission.
10. Consider each placement as an 'audition' for future placements. The reputation you develop while in your clinical rotations can open doors for future rotations, and even future employment. Alternatively, a negative experience with a student can impact a site's willingness to place future students.
11. Each week, discuss your current learning needs and objectives with preceptor(s).
12. Clearly and briefly present all cases to the preceptor. The University of California San

- Diego [offers useful tips](#) on making an oral presentation.
13. Confer with preceptor and assigned clinical faculty to keep informed of progress.
 14. Leave the clinical site as they found it – with good will and a positive feeling toward their role in NP student education.
 15. Formally thank each preceptor and staff who assisted you at the end of each clinical rotation.
 - 16.

Section IV: Performance Evaluation

Student Evaluation

Preceptors serve as role models, mentors, directly supervise students in clinical sites and work closely with nursing faculty in facilitating student success. An important element of ensuring student success is evaluation of student progress. Preceptors and clinical-evaluator faculty will adhere to the CON policies regarding clinical-evaluator faculty and preceptor roles in the student evaluation process. Although WSU faculty retains responsibility for the final evaluation of the student, the preceptor provides information that is vital to the evaluation process.

Electronic Submission of Evaluations

Electronic links to the appropriate evaluation tools will be sent to the preceptors via e-mail. Preceptors complete a mid-term and final evaluation of the student. If needed, the preceptor should seek clarification about the evaluation process with the clinical supervising faculty or course faculty.

Population Health: Clinical evaluations are course dependent (see Appendix 2B) and include multiple activities: participation in student/faculty seminars, written papers, a self-reflection journal, log entries in E*Value, project or negotiated clinical activities and a clinical performance evaluation. Clinical faculty will determine if you will receive a satisfactory grade in consultation with the preceptor(s) and course faculty. Forms for evaluation by faculty, preceptors, and students available in E*Value. *You must pass both the didactic and the practicum/clinical components of a course in order to earn a passing grade in the course.*

FNP and PMHNP: The *Clinical Evaluator* will evaluate clinical skills and documentation that you complete in the practicum setting and will submit their evaluation of your work to the course faculty throughout the semester. As stated elsewhere, you must earn a passing grade in the practicum/clinical experience to earn a passing grade in the course.

You will be evaluated on your ability to competently complete a comprehensive and/or focused assessment, select appropriate differential diagnoses, and develop treatment plans for patients. You will be expected to select medications, order appropriate cost-effective diagnostic testing, consult with your preceptor and other providers, and develop self-management and follow-up plans with clients.

Clinical faculty will determine if you will receive a satisfactory grade in consultation with the preceptor(s) and course faculty. All forms for evaluation by faculty, preceptors, and students are available in E*Value.

No grade will be submitted (you will not receive a passing grade in the course) until you have completed all required clinical documentation in the E*Value system.

The *Clinical Faculty member* will determine whether you earn a passing grade based on:

- Your successful completion of a *minimum* number of clinical documentation notes (SOAP notes and/or comprehensive evaluations). If your work is satisfactory, you may complete only the minimum number. If concerns exist about your work or your

documentation, you may be required to submit additional notes to earn a passing grade for this part of the course.

- Earning a passing grade during site visits (see below).
- Your completion of all required documentation by the deadline listed in the course syllabus (see below).

Clinical Evaluator Responsibilities

The clinical evaluator faculty maintains the ultimate responsibility for the student's clinical experience in a specific course. Responsibilities for faculty who are providing either direct or indirect supervision of students in the clinical setting will vary by course. The course syllabus details specific requirements and evaluation criteria for successful student performance. In addition, courses may have specific guidelines describing clinical faculty responsibilities for a course and faculty is expected to comply with those guidelines.

Student and Preceptor Contact

Frequent contact with the student and preceptor in the clinical setting is necessary for the supervising faculty to understand how the student is performing. Frequent contact also facilitates early intervention when a student's performance is not at the level expected for that course. In the end, clinical faculty evaluate the student using their own assessment data and input from the preceptors.

Availability

The clinical evaluator faculty will maintain contact with the student and preceptor at times other than the site visit and will be available by phone on the days students are in the clinical site. Should a scheduling conflict or emergency arise that results in the clinical evaluator being unavailable to students or preceptors, it is the responsibility of the clinical evaluator faculty to make arrangements with another member for coverage and to notify the Program Coordinator of the change.

Site Visit Evaluation

Clinical Evaluator Faculty will observe you while you provide direct patient care at your clinical/practicum site for each of the clinical/practicum courses. It is your responsibility to arrange site visit evaluations with your evaluator early in the semester. Each site visit will last 1 – 4 hours. You may be required to schedule the evaluation visit at a time other than your usual scheduled time with a preceptor. That is, you may need to change your work or personal schedule to arrange the required site visit. Failure to arrange a site visit for evaluation may result in the assignment of a failing grade in the practicum/clinical portion of the course. During the visit the faculty evaluator will observe you providing care, presenting to your preceptor, and interacting with patients, family members, and staff. The faculty evaluator will also consult with your preceptor about your progress and may review clinical documentation (chart notes) that you have completed. You must earn a passing grade in all site visits. If you do not earn a passing grade in a site visit, an additional site visit may be required. If you do not earn a passing grade in two successive site visits, you will receive a failing grade in the course. It is your responsibility to arrange for additional visits as required.

Required Documentation and Progression

Before you can receive a grade for the clinical/practicum coursework, you must:

- Document all patient contact time and clinical experiences in the E*Value system (as required) before the last date noted in the Course Syllabus. For accuracy, it is best practice to document clinical hours and client encounters within one week of rotation day.
- Ensure the completion *and submission* of an evaluation by each of your preceptors (Electronic evaluation via E*Value is preferred, but a printed and/or handwritten evaluation may also be submitted in paper format to your clinical faculty/evaluator AND to the E*Value Specialist).

To be eligible for the national licensing and certification exams as well as state licensure, a graduate must have evidence of recent courses in advanced pathophysiology, advanced assessment, and advanced pharm as well as the specialty clinical courses within 5 years of sitting for testing. Therefore, you are strongly recommended to complete a program of study within 3 semesters of beginning course work at WSU. Once you begin clinical/practicum coursework in any track, on the way to your DNP, you must remain continuously enrolled in clinical/practicum course credits each semester until you complete your degree requirements (FNP students enroll in NURS 540 credits, PMHNP students enroll in NURS 599 credits, Population Health students enroll in NURS 583 credits).

Leave of Absence

If you do not wish to enroll continuously in clinical/practicum courses for any reason you must request a Leave of Absence from the program according to WSU and College of Nursing guidelines.

Reinstatement process

1. If you submit a Leave of Absence from the program after you have begun taking clinical/practicum coursework, you must formally request reinstatement in the clinical portion of the program before resuming coursework.
2. You must submit the reinstatement request no later than one month before the first day of the semester in which you would like to enroll. The Associate Dean for Academic Programs, the MN or DNP Program Director, the NP or PH lead faculty, and the Graduate Admission and Progression Committee (GAP) must approve the request.
3. If your request for reinstatement is approved, you may be required to complete additional didactic and/or clinical/practicum credits before resuming enrollment in regular courses in the program.

SECTION V: Preparing for NP Practice

After you complete all the educational requirements for the Doctorate in Nursing Practice degree and successfully graduate from Washington State University, you must complete additional steps *before* you can practice as a Nurse Practitioner in any state.

Certification

Certification is required by most states to qualify for licensure as an Advanced Practice Nurse. Two organizations offer examinations for Family Nurse Practitioner certification. These are the [American Nurses Credentialing Center](#) ; or the [American Academy of Nurse Practitioners](#). Psychiatric Mental Health Nurse Practitioner students apply to take the PMHNP – Lifespan exam only offered at [ANCC](#) (American Nurse Credentialing Center). Both organizations have helpful information on their websites. You should visit the websites at the beginning of your practicum/clinical experiences so that you understand the process you will follow to be eligible to complete one of the examinations.

Licensure

To obtain a license as an Advanced Registered Nurse Practitioner (ARNP) or Advanced Practice Registered Nurse (APRN) after graduation, follow your state's application process. In general, you will need to be licensed as a Registered Nurse in any state where you wish to obtain an ARNP/APRN license.

In Washington, you can access information and materials about the [nurse licensing process](#) at the Department of Health website.

In Oregon, you can access information and materials about the [process](#) on the Oregon State Board of Nursing website.

In Idaho, you can access information and materials about [advanced practice licensure](#) at the Idaho Board of Nursing website.

If you plan to practice in a different state after graduation, contact the Board for Nursing in that state for details and forms. All state boards of nursing are listed on the [National Council of State Boards of Nursing](#) website.

National Provider Enumeration System

The Administrative Simplification provisions of the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* mandated the adoption of standard unique identifiers for health care providers and health plans. The purpose of these provisions is to improve the efficiency and effectiveness of the electronic transmission of health information. The Centers for Medicare & Medicaid Services (CMS) has developed the National Plan and Provider Enumeration System (NPPES) to assign these unique identifiers. After you have received your license to practice as a Nurse Practitioner, visit [that website](#) to apply.

Drug Enforcement Agency Number

Before most pharmacies will fill prescriptions that you write and before you can write prescriptions for controlled substances, you must [register with the Drug Enforcement Agency](#) and obtain a DEA Number.

Paying it Forward - Become a Mentor to Future Students

PLEASE consider sharing your expertise with a student, and being a grad student preceptor post-graduation after one year of practice. We would appreciate a post-graduation call to let us know where you are working. If you are willing to be a preceptor, please let us know when you will have worked in your field for a year after graduation.

Student Records Retention

It is *HIGHLY* recommended that you retain a copy of your E*Value report on clinical experiences. Most employers will request documentation of a range of data points (such as number of clinical hours, number of patients in each age group, list of procedures etc) from your supervised clinical time.

Technical Standards

Nursing students must meet all the requirements of the Technical Standards, with or without reasonable accommodations, to support successful progress through and graduation from their respective curricula. These requirements pertain to all student conduct regardless of setting (e.g. classroom/didactic, office, on-campus simulation or off-campus clinical, email communication, etc.). Individuals interested in applying for admission to WSU's College of Nursing are encouraged to review the Technical Standards to become familiar with the skills, abilities, and behavioral characteristics required to complete the programs.

I. COMMUNICATION Competencies: The Technical Standards include the ability to communicate effectively with a wide variety of individuals. **Rationale: communication competencies include knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings.** Examples of communication competencies include, without limitation, the ability to:

- communicate clearly in English, in a professional and sensitive manner, to patients or to a patient language interpreter (if the patient and/or family members/significant others do not speak English), and their family members/significant others, health team members, faculty, and peers of diverse ethnic, religious, and cultural backgrounds in professional nursing practice settings as well as in the academic setting.
- elicit accurate information from patients, family member/significant others, health team members, and/or faculty related to a patient's medical history and status necessary to adequately and effectively evaluate a patient's condition.
- use and comprehend standard professional nursing and medical terminology when using and/or documenting a patient's print or electronic health record.
- convey appropriate information to patients and the healthcare team and teach, direct and counsel a wide variety of individuals, including explaining treatment procedures and initiating health education.

II. OBSERVATION Competencies: The Technical Standards include the ability to make observations in connection with other identified professional nursing student competencies. **Rationale: Nursing student observation competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all healthcare settings.** Examples of observation competencies include, without limitation, the ability to accurately:

- use and interpret information obtained from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools that monitor or obtain physiological phenomena.
- observe a patient during a comprehensive or focused physical assessment to determine signs and symptoms of disease, pain, and infection.
- observe and interpret normal and deviations from normal the following: e.g., a patient's heart and body sounds, body language, the color of wounds, drainage, urine, feces, expectoration, and sensitivity to heat, cold, pain, and pressure.

III. COGNITIVE Competencies: The Technical Standards include the ability to demonstrate cognitive abilities in connection with the other identified professional nursing student competencies. **Rationale: Nursing student cognitive competencies include demonstrating the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all healthcare settings.** Examples of cognitive competencies include without limitation, the ability to:

- demonstrate cognitive abilities related to course and program outcomes, which include intellectual, conceptual, integrative, quantitative, critical thinking, and comprehension skills that indicate that the student can carry out the nursing process in the care of patients.
- measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, plan of care/interventions, and evaluation.
- Mathematically calculate dimensional analysis and medication dosages.
- retrieve and critically appraise patient-related research to determine the best available research evidence (quantity and quality) to use in a patient's nursing plan of care.
- comprehend extensive information from written documents, visual and/or oral presentations, and patient computer information systems to carry out the nursing process.
- analyze and prioritize all aspects of patient care in a prompt and timely fashion.
- synthesize objective and subjective findings and diagnostic studies to formulate nursing diagnoses.
- use synthesized data to initiate a nursing plan of care which appropriately integrates patient preferences to provide appropriate, quality, and safe patient care.
- accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.

IV. MOTOR Competencies: The Technical Standards include the ability to perform or assist with nursing interventions to provide comprehensive general nursing care and treatment in connection with other identified professional nursing student competencies. **Rationale: Nursing student motor competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all health care settings.** Example motor competencies include, without limitation, the ability to:

- obtain accurate information from patients using gross and fine motor skills appropriate to the technique (e.g., palpation, auscultation, and percussion) and common medical/nursing digital, analog, and waveform diagnostic tools and equipment (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) that monitor or obtain physiological phenomena or data.
- perform and/or assist appropriately with expected nursing student procedures, treatments, and medication administration using sterile or clean techniques appropriate to the type of procedure, treatment or medication administration (e.g., drawing medications into syringes in precise measurements; giving a medication IV, IM, or subcutaneously using the appropriate syringe or apparatus; performing tracheotomy care and suctioning; inserting urinary catheters; creating

sterile fields; sterile and clean dressing changes) and administering basic life support (BLS) cardiopulmonary resuscitation or advanced cardiopulmonary life support (ACLS), depending upon the nursing student's program level.

- move, transfer, and position patients or equipment safely under a variety of circumstances with or without a lift team or assistive devices during the delivery of general nursing care or in emergency situations.
- have the endurance to complete all required tasks during the assigned period of clinical practice to carry out the nursing process in the context of patient care delivery.
- navigate patients' rooms, workspaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.

V.BEHAVIORAL AND SOCIAL ATTRIBUTES Competencies: The Technical Standards include the ability to demonstrate behavioral and social attributes in academic and in on-campus clinical and off-campus clinical settings in connection with other identified professional nursing student competencies included in the AACN's *Essentials of baccalaureate, Master's and Doctoral Education for Professional Nursing Practice*, the National Student Nurses' Association, Inc.® *Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements*, and WSU's College of Nursing student academic integrity policy.

Rationale: Nursing student behavioral and social attributes competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings. Examples of behavioral and social attributes competencies include, without limitation, the ability to:

- conform to all requirements set forth by WSU/healthcare agency's affiliation agreements as well as any additional requirements of any clinical setting.
- uphold professional nursing standards related to the student's scope of practice.
- conform to WSU's College of Nursing attendance and clinical dress code/professional appearance requirements for on-campus, clinical simulation, and off-campus clinical learning sessions.
- communicate in a mature, professional, culturally sensitive, therapeutic, accurate and effective manner with patients, patients' family members/significant others, members of the healthcare team, faculty, staff, and peers.
- maintain effective, appropriate, and sensitive relationships with patients, patients' family members/significant others, peers, faculty, staff, and other healthcare professionals.
- work cooperatively and with honesty and integrity with peers, faculty, and members of the healthcare team.
- adapt to changing environments and exhibit flexibility and composure in the face of uncertainties inherent in the clinical problems of diverse patients.
- use conflict resolution strategies effectively in University, on-campus clinical simulation, and off-campus clinical learning settings

- integrate constructive criticism received in University, on-campus clinical simulation, and off-campus clinical learning settings.
- correctly judge when a nursing intervention requires additional assistance and seek help from the clinical instructor, preceptor, or appropriate agency health care team member.
- meet requirements for criminal background evaluation to support clinical placement.

Student Signature

Date

Program

Appendix A of Part II

Appendix A: Family Nurse Practitioner Clinical/Practicum Courses

Definition of Family Practice (Primary Care) – for Family Nurse Practitioner Students - In most family practice or primary care settings, care is provided to a general population of patients across the lifespan. These practices may employ a variety of individuals including medical doctors (M.D.s), osteopathic physicians (D.O.s.), nurse practitioners, physician's assistants (PA-Cs), Registered Nurses (RNs), Licensed Practical Nurses (LPNs), medical assistants, and support staff. The typical practice population includes people of all ages who have a wide array of healthcare needs for prevention and treatment of common acute and chronic illness conditions.

1. NURS 514 – Primary Care I: (120 hours of clinical as an NP student)
2. NURS 516 - Primary Care II: (120 hours of clinical as an NP student)
3. NURS 537 - Primary Care III: (120 hours of clinical as an NP student)
4. NURS 540 - Internship requires that you complete a minimum of 4 credits (240 clinical hours) of primary care experience over a minimum of three semesters.
 - a. The focus of the Internship course is intended to support your preparation as a Family Nurse Practitioner. These experiences should complement a family practice environment to add more knowledge and skills in such areas as identified earlier in this document.
 - b. In consultation with course and assigned clinical faculty/clinical evaluators, you may be able to select additional clinical/practicum experiences in outpatient or urgent care specialty practices/locations (e.g., an urgent care setting, office of a dermatologist or neurologist, pediatric practice) if your progress in clinical experiences has been consistently satisfactory and you have met all other program requirements. Such experiences must be pre-approved by your

supervising clinical faculty member based upon consistency with Family Nurse Practitioner scope and standards.

- c. Other requirements associated with your enrollment in NURS 540 include:
- i. You may not enroll in this Internship course during the semester when you complete NURS 514, the first of the FNP clinical courses.
 - ii. You may enroll in 1-2 credits at a time; more than 2 credits per semester MUST be cleared with the FNP track coordinator.
 - iii. Students may have a maximum of 2 NURS540 clinical placements/rotations per semester. Each placement can be for 1-2 credits.
 - iv. After you complete the final FNP combined theory-clinical course (NURS 537)
You must enroll in and meet all the requirements of a minimum of 1 credit of NURS 540 (DNP students) each semester until you graduate.
 - v. Your clinical assignment for the Internship course may be elective (your choice about where to complete it and with whom/ type of specialty) if the breadth of other clinical course experiences meets the expectations of the Family Nurse Practitioner role (review with your adviser). Each request for clinical placement in the Internship course will be carefully reviewed by faculty before it is approved. (For example, if your logs do not indicate that you have cared for children of all ages, we may require you to complete additional hours in a pediatric setting.)
 - vi. Be sure to discuss your clinical/practicum placement plans and needs with your academic adviser and the Clinical Placement Coordinator.

Appendix B of Part II

Family Nurse Practitioner Program Chart Note Review

You will prepare a minimum number of chart notes each semester for evaluation by the clinical course faculty. These notes should represent your clinical experience at each site.

Please submit your first note no later than Week 3 of the semester. Contact your clinical faculty to arrange the schedule for submission of additional notes and to determine whether it will be possible for you to submit the notes electronically for grading.

It is essential that you strictly adhere to all appropriate regulations about patient privacy including those mandated by HIPAA. This requires that ALL patient identifiers be removed including name, birth date, clinic name, provider name(s) and chart number. If you refer to the patient by name in the note itself that should be deleted as well.

The format provided below is complete and you should use it when preparing the clinical notes, you submit for grading. The notes you submit for grading may be longer and more detailed than those you prepare for the patient's chart while you are in the clinical setting. This longer, more complete document will allow the clinical faculty member to evaluate your

learning, clinical progress, and documentation abilities. Please use the Chart Note Review Form to do a self-critique on EACH of your chart notes.

As an additional resource to help you develop strong documentation skills, consult the [Centers for Medicare and Medicaid Evaluation & Management Guidelines](#).

Failure to submit chart notes on a regular basis and in a timely manner may result in a failing grade. If you encounter problems please contact your clinical faculty to create an acceptable plan for submission of notes.

ESSENTIAL ELEMENTS OF CLINICAL DOCUMENTATION	
SKILLS	COMMENTS
DATE OF VISIT	
CHIEF CONCERN (or COMPLAINT) Should include: Sex, age, reason for office visit It is acceptable (but not required) to use patient's own words	
SUBJECTIVE	
History of Present Illness (HPI)	
Prepares a separate HPI for each symptom	
Introduction: 1-2 sentences that describe present concern; written in a logical, narrative manner that makes it clear that an appropriate differential diagnosis is considered	
Symptom Analysis (OLDCARTS or similar system)	
Onset Location Duration Co-existing symptoms Aggravating/ alleviating factors Radiation Treatments tried & evaluation of those (work? Didn't work?) Systems – other systems involved (at a minimum: system "up" and system "down" from symptom involved in	
Review of Systems	
Must include a description of all pertinent systems; that is, all systems related to the differential diagnoses being considered	
Past, Family, Social History Provides pertinent information about: <ul style="list-style-type: none"> • related personal health history • family health history • social history • family dynamics 	

ESSENTIAL ELEMENTS OF CLINICAL DOCUMENTATION	
SKILLS	COMMENTS
<ul style="list-style-type: none"> • habits • occupation (including environmental exposure to toxins, etc.) • diet/nutrition • exercise, etc. 	
Allergies	
Current medications	
OBJECTIVE	
Exam appropriate for presenting concern/complaint	
Exam appropriate for differential diagnosis	
Includes statement about general appearance and overall wellbeing	
Data are presented in orderly fashion (head-to-toe, etc.)	
If available before or during visit, diagnostic testing results described that are appropriate to the differential	
All terminology is appropriate	
Only appropriate abbreviations are used	
Exam is clearly documented and logically presented	
All essential objective data for the condition are included	
ASSESSMENT/DIAGNOSIS	
Comprehensive and includes: <ul style="list-style-type: none"> • status/stability • severity • etiology • differential diagnoses and rationale for selection of this one 	
Diagnosis clearly supported by information provided in subjective and objective data presented in note	
Health care maintenance needs noted	
Risk assessments included	
PLAN	
Separate plan presented for each diagnosis Reasonable and complete Includes all necessary elements such as: <ul style="list-style-type: none"> • Patient goals for health status • Diagnostic studies to be ordered • Therapeutic plan <ul style="list-style-type: none"> ○ Pharmacologic ○ Non-pharmacologic 	

ESSENTIAL ELEMENTS OF CLINICAL DOCUMENTATION	
SKILLS	COMMENTS
<ul style="list-style-type: none"> • Education plan for patient & family • Referrals made and plan for completion • Follow-up plans and timeline 	
CHART NOTE -Legible -Written in SOAP format	
PROBLEM LIST If utilized, update and attach copy	
HISTORY FORM/PMH -If utilized, update and attach copy	
MEDICATION LIST -If utilized, update and attach copy	
FLOW SHEETS -If utilized, update and attach copy	

Originally Developed by K. Fritsch, MN, ARNP, FNP

Appendix C of Part II

Preceptor Letter

Following is a letter sent on your behalf to your preceptor from the Clinical Coordinator. It provides useful information regarding the objectives of the course and guidelines for the preceptor. It provides useful information regarding the objectives of the course, student expectations, and guidelines for the preceptor.

*Dear ****,*

*Thank you so much for generously offering to precept WSU *** student *** for a *** hour direct care rotation at *** in *** semester. The WSU College of Nursing truly values our healthcare partners and the invaluable role they have in preparing our students for advanced practice. I wanted to provide you with some guidance to help you in your role as a preceptor. The student will need to complete the required hours within the semester time frame of ***—***. The scheduling of those hours is flexible and usually determined by the preceptor meeting with the student and deciding upon a mutually agreeable schedule.*

Before starting their rotation, the student should provide the following to their preceptor:

- *Student resume/CV*
- *Goals for the semester-it is appropriate for the student to modify their goals if advised to do so by the preceptor*
- *A copy of the syllabus for the clinical course they are taking*

During the time spent with you in your practice under your supervision, the student is expected to demonstrate assessing, diagnosing, managing, and educating clients across the lifespan about their health problems as well as about health promotion and self-care activities. These clinical experiences are intended to be “hands-on” learning opportunities.

Your role in providing clinical supervision to the student could include the following:

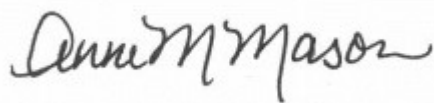
- Define goals/expectations of the clinical rotation
- Observe as the student performs at least one or more complete and/or focused exams on each clinical day and the health education being disseminated to the patient/family
- Validate the assessment findings and their recommended management plans
- Ensure the pharmacological recommendations are appropriate considering drug interaction effects, dosage, polypharmacy, and ethnicity/gender/age.
- Assist the student to develop expertise in establishing an appropriate differential diagnosis and in selecting the most appropriate diagnostic tests
- Validate the student's interpretation of diagnostic tests
- Communicate with the student about successes and concerns
- Notify WSU of any concerns or problems (see contact information below)

Students will be logging their clinical hours as well as client encounters, diagnoses and procedures in E*Value, the clinical placement data management system used by WSU College of Nursing graduate students. All entries are to be completed within 48 hours of clinical exposure and are to be maintained on an ongoing basis until the rotation is completed. The student's Clinical Faculty will review and approve those entries. As a preceptor, you will not be responsible for these tasks.

While the student is working with you, a WSU-employed nurse practitioner Clinical Evaluator will visit the student for a Clinical Site Evaluation. During this visit the Clinical Evaluator would like to view the student as he/she engages with clients. Additionally, if time allows, a brief visit with the preceptor is desired. During the preceptor visit, please provide information regarding student progress toward meeting course and personal objectives. The student will provide you with the name and contact information for the Clinical Evaluator. At the end of the rotation, you will be asked to complete an evaluation of the student. You will receive an email notification requesting that you complete this evaluation and instructions will be included in the email.

Some preceptors wish to receive verification of preceptor hours to use for recertification purposes. If you would like to receive a verification document, please contact the Clinical Placement Coordinator for the student you are precepting (see contact info below). Feel free to contact me with any questions or concerns. We sincerely thank you for your contributions to the education of FNP & PMHNP students and for your support of the WSU College of Nursing.

Sincerely,



Anne Mason, DNP, ARNP, PMHNP-BC
 Clinical Assistant Professor
 Director, Doctorate of Nursing Practice Program
anne.mason@wsu.edu | 509.524.5152

Appendix D of Part II

Psychiatric Mental Health Nurse Practitioner Clinical/Practicum Courses

NURS 547 – Psychiatric Mental Health Introduction to Therapeutic Modalities

Practicum: requires that you complete a *minimum* of 120 hours of practicum/clinical at a psychiatric treatment site that provides psychotherapy interventions (individual and/or group therapy) across the lifespan. In addition to this, students will partake in clinical supervision with faculty and/or clinical evaluators. Preceptor can be master-degree level therapist (MSW, LICSW, PhD Psychologist, PsyD Psychologist, PMHNP or Psychiatrist).

NURS 555 & 560 – Psychiatric Mental Health Practicum: requires that you complete a *minimum* of 180 hours for each course working with clients across the lifespan needing psychiatric mental health care using all modalities of treatment (individual therapy and/or psychopharmacology). In addition to this, students will partake in clinical supervision with faculty and/or clinical evaluators. Preceptor must be PMHNP or Psychiatrist.

NURS 582 - Internship for the PMHNP: requires that you complete a *minimum* of 180 clinical hours in a setting offering a full complement of psychiatric mental health care, preferably with a certified psychiatric mental health nurse practitioner. In consultation with your adviser, you may select other clinical/practicum experiences as long as your progress in clinical experiences is satisfactory for program and national certification requirements.

NURS 599 – Independent Study: This course is required for students who complete the other PMHNP clinical courses before they fully complete the DNP degree. A minimum of 1 credit is required to maintain clinical acumen. Each credit requires 60 clinical hrs. Students may be recommended to take this course for additional clinical hours if clinical skills are considered marginal.

Appendix E of Part II

Population Health Clinical Practicum Courses

Population Health Nursing Leadership Specialty Track

1. NURS 553: Practicum in Organizational Systems & Leadership, 3 credit hours= 180 clinical hours.
2. NURS 556: Practicum in Advanced Population Health, 2 credits = 120 clinical hours.
3. NURS 583: Internship Elective. 1 credit minimum, 5 maximum. 1 credit= 60 clinical hours.

Population Health Individualized Option

1. NURS 556: Practicum in Advanced Population Health, 2 credits = 120 clinical hours.
2. NURS 583: Internship Elective. 1 credit minimum 5 maximum. 1 credit= 60 clinical hours.

Population Health Graduate Certificate in Nursing Leadership

1. NURS 553: Practicum in Organizational Systems and Leadership, 3 credits, 180 clinical hours.

Population Health Graduate Certificate in Nursing Education

1. NURS 556: Practicum in Advanced Population Health, 2 credits = 120 clinical hours.
OR
2. NURS 583: Internship Elective. 2 credits, 120 clinical hours.

Appendix F: Graduate Student Passport

<https://nursing.wsu.edu/current/admitted-students/graduate-passport/>

Appendix G: Glossary of Terms & Abbreviations

AACN - American Association of Colleges of Nursing

ABSN - Accelerated BSN program

ACNP - Acute Care Nurse Practitioner

ADARP - Alcohol and Drug Abuse Research Program

ADN - Associate Degree in Nursing

Adviser – A faculty member assigned to work with a student to assist the student with planning academic progress (including the timing and arrangement of courses), to evaluate student performance annually, and to assist students in navigating processes in place in the college including, but not limited to such things as academic progress and adherence to WSU, Graduate School, and College of Nursing Policies and Procedures

AINS - Association of intercollegiate nursing students - Yakima Undergrads. Spokane students have different organization.

Alleged diversion of legend or controlled substances: A claim or assertion that an individual misappropriated any legend drug or controlled substance. WAC 246-840-513

AMS - Academic Media Services

ANCC - American Nurses Credentialing Center

Angel - WSU CON's learning management system

ANP - Adult Nurse Practitioner

APRN - Advanced Practice Registered Nursing

ARNP - Advanced Registered Nurse Practitioner

ASWSU - Associated Students WSU Spokane

ASWUTC - Associated Students WSU Tri - Cities

ATI - Advanced Training Institute

ATL - Assessment of teaching and learning

BSN - Bachelor of Science in Nursing

CAH - Critical Access Hospital

CB/PF - Community Based/Population Focused

Clinical Evaluator

Clinical Faculty

Course Faculty

CCC - Consortium Clinical Coordinator

CCNE - Commission on Collegiate Nursing Education

CE - Concurrent Enrollment

Clinical Placement Coordinator (CPC) – A term used interchangeably with 'Clinical Placement Coordinator' - the person in this role at each campus assists grad students in securing clinical placements, and with other steps involved in the clinical placement process

Clinical Evaluator - Term used to describe individuals, usually faculty members or community-based Nurse Practitioners (who may or may not serve in a formal faculty role at WSU) whose work includes the evaluation of nurse practitioner student performance in the clinical setting

CNEWS - Council for Nursing Education in Washington
 CNS - Clinical Nurse Specialist
 CON - College of Nursing
 CQI - Continuous quality improvement
 CSI - Clinical Scene Investigator
 CVS - Cleveland Visiting Scholar
 DARS - Degree Audit Report - automated record that shows students' progress toward completing requirements
 DNP - Doctor of Nursing Practice
 DNP/FNP - Doctorate of Nursing Practice Family Nurse Practitioner
 ED - Education Track
 EL - Elective
 FAAN - Fellow American Academy of Nursing
 FAANP-Fellow American Academy of Nurse Practitioners
 Faculty Adviser
 Faculty of Record
 FLAG - Facilitated Learning to Advance Geriatrics
 FNP - Family Nurse Practitioner
 FTS - Full time student
 GAP- Graduate Admissions and Progression Committee
 GCC-Graduate Curriculum Committee
 GNCI - Genomic Nursing Concept Inventory
 GNP - Gerontological Nurse Practitioner
 GRAC - Graduate Recruitment and Admissions Committee
 GRE - General requirements for education
 GS - Graduate Standing
 GS/IP - Graduate standing OR instructor permission
 HC - Health Care
 HCP - Health Care Partner
 HEC - Higher Education Coordinating Board
 HS - Health Science
 INCITE - Interprofessional Collaboration for Integrative Technology
 INCPC - Inland Northwest Clinical Placement Consortium
 IP - Instructor permission
 IP - Inter professional
 IRB - Institutional review board. Organization that approves research programs
 ITS - Information Technology Services
 LPN - Licensed Practical Nurse
 M - Major
 MN - Master of Nursing
 NCC - National Certification Corporation
 NCLEX - RN - National Council Licensure Examination for Registered Nurses
 NCPD - Nursing Clinical Placement District
 NCSBN - National Council of State Boards of Nursing (WSU involved in a national SIM Study with NCSBN)
 NEP - Nursing Education Program
 NFLP - Nurse Faculty loan program - a program by which a student can have student loans forgiven post completion of their degree, if they commit and fulfill a certain number of years in teaching
 NIH - National Institutes of Health
 NIS - Nursing Information System
 NLN - National League of Nursing

NLNAC - national league for nursing accrediting commission
 NNP - Neonatal Nurse Practitioner
 NONPF - National organization of nurse practitioner faculties
 NP - Nurse Practitioner
 NPWH - National association of nurse practitioners in women's health
 NTF - National Task Force on Quality Nurse Practitioner Education
 OBS - a nursing student classification - Observation - limited, isolated observation in addition to clinical placements
 OBSN - Oregon State Board of Nursing
 OGRD - Office of Grant and Research Development
 OIM - Office of Information Management
 Onboarding - process by which a student meets a clinical site's requirements before the student can start a rotation at the clinical site. 'Passport', 'credentialing', 'privileging', 'site requirements', 'preclinical requirements' are all terms sometimes used interchangeably that pertain to this process, depending on nomenclature that a site uses.
 OSCE - Objective structured clinical evaluation - modern type of exam often used in health sciences
 Passport - The 'Passport' describes a foundational set of requirements developed to protect the health and safety of your clients and colleagues. Its completion is required to comply with the terms of affiliation agreements (contracts) with our clinical sites (a copy of the Graduate Student Passport is included in the Appendices of this document). Requirements for the 'Passport' include immunizations, TB Status, Liability Insurance, Background Check info, as well as certification, licensure and training information.
 Patient Harm: Anything that impairs or adversely affects the health, safety, or well-being of the patient. Harm includes physical, mental, emotional and sexual, abuse, exploitation, neglect or abandonment. WAC 246-840-513
 PCORI - Patient Centered Outcomes Research Institute
 PH - Population Health
 PhD - Doctor of Philosophy
 PECPS - Clinical Performance and simulation
 PICOT P: Population/Patient; I: Intervention/Indicator; C: Comparator/Control; O: Outcome; T: Time
 PIF - Preceptor Information form
 PMHNP - Psych Mental Health Nurse Practitioner
 PNP - Pediatric Nurse Practitioner
 PTP - Practice Transformation Project
 PREC/PRAC - a nursing student classification - Preceptor /Senior Practicum
 Program Director - responsible for guiding and coordinating the efforts of the faculty in providing graduate education. This involves facilitating curriculum development, assisting in the resolution of student and faculty issues and providing leadership for the graduate program they oversee.
 RCL - Riverpoint Campus Library
 RIPER - Riverpoint Interprofessional Education and Research
 RN-BSN - RN to Bachelor's program
 RNB - Regional Nursing Body
 RNR - RN Refresher
 SEPC - Systematic Evaluation of Program Components
 Site Evaluator – same as clinical evaluator term, used to describe individuals, usually faculty members or community-based Nurse Practitioners (who may or may not serve in a formal faculty role at WSU) whose work includes the evaluation of nurse practitioner student performance in the clinical setting
 SLN - Schedule Line Number - unique number that every WSU class section is assigned

SNL - Student Nurse Leadership

SSR - Student supplied response surveys

TAA - Training affiliation agreement

TADN - Transition AND (LPN to ADN)

TEAS - Test of Essential Academic Skills

Track Coordinator - The Track Coordinator is the lead faculty for the specialty track who works closely with the Directors of the MN and DNP programs to manage a wide range of programmatic concerns specific to the specialty track.

UAP - Undergraduate admission and Progression Committee

UCC - Undergraduate Curriculum committee

UCORE - University Common Requirements

Unreasonable risk of harm: An act or failure to act, which is below the standard of care for what a reasonably

prudent nurse would do in similar circumstances, thereby creating a risk of harm to the patient, whether or not actual harm resulted. WAC 246-840-513

WCN - Washington Center for Nursing

WICHE - 15 Western Interstate Commission for Higher Education

WSNA - Washington State Nursing Association