



UNIVERSITY OF  
**NORTHERN COLORADO**

**Post Bachelor's Doctor of Nursing Practice**  
concentration in  
**Family Nurse Practitioner**  
**STUDENT HANDBOOK**  
**2025-2026**



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**Please note:**

The Official Handbook will be updated on a regular basis and the most recent version will be located at the following URL and it will be updated as changes occur:

<https://www.unco.edu/nhs/nursing/resources/clinical-student/student-handbooks.aspx>

***Students will be responsible for accessing and using the most current version.***

*Please note that a student's course sequence and Plan of Study are determined by the Graduate Catalog year in which they enter the program. This does not change therefore the most current version of the handbook may not reflect your particular course of study.*

*(Revised 8/18/2025)*

***(Please review the UNC Graduate School Student Handbook here)***

<https://www.unco.edu/graduate-school/student-resources/current-students/>

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# **UNC School of Nursing (SON) Information**



## SON Mission

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The Mission of the University of Northern Colorado School of Nursing, congruent with the University mission, to improve the health and well-being of society by preparing compassionate, courageous, and competent nurses who advance nursing through leadership, scholarship and practice.

*4/2023 revision adopted by NFSO*

## SON Vision

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The University of Northern Colorado School of Nursing will be known for excellence in the preparation of exceptional practitioners and nurse educators. Through leadership in practice and education, our faculty and students will transform the healthcare landscape to meet the needs of society and advance our discipline.

## SON Values

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- **Excellence:** being outstanding; fostered through intentional decision-making and development of high standards and processes for ensuring quality.
- **Professionalism:** consistent demonstration of and adherence to accountability, competence, responsibility, dependability and a commitment to life-long learning.
- **Caring:** an integral component of nursing practice requiring ongoing development of empathy, conscience, compassion, resilience, and confidence in interactions with patients, families, communities, other healthcare professionals, and ourselves.
- **Justice, Equity, Diversity and Inclusion:** acknowledgement of human dignity and autonomy, privacy, equality, freedom, and inclusivity as central to cultivating deep understanding of people in the betterment of health and well-being of all members of society.
- **Student-Centered Teaching and Learning:** Evidence-based, innovative teaching and learning is critical to meeting the changing demands in healthcare, nursing practice, and nursing education.
- **Community Engagement:** collaboration with community-based partners to enrich learning, foster equitable decision-making processes, and deepen relationships and trust to meet the healthcare needs of the region.

## SON Anti-Racism Statement

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The UNC School of Nursing has a strong history of educating nurses to provide compassionate care to others. We acknowledge that institutional racism exists in American society, of which the SON is a part. We oppose racism and strive to promote an inclusive and equitable environment. We are committed to increased awareness and continued efforts to prevent racist acts. Our overall mission is to improve the health of our society, including ALL members of our community. We value inclusivity of diverse human identities and expressions in nursing education and nursing practice. We can achieve a just and equitable health care system for all by recognizing and combating racism in healthcare, becoming aware of implicit bias and its effects, and working to achieve greater diversity in nursing education and the nursing workforce.

We strive to take action in both professional and personal ways to eliminate systematic racism, promote diversity and reduce bias. We will:

- Examine our curriculum to eliminate racist assumptions or content and increase student dialogue and awareness of racism and bias affecting nursing care.
- Engage in approaches to removing racism or bias from admission, progression and retention for diverse students including students of color.
- Actively seek ways to increase the diversity of faculty and staff by examining application, hiring, promotion, tenure and support practices.
- Plan for anti-racism education and skills building for faculty, staff and students.
- Commit to working together in this common effort.

We are steadfast in our belief that every individual should work and learn in an environment that embraces diversity and Inclusivity. **There is no tolerance for racism within our school.**

## SON Purpose and Goals for Graduate Programs

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To prepare well-educated baccalaureate and graduate prepared nurses who understand the impact of professional nursing on a dynamic, diverse, and technologically advancing health care system.

### Goals - Graduate Programs:

- Students will engage in scholarly activity, research and creative projects conducive to advanced professional nursing roles and advanced nursing practice.
- Students are prepared for advanced professional nursing roles through a solid foundation of theory, research and advanced practice standards as well as specialty nursing coursework.
- Students develop professional values fostering the commitment to life-long learning, scholarship and service.
- Students will develop competencies essential to assume leadership positions in nursing education and practice.

## Simulation Center Mission and Vision Statement

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### Mission

The mission of the UNC School of Nursing simulation center is to provide applied educational activities, support scholarly work, and inspire critical thinking in simulated clinical environments with students at all levels.

### Vision

Faculty and staff on the simulation team at the University of Northern Colorado continue to develop critical thinking, evidenced-based practice educational interventions, scholarly work, and the establishment of collaborative inter/intra professional relationships, with the goal of educating students at all levels in a safe environment.

*Adopted NFSO 10-2-2020*

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# Campus and Student Resources



## Ursa

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URSA is UNC's on-line platform for students to: register, view transcripts, access textbook information, view financial aid, pay your bill, use Degree Works, see grades, etc. Students may access this service through the UNC website at: [www.ursa.unco.edu](http://www.ursa.unco.edu).

## Academic Program Support

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Your SON program advisor and the SON Graduate Program Management Specialist are critical contacts for you within the School of Nursing. These individuals are available to help you with problems you may encounter or be able to refer you to other sources of help for student problems and/or situations which you may encounter while attending UNC.

Faculty: <https://www.unco.edu/nhs/nursing/about-us/faculty/>

Staff: <https://www.unco.edu/nhs/nursing/about-us/staff/>

## UNC Dean Of Students

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The UNC Dean of Students website is: <https://www.unco.edu/dean-of-students/>

The Dean of Students office is available for you to share concerns and navigate difficult situations. Student Outreach and Support, Student Rights and Responsibilities, Student Legal Services, Bear Pantry, and Student Judiciary are located here to assist you.

1. Students Rights and Responsibilities - <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/>
2. Title IX/Non-Discrimination or Sexual Misconduct Policies - <http://www.unco.edu/sexual-misconduct/>

## UNC Graduate School

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The UNC Graduate School website is: <http://www.unco.edu/grad/>

*\*\*\*NOTE: Every effort is made to keep this handbook up to date, but information and forms should be verified with the Graduate School website to be sure that you have the most up-to-date information and/or version of a form.*

### UNC GRADUATE SCHOOL POLICIES

UNC Graduate School academic policies and deadlines should be reviewed by each graduate student. These policies are updated on a regular basis and can change from semester to semester. The School of Nursing and your program coordinators will do his/her best to keep students informed of any important changes in Graduate School policies, but ultimately it is the graduate student's responsibility to be aware of Graduate School policies as an active graduate student.

<http://www.unco.edu/graduate-school/student-resources/current-students/academic-policies-and-deadlines.aspx>

### OTHER GRADUATE SCHOOL ITEMS TO NOTE:

- **Current Students page:** <https://www.unco.edu/graduate-school/student-resources/current-students/>
  - Includes links to the Graduate School Handbook, policies, deadlines, campus resources, guidelines for theses and dissertations, forms, and more.

- **Deferral prior to the start of program** - You must enroll in courses during the first year of admission. If you choose to defer prior to starting your first semester, please discuss with your program coordinator, then complete this deferral process through the individualized account you created for the UNC Graduate application.
- **Continuous Registration** - All Masters, Specialist, and Doctoral students are required to register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Students must be enrolled for at least 1 credit hour each academic semester (fall and spring) to be in compliance with this policy. Students not in compliance with the continuous registration policy will automatically be assessed a \$150 continuous registration fee each semester of non-enrollment. Payment of the continuous registration fee does exempt the student from financial aid obligations or the health insurance requirement. Full policy: <http://unco.smartcatalogiq.com/en/current/Graduate-Catalog/General-Information/Registration/Continuous-Registration-for-Graduate-Students>
- **Graduate School Forms/Appeals:** <http://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx>
  - Communicate with your program advisor prior to completing these forms:*
    - Transfer credit form (transfer courses from another institution):
    - Graduate Student Petition for Exception (*used for exceptions to time to completion and leave of absence from the program etc.*)
    - Withdrawal from a course or the program (*communicate with your program advisor prior to taking these steps*)
    - Leave of Absence (*communicate with your program advisor prior to taking these steps*)

## Financial Aid and Other Funding Opportunities

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Financial Aid for Graduate Students: <https://www.unco.edu/financial-aid/applying-for-aid/graduate-student.aspx>

### GA/TA/RA DESCRIPTION:

The recipient of the award will be required to work 8 -11 hours per week (.20 FTE for each semester). Responsibilities may include assisting in skills lab, online courses or in faculty research projects.

The Graduate Assistant/Teaching Assistant will receive an established University salary or stipend. The student may also have some or all of that semester's tuition paid by the Graduate School.

Requirements for becoming a GA/TA/RA can be found on the Graduate School website.

Availability is determined on a year-to-year basis and announcements are sent by email when applications are available.

## **SCHOLARSHIPS:**

### **Sigma Theta Tau, Zeta Omicron Chapter:**

Zeta Omicron chapter of Sigma Theta Tau, the International Organization for Nursing Scholarship, invites qualified MS students to join the organization each year. The following awards are sponsored by the organization:

#### **Drennan Award**

The Drennan Award sponsored by Dr. Phyllis Drennan, former Dean of the School of Nursing, is awarded one or two outstanding graduate nursing student/s each year. Graduate nursing faculty nominate students for the award. The candidates will be evaluated by the selection committee on their commitment to nursing, professionalism, research activities, and professional growth achievements. The Drennan Award recipient(s) will receive a certificate of recognition, stipend and his/her name engraved on the Drennan Award Plaque displayed in the School of Nursing.

#### **Catalyst Scholarship/Grant Awards**

Money for small grants may be available on an annual basis. Interested students should check the Zeta Omicron Chapter website or contact a board member for details.

Updated 4/2020

## **Letters of Reference**

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The faculty of the School of Nursing are responsible for encouraging graduates to maintain a professional vita and a list of references. Individual references may be provided by faculty upon request.

# UNC Campus Resources

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## **WRITING CENTER**

Staff can assist in improving writing skills. Appointments can be made online or on campus and staff will provide assistance with writing. The Writing Center is provided by the English Department and can be accessed at <http://www.unco.edu/writing-center/>. Online tutoring is available.

## **MICHENER LIBRARY**

Maggie Shawcross is our reference librarian. She can help you search for materials or narrow down a topic. 970-351-1474 [maggie.shawcross@unco.edu](mailto:maggie.shawcross@unco.edu). Maggie is also a resource for questions on APA writing style.

## **RESEARCH CONSULTING LAB**

Assistance with research and statistical issues are provided through the Research Consulting Lab in the Department of Applied Statistics and Research Methods located within the College of Education. Information can be found at <https://www.unco.edu/cebs/research-consulting-lab/>

## **STATISTICAL CONSULTING**

Statistical consulting is available at no charge to graduate students through the UNC Research Consulting Lab on campus. <https://www.unco.edu/cebs/applied-statistics-research-methods/raise/research-consulting-lab/>

## **HIRING A TYPIST, EDITOR, OR TRANSCRIPTIONIST**

The Graduate School maintains a list of people who can be hired by students for these services. More information can be found at <http://www.unco.edu/graduate-school/student-resources/current-students/hiring-a-typist-editor-or-transcriptionist.aspx>

## **UNC COUNSELING CENTER**

The UNC Counseling Center's goal is to support students throughout their academic journeys towards healthy and meaningful college experiences. Counseling services are **free** to UNC students. <https://www.unco.edu/counseling-center/>

## **PSYCHOLOGICAL SERVICES CLINIC**

UNC Psychological Services at UNC accepts students in addition to the Northern Colorado community as clients for counseling and assessment services. Fees are based on a sliding fee scale. Interested individuals can contact them at (970) 351-1645 or <https://www.unco.edu/cebs/psychological-services-clinic/>.

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# **SON Governance and Student Organizations**

## Nursing Faculty Student Organization (NFSO)

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The governance structure is guided by the School of Nursing by-laws, adopted by faculty. The by-laws have been revised throughout the years; the last revision was completed in 2021.

This is a committee of all SON faculty plus student representatives from all levels. It meets several times per semester for communication of information and for decision making regarding Nursing program policies. In addition, there are subcommittees which also meet every semester for Graduate Affairs (policies and issues for graduate programs) and Graduate Curriculum (curriculum development, implementation, and evaluation). Student representatives have full voice and vote in all these meetings with the exception of declared executive sessions.

Student representatives receive the meeting agendas and minutes via email. NFSO and subcommittee meetings are open for any interested student to attend. They are often scheduled on Friday mornings or afternoons (check with a faculty member or the office staff for dates).

Graduate nursing students annually select one or more representatives to attend meetings of the NFSO, the Graduate Leadership Team (GLT), and the Graduate Curriculum Committee (GCO). Be sure you know who your representative is. All students are encouraged to contact their representatives in person, in writing, by email or by phone to share questions and feedback about programs and issues.

### STUDENT PARTICIPATION IN THE GOVERNANCE OF THE SCHOOL OF NURSING

Students are elected by their peers to represent them at meetings of the Nursing Faculty-Student Organization and its subcommittees. Faculty value student input and hope that students take appropriate advantage of the opportunities to participate.

## UNC Graduate Student Association (GSA)

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<https://www.unco.edu/graduate-student-association/>

This is a student organization that provides graduate students with information on matters related to graduate students including financial support to attend and/or present at conferences and to support research projects.

## Sigma Theta Tau (Zeta Omicron)

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<https://www.unco.edu/nhs/nursing/sigma-theta-tau/>

The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide.



# **BSN-DNP-FNP Program Description, Admission, Outcomes, Etc.**

## Description of the BSN-DNP-FNP Program

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The BSN-DNP Family Nurse Practitioner concentration prepares the nurse to be a clinical expert with the critical thinking, leadership and political policy skills needed to advocate and create changes in healthcare practice at the individual, population and organizational systems levels. Graduates will provide primary care health promotion and disease management for patients with episodic or chronic illnesses across the life span, focusing on the underserved.

This five plus years, part-time hybrid graduate program is designed to fit the schedules of practicing BSN prepared registered nurses. It offers advanced practice clinical simulations and didactic coursework in order to prepare each student for the live clinical setting. A minimum of 1,000 clinical/simulation/lab hours are completed while enrolled in the clinical/practicum courses.

The BSN-DNP Family Nurse Practitioner concentration is accredited by the American Association of Colleges of Nursing. The FNP programs embody the characteristics of graduate education accepted by the National League for Nursing, the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties.

**NOTE:** Compliance with health policies, OSHA requirements, American Heart Association BLS and ACLS certification are required. A background check and drug screen are required upon admission.

**POLICY TITLE:**

**DNP Admission Process**

**Last Revision/Review Date:** 8/7/24 MH edits

**Previous Review Dates:** 10/15/15 GLT; 11/18/14 GLT; 12/4/2015 NFSO; Reviewed GLT 4/2022; 4/26/2024 NFSO

**Original Policy Date:** 2/10/2012

**Sponsoring Committee(s):** Graduate Leadership Team

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**DESCRIPTION:**

In order to provide equitable screening of all Doctor in Nursing Advanced Practice Registered Nurse (APRN) program applicants, the following criteria will be utilized to screen program applicants:

**BS-DNP Applicants:**

1. A Bachelor's Degree in Nursing from an ACEN, CNEA or CCNE accredited institution.
2. Unencumbered registered nursing license and eligibility for Colorado licensure as a registered nurse.
3. A minimum grade point average of 3.0 on the baccalaureate level.
4. A current CV or resume.
5. Two letters of reference that address the applicant's capabilities to complete a clinical doctorate:
  - a. Suggestions for sources of these letters: former faculty, clinical supervisor, and/or professional colleagues.
6. A statement of career goals.
7. Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
  - a. Describe a scholarly evidence-based case study that best exemplifies professional nursing practice.
  - b. Describe a professional nursing practice related concept including its scope and significance, patient population, and clinical setting of interest.
  - c. Submission of nursing school scholarly papers or current professional nursing practice scholarly works.
8. One year of post-licensure clinical nursing experience is recommended.
9. A personal interview may be required.
10. Meet and complete Graduate School requirements for admission.

**Post-Master's – DNP Applicants:**

1. Master's Degree in Nursing from an ACEN, CNEA, or CCNE accredited institution.
2. Certification as an advanced practice nurse (APRN) or pending certification as APRIN to be completed by the end of the 1<sup>st</sup> enrolled semester.
3. Minimum grade point average of 3.0 at the master's level.
4. A current CV or resume.
5. Two letters of reference that address the applicant's capabilities to complete a clinical doctorate:
  - a. Suggestions for sources of these letters: former faculty, clinical supervisor, and/or professional colleagues.
6. A statement of career goals.
7. Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
  - a. Describe a scholarly evidence-based case study that best exemplifies professional nursing practice.
  - b. Describe a professional nursing practice related concept including its scope and significance, patient population, and clinical setting of interest.
  - c. Submission of nursing school scholarly papers or current professional nursing practice scholarly works.
8. A personal interview may be required.
9. Meet and complete Graduate School requirements for admission.

## **PROCEDURE:**

- Each applicant file will be loaded by the Graduate Student Coordinator to a shared, secure e-file location that only GLT faculty will be allowed to access.
- Each applicant will be screened individually by each GLT member using the criteria above for admission.
- The GLT member/program coordinator will provide rationale for the top candidates for admission. These recommendations will be provided to GLT for review and approval. A face-to face meeting may take place.
- A collective decision will be made to form an admission as well as an alternates list.
- This list will be distributed to the program director and the graduate clinical compliance and program specialist, who will then work to notify all applicants of their admission status.
- Applicants will be admitted to the program based on meeting the above criteria and space availability.
- Once admitted, students will meet with the program coordinator to develop a plan of study for completion of the designated coursework.

## **FNP Concentration Outcomes**

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1. Acquire, critically analyze and apply advanced knowledge to evidence-based practice in the care of individuals, families and populations.
2. Apply leadership skills in various health care systems for management of and accountability for care delivery and improved outcomes.
3. Participate in intra/interdisciplinary collaboration and advocacy for health care delivery and the development of health care policy.
4. Synthesize knowledge of safety, quality improvement, culture, ethics and healthcare technologies in the design and provision of direct and indirect care.

## **DNP Essentials and Outcomes**

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Required by the Commission on Collegiate Nursing Education for schools seeking accreditation for DNP programs, the American Association of Colleges of Nursing (AACN) Advanced-Level Essentials outline the foundational competencies that are core to all advanced nursing practice roles, including the four nationally recognized Advanced Practice Registered Nursing roles: nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives. The Advanced-Level Essentials define the curricular elements evident in the following UNC DNP program outcomes:

1. Demonstrate advanced knowledge and skills in evidence based advanced practice to promote and improve healthcare delivery systems and practice applications.
2. Integrate organizational and systems leadership knowledge, communication expertise and collaborative skills within the healthcare delivery system to develop, implement and evaluate best practices for health promotion, intervention and delivery of care.
3. Promote optimal health care through individual, family, population and systems perspectives to diverse populations using varied delivery models and healthcare applications.
4. Provide and advocate for optimal direct and indirect health care provision in context of professional ethics, cultural diversity, legal parameters, and social practice.

### **ADVANCED-LEVEL ESSENTIALS AND SUB-COMPETENCIES**

The Advanced-Level Nursing Education competencies and sub-competencies are listed below. The complete narrative from AACN explaining each essential (domain, competency, and sub-competency) can be accessed at: <https://www.aacnnursing.org/AACN-Essentials/Download>.

## **DOMAIN 1: KNOWLEDGE FOR NURSING PRACTICE**

### **1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines**

- 1.1e Translate evidence from nursing science as well as other sciences into practice.
- 1.1f Demonstrate the application of nursing science to practice.
- 1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.

### **1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.**

- 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.
- 1.2g Apply a systematic and defensible approach to nursing practice decisions.
- 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.
- 1.2i Demonstrate socially responsible leadership.
- 1.2j Translate theories from nursing and other disciplines to practice.

### **1.3 Demonstrate clinical judgment founded on a broad knowledge base.**

- 1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.
- 1.3e Synthesize current and emerging evidence to influence practice
- 1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment

## **DOMAIN 2: PERSON-CENTERED CARE**

### **2.1 Engage with the individual in establishing a caring relationship.**

- 2.1d Promote caring relationships to effect positive outcomes.
- 2.1e Foster caring relationships

### **2.2 Communicate effectively with individuals.**

- 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.
- 2.2h Design evidence-based, person-centered engagement materials.
- 2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.
- 2.2j Facilitate difficult conversations and disclosure of sensitive information.

### **2.3 Integrate assessment skills in practice.**

- 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

### **2.4 Diagnose actual or potential health problems and needs.**

- 2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.
- 2.4g Integrate advanced scientific knowledge to guide decision making.

### **2.5 Develop a plan of care.**

- 2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.
- 2.5i Prioritize risk mitigation strategies to prevent or reduce adverse outcomes.
- 2.5j Develop evidence-based interventions to improve outcomes and safety.
- 2.5k Incorporate innovations into practice when evidence is not available.

### **2.6 Demonstrate accountability for care delivery.**

- 2.6e Model best care practices to the team.
- 2.6f Monitor aggregate metrics to assure accountability for care outcomes.
- 2.6g Promote delivery of care that supports practice at the full scope of education.
- 2.6h Contribute to the development of policies and processes that promote transparency and accountability.
- 2.6i Apply current and emerging evidence to the development of care guidelines/tools.
- 2.6j Ensure accountability throughout transitions of care across the health continuum.

### **2.7 Evaluate outcomes of care.**

- 2.7d Analyze data to identify gaps and inequities in care and monitor trends in outcomes.
- 2.7e Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.
- 2.7f Synthesize outcome data to inform evidence-based practice, guidelines, and policies.

### **2.8 Promote self-care management.**

- 2.8f Develop strategies that promote self-care management.
- 2.8g Incorporate the use of current and emerging technologies to support self-care management.
- 2.8h Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management.
- 2.8i Evaluate adequacy of resources available to support self-care management.

## **2.9 Provide care coordination.**

- 2.9f Evaluate communication pathways among providers and others across settings, systems, and communities.
- 2.9g Develop strategies to optimize care coordination and transitions of care.
- 2.9h Guide the coordination of care across health systems.
- 2.9i Analyze system-level and public policy influence on care coordination.
- 2.9j Participate in system-level change to improve care coordination across settings.

## **DOMAIN 3: POPULATION HEALTH**

### **3.1 Manage population health.**

- 3.1j Assess the efficacy of a system's capability to serve a target sub-population's healthcare needs.
- 3.1k Analyze primary and secondary population health data for multiple populations against relevant benchmarks.
- 3.1l Use established or evolving methods to determine population-focused priorities for care.
- 3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.
- 3.1n Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan.

### **3.2 Engage in effective partnerships.**

- 3.2d Ascertain collaborative opportunities for individuals and organizations to improve population health.
- 3.2e Challenge biases and barriers that impact population health outcomes.
- 3.2f Evaluate the effectiveness of partnerships for achieving health equity.
- 3.2g Lead partnerships to improve population health outcomes.
- 3.2h Assess preparation and readiness of partners to organize during natural and manmade disasters.

### **3.3 Consider the socioeconomic impact of the delivery of health care.**

- 3.3c Analyze cost-benefits of selected population-based interventions.
- 3.3d Collaborate with partners to secure and leverage resources necessary for effective, sustainable interventions.
- 3.3e Advocate for interventions that maximize cost effective, accessible, and equitable resources for populations.
- 3.3f Incorporate ethical principles in resource allocation in achieving equitable health.

### **3.4 Advance equitable population health policy.**

- 3.4f Identify opportunities to influence the policy process.
- 3.4g Design comprehensive advocacy strategies to support the policy process.
- 3.4h Engage in strategies to influence policy change.
- 3.4i Contribute to policy development at the system, local, regional, or national levels.
- 3.4j Assess the impact of policy changes.
- 3.4k Evaluate the ability of policy to address disparities and inequities within segments of the population.
- 3.4l Evaluate the risks to population health associated with globalization.

### **3.5 Demonstrate advocacy strategies.**

- 3.5f Appraise advocacy priorities for a population.
- 3.5g Strategize with an interdisciplinary group and others to develop effective advocacy approaches.
- 3.5h Engage in relationship-building activities with stakeholders at any level of influence, including system, local, state, national, and/or global.
- 3.5i Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.

### **3.6 Advance preparedness to protect population health during disasters and public health emergencies.**

- 3.6f Collaboratively initiate rapid response activities to protect population health.
- 3.6g Participate in ethical decision making that includes diversity, equity, and inclusion in advanced preparedness to protect populations.
- 3.6h Collaborate with interdisciplinary teams to lead preparedness and mitigation efforts to protect population health with attention to the most vulnerable populations.
- 3.6i Coordinate the implementation of evidence-based infection control measures and proper use of personal protective equipment.
- 3.6j Contribute to system-level planning, decision making, and evaluation for disasters and public health emergencies.

## **DOMAIN 4: SCHOLARSHIP FOR THE NURSING DISCIPLINE**

### **4.1 Advance the scholarship of nursing.**

- 4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice.
- 4.1i Engage in scholarship to advance health.
- 4.1j Discern appropriate applications of quality improvement, research, and evaluation methodologies.
- 4.1k Collaborate to advance one's scholarship.
- 4.1l Disseminate one's scholarship to diverse audiences using a variety of approaches or modalities.
- 4.1m Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship.

### **4.2 Integrate best evidence into nursing practice.**

- 4.2f Use diverse sources of evidence to inform practice.
- 4.2g Lead the translation of evidence into practice.
- 4.2h Address opportunities for innovation and changes in practice.
- 4.2i Collaborate in the development of new/revised policy or regulation in the light of new evidence.
- 4.2j Articulate inconsistencies between practice policies and best evidence.
- 4.2k Evaluate outcomes and impact of new practices based on the evidence.

### **4.3 Promote the ethical conduct of scholarly activities.**

- 4.3e Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.
- 4.3f Apply IRB guidelines throughout the scholarship process.
- 4.3g Ensure the protection of participants in the conduct of scholarship.
- 4.3h Implement processes that support ethical conduct in practice and scholarship.
- 4.3i Apply ethical principles to the dissemination of nursing scholarship.

## **DOMAIN 5: QUALITY AND SAFETY**

### **5.1 Apply quality improvement principles in care delivery.**

- 5.1i Establish and incorporate data driven benchmarks to monitor system performance.
- 5.1j Use national safety resources to lead team-based change initiatives.
- 5.1k Integrate outcome metrics to inform change and policy recommendations.
- 5.1l Collaborate in analyzing organizational process improvement initiatives.
- 5.1m Lead the development of a business plan for quality improvement initiatives.
- 5.1n Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.
- 5.1o Advance quality improvement practices through dissemination of outcomes.

### **5.2 Contribute to a culture of patient safety.**

- 5.2g Evaluate the alignment of system data and comparative patient safety benchmarks.
- 5.2h Lead analysis of actual errors, near misses, and potential situations that would impact safety.
- 5.2i Design evidence-based interventions to mitigate risk.
- 5.2j Evaluate emergency preparedness system-level plans to protect safety.

### **5.3 Contribute to a culture of provider and work environment safety.**

- 5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.
- 5.3f Foster a just culture reflecting civility and respect.
- 5.3g Create a safe and transparent culture for reporting incidents.
- 5.3h Role model and lead well-being and resiliency for self and team.

## **DOMAIN 6: INTERPROFESSIONAL PARTNERSHIPS**

### **6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.**

- 6.1g Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions.
- 6.1h Facilitate improvements in interprofessional communications of individual information (e.g. EHR).
- 6.1i Role model respect for diversity, equity, and inclusion in team-based communications.
- 6.1j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships.
- 6.1k Provide expert consultation for other members of the healthcare team in one's area of practice.
- 6.1l Demonstrate capacity to resolve interprofessional conflict.

### **6.2 Perform effectively in different team roles, using principles and values of team dynamics.**

- 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes.

- 6.2h Evaluate the impact of team dynamics and performance on desired outcomes.
- 6.2i Reflect on how one's role and expertise influences team performance.
- 6.2j Foster positive team dynamics to strengthen desired outcomes.

**6.3 Use knowledge of nursing and other professions to address healthcare needs.**

- 6.3d Direct interprofessional activities and initiatives.

**6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.**

- 6.4e Practice self-assessment to mitigate conscious and implicit biases toward other team members.
- 6.4f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning.
- 6.4g Integrate diversity, equity, and inclusion into team practices.
- 6.4h Manage disagreements, conflicts, and challenging conversations among team members.
- 6.4i Promote an environment that advances interprofessional learning.

**DOMAIN 7: SYSTEMS-BASED PRACTICE**

**7.1 Apply knowledge of systems to work effectively across the continuum of care.**

- 7.1e Participate in organizational strategic planning.
- 7.1f Participate in system-wide initiatives that improve care delivery and/or outcomes.
- 7.1g Analyze system-wide processes to optimize outcomes.
- 7.1h Design policies to impact health equity and structural racism within systems, communities, and populations.

**7.2 Incorporate consideration of cost-effectiveness of care.**

- 7.2g Analyze relevant internal and external factors that drive healthcare costs and reimbursement.
- 7.2h Design practices that enhance value, access, quality, and cost-effectiveness.
- 7.2i Advocate for healthcare economic policies and regulations to enhance value, quality, and cost-effectiveness.
- 7.2j Formulate, document, and disseminate the return on investment for improvement initiatives collaboratively with an interdisciplinary team.
- 7.2k Recommend system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs.
- 7.2l Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes.

**7.3 Optimize system effectiveness through application of innovation and evidence-based practice.**

- 7.3e Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.
- 7.3f Design system improvement strategies based on performance data and metrics.
- 7.3g Manage change to sustain system effectiveness.
- 7.3h Design system improvement strategies that address internal and external system processes and structures that perpetuate structural racism and other forms of discrimination in healthcare systems.

**DOMAIN 8: INFORMATICS AND HEALTHCARE TECHNOLOGIES**

**8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.**

- 8.1g Identify best evidence and practices for the application of information and communication technologies to support care.
- 8.1h Evaluate the unintended consequences of information and communication technologies on care processes, communications, and information flow across care settings.
- 8.1i Propose a plan to influence the selection and implementation of new information and communication technologies.
- 8.1j Explore the fiscal impact of information and communication technologies on health care.
- 8.1k Identify the impact of information and communication technologies on workflow processes and healthcare outcomes.

**8.2 Use information and communication technology to gather data, create information, and generate knowledge.**

- 8.2f Generate information and knowledge from health information technology databases.
- 8.2g Evaluate the use of communication technology to improve consumer health information literacy.
- 8.2h Use standardized data to evaluate decision-making and outcomes across all systems levels.
- 8.2i Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care.
- 8.2j Interpret primary and secondary data and other information to support care.

**8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.**

- 8.3g Evaluate the use of information and communication technology to address needs, gaps, and inefficiencies in care.



- 8.3h Formulate a plan to influence decision-making processes for selecting, implementing, and evaluating support tools.
- 8.3i Appraise the role of information and communication technologies in engaging the patient and supporting the nurse-patient relationship.
- 8.3j Evaluate the potential uses and impact of emerging technologies in health care.
- 8.3k Pose strategies to reduce inequities in digital access to data and information.

**8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.**

- 8.4e Assess best practices for the use of advanced information and communication technologies to support patient and team communications.
- 8.4f Employ electronic health, mobile health, and telehealth systems to enable quality, ethical, and efficient patient care.
- 8.4g Evaluate the impact of health information exchange, interoperability, and integration to support patient-centered care.

**8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.**

- 8.5g Apply risk mitigation and security strategies to reduce misuse of information and communication technology.
- 8.5h Assess potential ethical and legal issues associated with the use of information and communication technology.
- 8.5i Recommend strategies to protect health information when using communication and information technology.
- 8.5j Promote patient engagement with their personal health data.
- 8.5k Advocate for policies and regulations that support the appropriate use of technologies impacting health care.
- 8.5l Analyze the impact of federal and state policies and regulation on health data and technology in care settings.

**DOMAIN 9: PROFESSIONALISM**

**9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.**

- 9.1h Analyze current policies and practices in the context of an ethical framework.
- 9.1i Model ethical behaviors in practice and leadership roles.
- 9.1j Suggest solutions when unethical behaviors are observed.
- 9.1k Assume accountability for working to resolve ethical dilemmas.

**9.2 Employ participatory approach to nursing care.**

- 9.2h Foster opportunities for intentional presence in practice.
- 9.2i Identify innovative and evidence-based practices that promote person-centered care.
- 9.2j Advocate for practices that advance diversity, equity, and inclusion.
- 9.2k Model professional expectations for therapeutic relationships.
- 9.2l Facilitate communication that promotes a participatory approach.

**9.3 Demonstrate accountability to the individual, society, and the profession.**

- 9.3i Advocate for nursing's professional responsibility for ensuring optimal care outcomes
- 9.3j Demonstrate leadership skills when participating in professional activities and/or organizations.
- 9.3k Address actual or potential hazards and/or errors.
- 9.3l Foster a practice environment that promotes accountability for care outcomes.
- 9.3m Advocate for policies/practices that promote social justice and health equity.
- 9.3n Foster strategies that promote a culture of civility across a variety of settings.
- 9.3o Lead in the development of opportunities for professional and interprofessional activities.

**9.4 Comply with relevant laws, policies, and regulations.**

- 9.4d Advocate for policies that enable nurses to practice to the full extent of their education.
- 9.4e Assess the interaction between regulatory agency requirements and quality, fiscal, and value-based indicators.
- 9.4f Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes.
- 9.4g Analyze efforts to change legal and regulatory policies that improve nursing practice and health outcomes.
- 9.4h Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes.

**9.5 Demonstrate the professional identity of nursing.**

- 9.5f Articulate nursing's unique professional identity to other interprofessional team members and the public.
- 9.5g Evaluate practice environment to ensure that nursing core values are demonstrated.
- 9.5h Identify opportunities to lead with moral courage to influence team decision-making.
- 9.5i Engage in professional organizations that reflect nursing's values and identity.

**9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.**

- 9.6d Model respect for diversity, equity, and inclusion for all team members.
- 9.6e Critique one's personal and professional practices in the context of nursing's core values.
- 9.6f Analyze the impact of structural and cultural influences on nursing's professional identity.
- 9.6g Ensure that care provided by self and others is reflective of nursing's core values.
- 9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.
- 9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

## **DOMAIN 10: PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT**

### **10.1 Demonstrate a commitment to personal health and well-being.**

- 10.1c Contribute to an environment that promotes self-care, personal health, and well-being.
- 10.1d Evaluate the workplace environment to determine level of health and well-being.

### **10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.**

- 10.2g Demonstrate cognitive flexibility in managing change within complex environments.
- 10.2h Mentor others in the development of their professional growth and accountability.
- 10.2i Foster activities that support a culture of lifelong learning.
- 10.2j Expand leadership skills through professional service.

### **10.3 Develop capacity for leadership.**

- 10.3j Provide leadership to advance the nursing profession.
- 10.3k Influence intentional change guided by leadership principles and theories.
- 10.3l Evaluate the outcomes of intentional change.
- 10.3m Evaluate strategies/methods for peer review.
- 10.3n Participate in the evaluation of other members of the care team.
- 10.3o Demonstrate leadership skills in times of uncertainty and crisis.
- 10.3p Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.
- 10.3q Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive.

## COURSE OFFERINGS / SEQUENCE *(84 credits)*

First Fall (5)	First Spring (7)	First Summer (6)
NURS 602 – Theory for Advanced Practice Nurses (2)	NURS 507 – Policy, Leadership and Nursing Issues (3)	NURS 606 - Research and Evidence-Based Practice in Nursing (3)
NURS 614 – Advanced Pathophysiology (3)	NURS 612 – Advanced Pharmacology (4)	NURS 608 - Advanced Health Care Concepts (3)

Second Fall (7)	Second Spring (6)	Second Summer (6)
NURS 613 – Advanced Health Assessment (4)	NURS 654 – Acute Care of Adults (3)	NURS 658 Applied Nursing Genomics (3)
NURS 624 - Health Promotion and Disease Prevention in Advanced Practice of Nursing (3)	NURS 656 – Care of Chronic Illness in Adults (3)	NURS 674 – Care of Women and Pediatric Populations (3)

Third Fall (8)	Third Spring (7)	Third Summer (6)
NURS 675 – FNP Clinical I (4), <i>includes 180 clinical hours</i>	NURS 616 - Measurement of Clinical Outcomes for Advanced Nursing Practice (3)	NURS 618 – Epidemiology in Advanced Nursing Practice (3)
NURS 676 – FNP Advanced Clinical Topics (2)	NURS 677 – FNP Clinical II (4), <i>includes 180 clinical hours</i>	NURS 668 – Population Centered Health Care (3)
NURS 700 – Advanced Nursing Theory (2)		

Fourth Fall (6)	Fourth Spring (3)	Fourth Summer (6)
NURS 678 – Professional Practice and Healthcare Finance Seminar (3)	NURS 726 – Introduction to the DNP Scholarly Project (3)	NURS 669 FNP Clinical III (3), <i>includes 135 clinical hrs</i>
NURS 725 – Translational Research Methods (3)		NURS 727 – DNP Scholarly Project Proposal Development and Defense (3)

Fifth Fall (3)	Fifth Spring (8)	Fifth Summer +
NURS 798 – DNP Scholarly Project Practicum (3)	*NURS 689 – FNP Clinical Synthesis (1-6), <i>includes 270 clinical hours; must take 6 cr</i>	<b>FNP Board Exam</b>
	NURS 690 – Advanced Practice Role (2)	

*Updated 2.26.25*

- Course Sequence is subject to change.
- A minimum of 855 clinical/simulation lab hours in primary care are required (765 clinical, 90 simulation lab hours).
- You will complete a minimum total of 1,000 combined clinical and DNP scholarly project hours to successfully complete the DNP.
- The semester of program graduation will depend on your progression with the didactic/clinical courses and the DNP Scholarly Project.

## Tuition Rates

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Tuition and fee rates are subject to approval by the UNC Board of Trustees each summer and are subject to change. They are posted by Extended Campus on each program's page and Extended Campus' general cost page. Tuition rates are effective during the subsequent Fall, Spring, and Summer semesters.

<https://www.unco.edu/costs/extended-campus.aspx>

## Graduation Information

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Students who are completing a **degree program** are responsible for determining that the **Application for Graduation** has been filed with the Graduate School in accordance with published guidelines and deadlines. In addition, there is a form on the Graduate School web site for information about mailing the diploma. This must be completed and submitted by the student.

Please visit: <http://www.unco.edu/graduate-school/student-resources/preparing-for-graduation/>

### **Graduation Deadlines:**

<http://www.unco.edu/graduate-school/student-resources/preparing-for-graduation/graduation-deadlines.aspx>

# **Academic Progression, Expected Student Performance, and Related Policies**



## BSN-DNP-FNP Program Progression

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Students are expected to progress according to the Program of Study provided by their advisor. Any exceptions must be discussed with the advisor and approved by the Assistant Director of Graduate Programs in nursing.

For Doctoral students, requirements must be successfully completed within eight (8) years of first registration following admission to the program. However, if a student has approval to count work taken before first enrollment after admission, the student must complete the degree within eight calendar years beginning with the earliest work counted in the program.

Please note that program time limits are adjusted to reflect approval of transfer credit or unclassified hours.

See *Progression in Graduate Programs Policy* in the next section for details.

## Course Syllabi

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Each nursing syllabus is the student-teacher contract for that specific course. The course objectives are your guide for achieving the expectations of the course. The faculty will carefully explain the requirements of each course during the first week of the semester. If you have questions or need clarification, please make an appointment with the course faculty member early in the semester.

Evaluation practices (grading) may vary from course to course or semester to semester. Please be sure you understand the evaluation policy.

Standard UNC Syllabus Statements can be found at: [https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus\\_statements.aspx](https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx)

## Course and Faculty Evaluations

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Near the end of each semester students will receive an email to complete course and faculty evaluations in Canvas. Students' timely completion of the evaluations each semester is an extremely important part of our accreditation process and assists in our program review including faculty and curriculum. This is a great opportunity to share both positive and constructive feedback that can be utilized to shape the nursing student experience for you as well as future cohorts. Students may have multiple faculties assigned to a course, but only an evaluation for an instructor they interacted with is requested. All evaluations are anonymous and confidential.

## Artificial Intelligence (AI) Use Statements

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Each course syllabus will have a statement about the extent that AI can be used in specific courses.

### I. No Use of Generative AI Permitted

**Sample:** *AI Writing tools are not permitted for any stage of work in this class. If you use these tools, your actions would be considered academically dishonest and a violation of Bryant's Academic Honesty Policy.*

**Sample:** *Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the*

*University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.*

## II. Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

**Sample:** *There are situations and contexts within this course where you will be asked to use AI tools to explore how they can be used. Outside of those circumstances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate what work is the student's work, and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. (from Colorado University system)*

## III. Broader Use of Generative AI Permitted Within Guidelines

**Sample:** *AI Writing tools such as ChatGPT are welcome in this class, provided that you cite when and how you use the tool. You will be provided with examples of how to cite your use of this tool in your writing.*

**Sample:** *In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue.*

TurnItIn is used in Canvas courses for submission of written work including written comprehensive exams.

## Academic Related Policies

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*(See the following pages for Academic Related Policies)*

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**POLICY TITLE:****Academic Appeals****Last Revision/Review Date:** 10/18/19 ULT/NFSO**Previous Review Dates:** 9/92, 2/20/98 JR; 12/01; 2/07; 12/6/10 NFSO; 11/12 GLT; 10/21/15 GLT / 2-2016 NFSO; 10/18/19 ULT/NFSO**Original Policy Date:** 11/12/2014**Sponsoring Committee(s):** School Leadership Team

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**DESCRIPTION:**

The purpose of the procedures outlined below is to provide the student with guidance for appealing an academic decision that they consider arbitrary, capricious, or contrary to university policy, which are the reasons acceptable to the University for appealing. Before utilizing these procedures, or between any of the appeals steps outlined below, the student is encouraged to seek advice from their academic advisor. It is further recommended that attempts at mediation between student and instructor be pursued.

Procedures for implementation of this policy are based on UNC Board Policy, specifically Academic Appeals Policy and Procedure (Policies 2-1-201 - 2-1-204). The student must follow the Steps for Appeal as set forth in 2-1-204 of UNC Board Policy.

**PROCEDURE:**

1. The student is encouraged to set up an informal conference with the instructor involved for the purpose of trying to resolve a grievance before the initiation of the formal academic appeals process.
2. If no resolution is reached in Step 1, the student may then move forward with a formal appeal. The student is recommended to meet with the Assistant Director of their respective program to discuss the situation and be advised on the formal appeal process set forth in University Board Policy (Policies 2-1-201 - 2-1-204).
3. The formal appeal must be initiated in writing to the faculty member within 21 working days after the end of the semester or session in which the action occurred.
4. If the problem remains unresolved, the student may request a conference and submit a written appeal to the SON Director within 7 working days from the response from the faculty member. The Director will confer with the faculty member whose action is being appealed. The formal appeal process, as set forth in Board Policy, will then be followed for the remaining steps of the process.



**POLICY TITLE:**

## **Audio and Video Recording Policy during Classrooms and Simulation Experiences**

**Last Revision/Review Date:** NFSO 4/28/23

**Previous Review Dates:**

**Original Policy Date:**

**Sponsoring Committee(s):** School Leadership Team – Academic Policy

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**DESCRIPTION:**

The UNC School of Nursing is committed to excellence in teaching and learning through use of technology to meet course and program objectives, which may include recording of instructional activities to meet the objectives of the course.

**PROCEDURE:**

1. Classroom
  - a. Faculty members may create audio or audio/video recordings of classroom lectures for instructional purposes to meet the objectives of a course.
  - b. Faculty members must alert students that they will be recorded, the use and distribution of the recording, and how the recording will be stored before the recording is initiated.
  - c. All attempts should be made to protect student's privacy if the recording is conducted online and students can be viewed in their personal settings.
  - d. Students must be allowed an opportunity to ask questions or to opt out of a recording if requested.
  - e. Classroom related recordings may be saved by the instructor for future courses, if appropriate. All recordings must be distributed through the university's learning management system and kept on a university password-protected drive. All recordings not to be used as future course materials or accreditation exemplars should be destroyed at the end of the semester.
2. Simulation and Skills Laboratory
  - a. Faculty members may create audio or audio/video recordings of skills and simulated learning experiences for instructional purposes to meet objectives of a laboratory, clinical, or didactic course.
  - b. Before a simulated learning experience is recorded, the students must be provided information on the event and sign the consent form attached to this policy. Information to share with students include:
    - i. When the recording will occur
    - ii. What the recordings will be used for
    - iii. How the recordings will be stored/distributed
    - iv. When the recordings will be deleted
  - c. All students will have an opportunity to ask questions before signing the consent form.
  - d. Signed consent forms will be collected by the course instructor, lead clinical faculty, or program coordinator at the beginning of the semester for the course including recordings through the Typhon platform.
  - e. Students who request not to be recorded will be provided alternative opportunities to meet course objectives.



## **Student Consent to Video and Audio Recording during Simulated Teaching-Learning Activities**

Teaching-learning activities for your classroom, laboratory, and clinical courses in the University of Northern Colorado's ("UNC") School of Nursing may require participation in simulated patient care experiences. Simulated patient care experiences enhance educational outcomes by providing the opportunity to observe and participate in navigating real life patient scenarios in a non-clinical setting. Simulated experiences are designed to challenge a student's response and judgment to patient care scenarios in a more realistic environment.

School of Nursing faculty and staff may video and audio record all or portions of simulated patient care experiences in which you are either a participant or an observer. The recordings optimize the educational value of the teaching-learning activity. Recordings of simulated patient care experiences will be treated as education records under 34 C.F.R. Section 99.3, which is the Family Educational Rights and Privacy Act.

By signing this document, you consent to being video and audio recorded during simulated patient care experiences. The recordings will only be used for teaching-learning activities and student assessment purposes.

I authorize the UNC School of Nursing faculty and staff to video and audio record my participation in teaching-learning activities including simulated patient care experiences for educational and evaluation purposes.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Bear Number (last 4 digits) \_\_\_\_\_

Date \_\_\_\_\_

**POLICY TITLE:**

**Grading Policy (SON)**

**Last Revision/Review Date:** 2/18/2022 - NFSO

**Previous Review Dates:**

**Original Policy Date:** 2/18/2022

**Sponsoring Committee(s):** School Leadership team

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**DESCRIPTION:**

The SON will employ the following grading policy and procedure to ensure consistency in course grading, standardize grading schema across programs, and assure students are meeting professional standards and program outcomes.

**PROCEDURE:**

1. The School of Nursing grading policy for all programs will not use +/- as per the university grading policy outlined in the respective catalog.
2. Each course syllabus will outline the grading policy under the section titled "Method of Evaluation".
3. The method of evaluation statement will also include information on requirements for passing the course. For the undergraduate programs, the statement will read: *"A grade of "C" or higher ("S" for clinical courses) is required to pass this course"*. For graduate programs the statement will read: *"A "B" or higher ("S" for clinical courses) is required to pass this course"*.
4. A statement will be included for all SON course syllabi regarding completion of course assignments/requirements. The statement will read *"Students must complete all course assignments/requirements as outlined in the syllabus"*.
5. The grading policy will be communicated to students at program orientation, in the student handbooks, and each course syllabus.

**POLICY TITLE:**

**Incomplete Grade Policy (Graduate Students)**

**Last Revision/Review Date:** 12/1/17 NFSO

**Previous Review Dates:**

**Original Policy Date:** 11/15/17 GLT

**Sponsoring Committee(s):** Graduate Leadership Team

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**DESCRIPTION:**

At the discretion of the instructor, a temporary grade of Incomplete "I" may be given if the student demonstrates an inability to complete the requirements of the course due to circumstances beyond the student's control that were not reasonably foreseeable.

**PROCEDURE:**

1. The student must request the I (incomplete) grade with justification of circumstances beyond their control.
2. A student must be passing the course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete even if not passing the course.
3. The incomplete may be assigned up through the last week of the term, which includes finals week.
4. A contract must be completed, which is attached to this policy, to indicate outstanding assignments, a plan and a deadline for all course requirements to be completed. The instructor must submit to the department chair or school director a written notice of the specific coursework to be completed before the final grade is determined as well as reasons for the Incomplete grade; a copy is kept in the school/department and one is provided to the student.
5. With a grade of "I", credits are not used to compute grade point average (GPA) and are not counted towards graduation.
6. When completing an Incomplete grade, the student does NOT register for the course a second time.
7. When the contract is successfully completed, the instructor of record must change the grade from I to the grade earned in the course, according to the grade change policy, submitting the grade change request form to the Office of the Registrar.
8. If the course requirements are not completed and the grade change form not received in the Office of the Registrar after a maximum of one year, the grade will be recorded on the academic record as a failing or unsatisfactory grade. Once the incomplete grade has rolled to failing/unsatisfactory, a further grade change will not be permitted.
9. Degrees will not be conferred upon students with outstanding "I" grades.

**POLICY TITLE:****Newborns/Children in SON Classes****Last Revision/Review Date:** 12/6/2024 NFSO**Previous Review Dates:** 11/13 ULT**Original Policy Date:** 12/6/2013 ULT**Sponsoring Committee(s):** School Leadership Team – Academic Policy

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**DESCRIPTION:**

In an effort to provide an environment that is conducive to learning and safety for students, newborns/children will not be allowed to attend classroom, laboratory, simulation or clinical experiences with their parents. However, some parents may need to bring newborns/children to campus for feedings and lactating parents and may need access to a lactation station or lactation support while on campus.

**PROCEDURE:**

1. Newborns/children are not allowed to attend course activities with their parents who are students in the School of Nursing. This will be communicated to students at program orientation.
2. Students and Faculty are encouraged to access UNC's most current information on lactation stations on the Center for Women's and Gender Equity website <https://www.unco.edu/center-womens-and-gender-equity/?page=1&limit=3&tags=Center%20for%20Women%27s%20and%20Gender%20Equity,cwge>
  - a. If students need to bring their children for lactation or feedings, they must arrange for the child's care while attending class.
  - b. Information regarding lactation/feeding resources will be available to all students through the SON front office and will be distributed to students through the SON CANVAS shell.

**POLICY TITLE:**

**Nursing Licensure Policy for Post-licensure Students**

Last Revision/Review Date: 1/26/18 NFSO  
Previous Review Dates: 11/13 ULT; 1/19/18 ULT  
Original Policy Date: 11/22/2013  
Sponsoring Committee(s): School Leadership Team

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**DESCRIPTION:**

Post Licensure students must have an unencumbered valid nursing license when admitted and maintain the license throughout the program.

**PROCEDURE:**

1. Any change in the status of the student's license must be reported to the School of Nursing immediately by the student.
2. A license that has been suspended or revoked will prevent the students from progressing in the program.
3. Once a suspended or revoked license has been reinstated the student may apply for readmission.
4. Failure to report a change in license status will result in dismissal from the School of Nursing.

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**POLICY TITLE:****Progress Review of Doctoral Students**

**Last Revision/Review Date:** 3/24/17 NFSO  
**Previous Review Dates:** 12/4/15 NFSO; 3/3/17 GLT  
**Original Policy Date:** 3/9/15  
**Sponsoring Committee(s):** Graduate Leadership Team

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**DESCRIPTION:**

Conforming with the Graduate School's policy to do an annual progress review for all doctoral students, the annual progress review's goal is to provide the doctoral student encouragement to continue in the program, provide remediation recommendations, or recommend termination. See UNC graduate catalog at <https://unco.smartcatalogiq.com/2016-2017/Graduate-Catalog/Program-Requirements/Doctoral-Degree-Requirements> - Review (2016-2017 catalog).

**PROCEDURE:**

**Student Role:** Each doctoral student will complete a self-evaluation each fall. The self-evaluation link, generated by the student services coordinator, will be sent to the doctoral students by their program coordinator 2 weeks before the end of the semester. Student failure to complete this review by the end of the semester may result in delay in program progression.

**Faculty Role:** The faculty for each doctoral course will complete an evaluation for each student through an evaluation link generated by the student services coordinator at the end of each semester when grades are submitted. The link will be forwarded to the faculty by the assistant director of graduate programs 2 weeks before the end of the semester.

**Program Coordinator Role:** The doctoral program coordinator will collate the results for each student to bring to the annual review meeting scheduled for the first Graduate Leadership Team (GLT) meeting each spring.

**Graduate Leadership Team (GLT) Role:** The GLT committee will review the faculty responses which include student grades and the student self-evaluations, and previous progress review summaries at a spring meeting before the graduate school due date. GLT's goal is to develop and provide a summary of the student's strengths and area(s) for improvement. Emphasis should be placed on acknowledging accomplishments and professional growth where appropriate. The program coordinator will send out the progress review summary letter to each doctoral student and place it in their student file. If there are concerns about the student's progress/academic performance, the program coordinator will schedule a live conversation with the student about the issues at hand prior to the letter being sent.

**POLICY TITLE:****Progression in Graduate Programs**

**Last Revision/Review Date:** 10/13/23 NFSO  
**Previous Review Dates:** 1/13/17 KH; 2/3/17 NFSO; 10/18/19 GLT  
**Original Policy Date:** 3/9/15  
**Sponsoring Committee(s):** Graduate Leadership Team

**DESCRIPTION:**

Successful completion of the graduate nursing programs requires a minimum grade of 'B' in each course, satisfactory grade in each clinical course, and completion of applicable graduate school requirements (e.g. comprehensive exams, proposal and final dissertation/DNP scholarly project defenses). The student will not be able to complete any additional course work in the clinical portion of their program of study until the clinical course in question has been successfully completed. The student may not graduate without all of these requirements met satisfactorily.

**PROCEDURE:****Unsatisfactory course work and retake procedures:**

One didactic or clinical course may be repeated if the grade is lower than a 'B' or Unsatisfactory. The graduate comprehensive exams (written/oral) allow for one retake. The repeated course will be recorded on the student's transcript and both letter grades will count towards the cumulative grade point average. If the student does not receive a 'B' or higher in a didactic course or Satisfactory grade in a clinical course on the repeat attempt, progression in the graduate program is not adequate and program termination will be recommended by GLT to the Graduate School.

- A second grade below a "B" or "Unsatisfactory" in any additional course will be cause for program termination recommendation.
- If the student receives lower than a 'B' or Unsatisfactory in two courses in the same semester, then program termination will be recommended by GLT.
- To appeal a grade, the student shall follow the academic appeals policy and procedure.

**Completion of dissertation and DNP Scholarly project credits:**

**PhD students:** Students must satisfactorily complete both Written AND Oral Comprehensive exams before enrolling in NURS 799 Dissertation Credits. Students must also have completed 4 NURS 797 credits. In the semester where the oral examination is planned, depending on readiness for dissertation proposal, one credit of NURS 799 may be taken, based on consultation with the Research Advisor (RA). Students will work collaboratively with the RA regarding enrollment/spacing of NURS 799 credits. Students may also enroll in 1 cr of NURS 799 in the semester they are completing the written exam if all 4 NURS 797 credits have been completed.

**DNP students:** Students must take NURS 727 (DNP Scholarly Project Proposal) prior to registering for NURS 798 (DNP Practicum) credit hours. Students must meet with the DNP Program Coordinator to discuss/request registration for ALL NURS 798 credit hours. This discussion will include the specific number of credit hours of NURS 798 that the student will be cleared for registration. Course overrides will be required to register for all NURS 798 hours. DNP Students may request an exception and register for NURS 727 and NURS 798 hours in the same semester. Students will contact the DNP Coordinator with requests for exceptions to take NURS 727 and NURS 798 concurrently. The Written Comprehensive Exam may be completed during NURS 727 enrollment. The Oral Comprehensive Exam (Final DNP Scholarly Project Defense) will ONLY be completed while actively registered for NURS 798. The student will submit a timeline for completion of NURS 798 credits.



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**POLICY TITLE:****Service Animal Policy****Last Revision/Review Date:** 5/2/2025 NFSO**Previous Review Dates:****Original Policy Date:****Sponsoring Committee(s):** School Leadership Team – Academic Policy

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**DESCRIPTION:**

The university supports the rights of individuals with disabilities to access university programs, activities, and services on campus, including the accompaniment by a service animal outlined by the UNC Disability Resource Center: <https://www.unco.edu/disability-resource-center/accommodations/housing/emotional-support-animals.aspx> and Office of Institutional Equity and Compliance [https://www.unco.edu/institutional-equity-compliance/pdf/OIEC\\_Service\\_Animal\\_SOP.pdf](https://www.unco.edu/institutional-equity-compliance/pdf/OIEC_Service_Animal_SOP.pdf). Service animals are allowed to accompany individuals with disabilities in all areas where the public is normally allowed to access, which includes classroom spaces. The below definitions and procedures are adapted from the above documents.

Similarly, service animals are welcome in the School of Nursing classrooms and other shared spaces. However, SON laboratory and simulation rooms have confined spaces and hazardous equipment that may be associated with risk to the animal or other individuals in the space. Additionally, clinical facilities may have specific policies regarding service animals depending on the patient population and other considerations. To assure safety for students, faculty, the service animal, and other guests in the laboratory spaces, and to assure compliance with clinical agency policies, the following procedure is to be followed. Emotional support animals and pets are not allowed in any School of Nursing spaces.

**DEFINITIONS AND BACKGROUND INFORMATION:**

**Service animal:** Pursuant to the ADA and CRS, a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability.

**Service animal-in-training:** An animal that is being trained as a service animal, whether by an individual with a disability or by a trainer of service animals.

**Task:** Work that the service animal has been trained to perform that is directly related to the person's disability. Emotional support animal: Animals whose sole function is to provide comfort or emotional support.

**Emotional support animals (ESA):** are not service animals under the ADA and are not entitled to public accommodation.

**Handler:** A person who is an individual with a qualifying disability who requires the service animal to perform a task, or a person who is training a service animal-in-training to perform a task.

Under the Americans with Disabilities Act, if there is a question as to whether an animal is a service animal, two questions may be asked by faculty or staff of a student who brings a service animal to class:

- Is the animal a service animal required because of a disability?
- What work or task has the animal been trained to perform?

**PROCEDURE:**

1. Students or faculty who use a service animal and anticipate needing access to SON lab, simulation, or clinical spaces are encouraged to coordinate with the DRC and SON Director in advance to support a smooth experience and discuss any necessary logistics or risk mitigation.

2. The DRC and SON Director, in consultation with course faculty and program coordinator, will work with the student to determine how the service animal may impact the logistics of the course and develop specific procedures, for both on-campus and community-based course requirements (i.e. clinicals, service learning). This may include a walkthrough of laboratory spaces and any simulated experience, considering the space and impact on the learning of other students engaged in the experience.
3. If a clinical agency is unable to accommodate a service animal, the SON Director/Program Coordinator will make every reasonable effort to identify an alternative experience. If no such experience is available despite all good-faith efforts, the student will be supported by the DRC and SON in exploring a plan for program completion that maintains academic integrity while ensuring compliance with disability access laws.
4. Any questions that arise during the course should be directed to the SON Director/DRC to determine if any changes in the procedures are needed, including questions that arise during a clinical rotation or other community-based experience.
5. If another person is adversely impacted by the presence of the service animal, the impacted person should contact the Office of Institutional Equity and Compliance (OIEC) to determine available options.
6. Any service animal who does not adhere to expected behavioral standards will be removed from the learning space. The following are examples that justify the removal of a service animal:
  - a. The animal is not housebroken
  - b. The animal is out of control and the handler does not take effective action to manage it
  - c. The animal poses a direct threat to the health and safety of others, such as another person or animal has been bitten (call UNC PD)
7. If there is concern that someone is misrepresenting an animal as a service animal, faculty/staff are asked to report the concern to the OIEC and let the SON Director know of the concern.
8. Students who believe they have been denied equal access may contact the Office of Institutional Equity and Compliance (OIEC) for support or file a grievance under the university's ADA policy.

**UNC Departmental contact information:**

Police Department- 970-351- 2245

Office of Institutional Equity and Compliance-- 970-351-4899 or [titleix@unco.edu](mailto:titleix@unco.edu)

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**POLICY TITLE:****Student Code of Conduct**

**Last Revision/Review Date:** 3/7/2025 NFSO  
**Previous Review Dates:** 9/16/11 4/20/18 ULT; 4/27/18 NFSO  
**Original Policy Date:** 10/11  
**Sponsoring Committee(s):** School Leadership Team

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**DESCRIPTION:**

Nurses are charged with ensuring the protection, promotion, and optimization of health and wellbeing of individuals and their communities. As such, UNC nursing students are expected to maintain the highest standard of personal and professional conduct, in alignment of nursing professional organizations (ANA, 2025), and to embrace the values, moral norms, and ideals of the profession. To assist in communication of the expected conduct of a professional nurse, students will be required to read and sign the School of Nursing's Student Code of Conduct at the beginning of their program and review at the beginning of each semester.

**PROCEDURE:**

1. The School of Nursing Student Code of Conduct will be included in each program's student handbook and updated annually. A link to the handbook will be provided in all syllabi and on the SON website.
2. Additional information related to student professional conduct will also be linked in the student handbook, including UNC's Code of Conduct, the Board of Trustee's Policy manual section on student conduct (Part 5), and the American Nurses Association's Code of Ethics. to provide additional information and highlight the importance of this topic.
3. Each student will review the Student Code of Conduct and other materials in the student handbook as a part of the program's orientation. After an opportunity to ask questions and receive clarification the students will be required to sign the Code of Conduct acknowledging their understanding, which will be kept in the student's file.
4. Any breach of code of conduct will be communicated to the respective program coordinator by the person witnessing or learning of the infraction.
5. The program coordinator will determine, in consultation with appropriate faculty/SON leadership, the appropriate action, which may include, but is not limited to, verbal/written warning, development of an action/remediation plan, or program termination, depending on the severity of the infraction. Documentation of an action taken will be kept in the student file.

**UNC's Student Conduct Policy**

Students are also expected to be familiar with the University's expectations as outlined in UNC's Student Code of Conduct located at: <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

## Student Code of Conduct

UNC's School of Nursing faculty members have a social and professional responsibility to ensure the development and consistent performance of ethical, personal, and professional conduct of the highest standard of all students in the undergraduate and graduate nursing programs. The student is expected to conduct themselves in a manner that reflects the ethical, personal and professional accountability congruent with the School of Nursing's values, program objectives, and the American Nurses Association's (2025) *Code of Ethics for Nurses*. Faculty members are responsible for communicating expectations of student's conduct throughout the program. Additionally, faculty members are responsible for providing feedback and designing corrective action plans when necessary to assist students in developing expected ethical, personal and professional nursing behaviors as part of their ongoing education as a professional nurse. The development and demonstration of appropriate ethical, personal, and professional conduct is the responsibility of the student and is determined as essential for the student's transition into professional practice.

### **ANA CODE OF ETHICS FOR NURSES (2025)**

Provision 1:

*The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*

Provision 2:

*The nurses' primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, or community, or population*

Provision 3:

*The nurse establishes a trusting relationship and advocates for the rights, health and safety of recipients of nursing care.*

Provision 4:

*Nurses have authority over nursing practice and are responsible and accountable for their practice; consistent with their obligations to promote health, prevent illness, and provide optimal care.*

Provision 5:

*The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.*

Provision 6:

*Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.*

Provision 7:

*Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.*

Provision 8:

*Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.*

Provision 9:

*Nurses and their professional organizations, work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.*

Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Reference: American Nurses Association (2025). *Code of Ethics for Nurses*. Silver Springs, MD: ANA.

**University of Northern Colorado  
School of Nursing**

**Student Code of Conduct**

I understand that during my educational experience in the University of Northern Colorado, School of Nursing I am expected to demonstrate ethical, personal, and professional conduct in congruence with UNC's Code of Conduct Policy, the School of Nursing's values statement, program outcomes and course objectives, in addition to national standards of conduct of a student as outlined in the ANA's Code of Ethics for Nurses (2025).

I agree I am responsible to:

- Review and adhere to the University's and the School of Nursing's Code of Conduct, and specific clinical agency policies.
- Review and adhere to national standards of conduct for a student and professional nurse.
- Demonstrate behaviors consistent with the above policies and standards in all settings when in the student role, including all clinical, classroom/laboratory, and public settings.
- Refrain from violation of federal, state, or local ordinances including, but not limited to, those covering alcohol, narcotics, illicit drugs, gambling, sex offenses or arson.
- Refrain from disorderly, lewd, and indecent or obscene language or conduct.
- Refrain from use of technology to view or send obscene or threatening material to students, faculty, staff, or patients.
- Refrain from forgery, alteration, misuse, destruction, or mutilation of college documents, records, identifications, or other educational materials of the school or other students.
- Dress in accordance with specific program's dress code policy in all settings; refrain from wearing student uniform in public settings if not performing course requirements.
- Uphold utmost integrity in personal, professional, and academic situations by refraining from and reporting any form of dishonesty or breach in the above standards and policies using appropriate communication channels.
- Demonstrate respect of differences in race, gender, ethnicity, sexual orientation, religion, social class, national origin, and disability.
- Communicate in a professional and respectful manner promoting collegiality, civility, collaboration and a positive learning/clinical environment at all times and in all situations.

**I understand and acknowledge that, in the event I breach any provisions of University and School of Nursing Policies, or national professional standards, I will be subject to disciplinary action which may include dismissal from the nursing program.**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**POLICY TITLE:**

**Student Concerns**

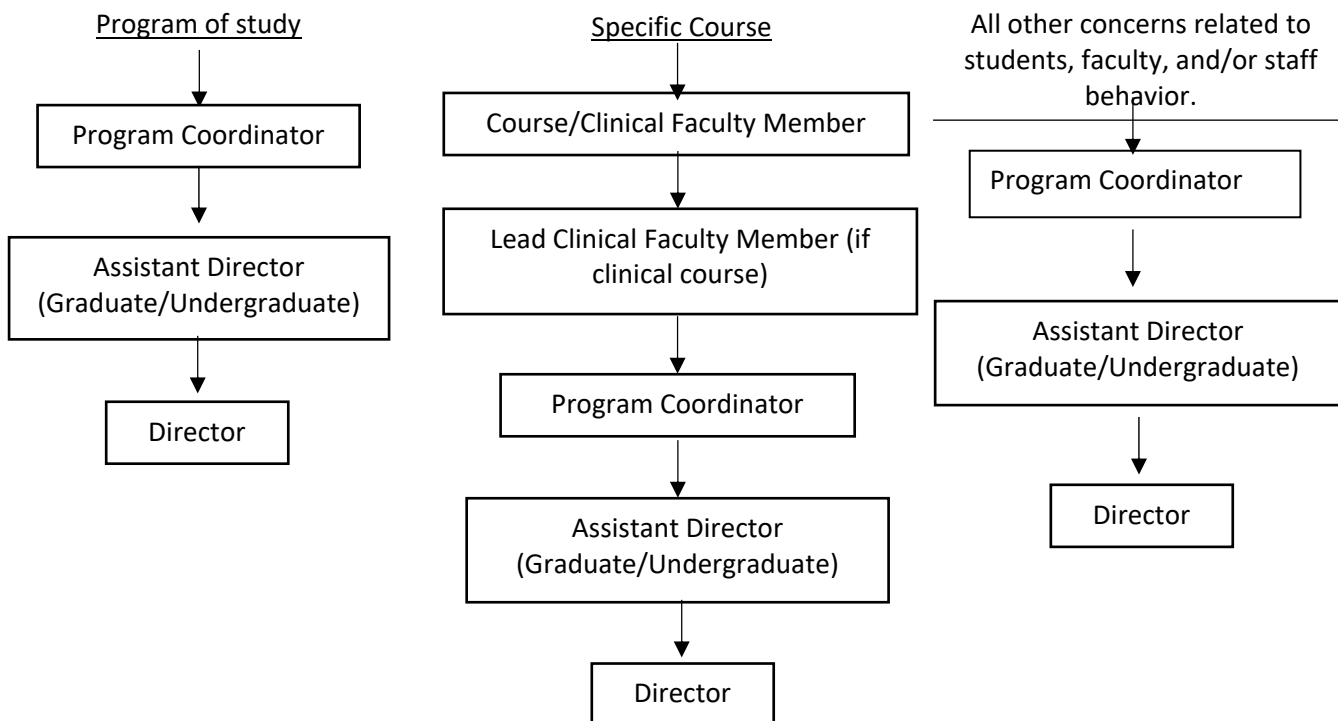
**Last Revision/Review Date:** 12/6/2024 NFSO reviewed  
**Previous Review Dates:** 4/00 SB; 5/08 DWL; 12/16 FH; 11/19 FH; 12/3/21 NFSO  
**Original Policy Date:** 4/1/00  
**Sponsoring Committee(s):** School Leadership Team – Academic Policy

**DESCRIPTION:**

The SON encourages students to voice their concerns about their nursing educational program and/or academic procedures.

**PROCEDURE:**

1. Depending on the nature of the concern, a student is encouraged to reach out to the specific faculty member identified in the chart below to report the concern and receive guidance about how to address the issue (including steps to initiate a formal complaint or grievance).
2. If the concern is directed toward the faculty member identified as their point of contact, the student is then directed to the next person in the chart, and so on.



3. The student with concerns regarding an academic decision or other formal grievance are directed to appropriate Assistant Director to provide the student information on the SON Academic Appeals Policy, or UNC Board Policy Manual, and assist the student with next steps

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**POLICY TITLE:**

**Students' Dishonest Acts**

**Last Revision/Review Date:** 4/2/21 NFSO

**Previous Review Dates:** 5/91 SCB w/ University Counsel; 10/31/93 VK; 4/98 LC; 11/27/01 DP; 12/09 ULT/GLT/NFSO; 11/30/18 GLT/NFSO; 12/2020 GLT/NFSO; 1/2021 ULT

**Original Policy Date:** 2/21/86

**Sponsoring Committee(s):** School Leadership Team

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**DESCRIPTION:**

Dishonesty violates the professional code of ethics. Students are expected to conduct themselves according to Standards of Professional Behavior and Practice. Examples of dishonesty include but are not limited to the following:

1. Taking an exam or writing a paper for another student.
2. Copying a few sentences for a paper without appropriate referencing to credit the source; See University definitions of Plagiarism.
3. Copying or sharing information from answer sheets and/or care plans without doing the work independently.
4. Sharing information regarding a course exam with anyone (even classmates). The exams should not be printed, copy/pasted, screen captured, etc.
5. Leading one to believe you have completed a required assignment or activity when indeed you have not
6. Fabricating data.
7. Stealing school, agency, or client property.

Students will be held accountable for their dishonesty.

**PROCEDURE:**

Student Responsibilities:

1. Students shall recognize or value that academic honesty is highly correlated with professional nursing ethics. Students are responsible and accountable for their behavior.
2. Students will comply with testing administration procedures and other course expectations.
3. Students will physically focus directly on their own work during examinations.

Faculty Responsibilities:

1. Faculty will provide student handbooks that direct students to university policies.
2. Faculty will use measures to minimize the opportunity for cheating/dishonest acts. Such measures may include seating arrangements during testing, assuring all test booklets are accounted for and proctoring an examination actively.
3. Faculty will include the Academic Integrity statement in all course syllabi.

Reporting of Dishonest Acts:

1. Students should report their observations or knowledge of dishonest acts to the faculty involved. Such reports are confidential.
2. Faculty who suspects, observe, or have knowledge of a student's dishonest acts shall follow guidelines below, depending on the circumstances:
  - a. Refrain from accusing the student of cheating in front of other students.
  - b. Meet with the student at the earliest opportunity to discuss facts available to the faculty regarding the dishonest act. Ask for the student's perceptions of the incident.
  - c. If the faculty believes a dishonest act has definitely occurred, the faculty shall notify the respective Assistant Director or Program Coordinator and the student in writing. The student shall also be informed regarding School of Nursing Grievance Procedures by the faculty involved.

- d. A faculty member who is concerned that a student may have committed academic misconduct must submit a report to the Dean of Students describing the alleged academic misconduct.

Sanctions:

1. The course instructor may assign a grade of zero for the assignment or exam and/or may result in failure of the course.
2. The student may receive from the Assistant Director a letter regarding their disciplinary probation in the School of Nursing.
3. In the event of a second incident of dishonesty of any kind, the student may be terminated from the nursing program.
4. In the event of proof of destruction or stealing of property, the faculty may notify campus police and appropriate law enforcement agencies.

Due Process Procedures:

1. Student will meet directly with faculty involved with the behavior at issue to discuss recommended outcomes and /or sanctions.
2. Upon report of an incident of dishonesty:

**Undergraduate student:** The Program Coordinator will be made aware of the exact issues/charges being made. The Program Coordinator may recommend sanctions or that the student's program of study be terminated.

**Graduate Student:** The Graduate Leadership Team (GLT) may recommend sanctions or that the student's program of study be terminated.

3. If termination is recommended, this decision is subject to a formal hearing before the University Hearing Office/Panel. See the UNC Student Handbook.



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**POLICY TITLE:****Suspected Drug or Alcohol Use****Last Revision/Review Date:** 4/18/2022 NFSO**Previous Review Dates:** 5/91 w/ Univ Counsel; 10/93 VK; 4/98 LC; 11/01 DP; 12/6/13 ULT; 1/31/14 ULT; 3/7/14 ULT w/ Univ Counsel; 3/28/14 NFSO**Original Policy Date:** 1/17/86**Sponsoring Committee(s):** School Leadership Team

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**DESCRIPTION:**

The School of Nursing faculty has the right and responsibility to protect the public's health, safety, and welfare from students who use drugs and/or alcohol or who are impaired from the use of such substances in clinical settings. Thus, students must not use drugs and/or alcohol, must be free of impairment from the use of drugs or other mind-altering substances at all times in the clinical setting, and must not violate the policies or regulations of the University of Northern Colorado or of the clinical agency where the student receives their clinical experience.

**PROCEDURE:**

1. If a student demonstrates behaviors that suggest the student may be under the influence of drugs, alcohol, or other mind-altering substances, the clinical faculty member will remove the student from patient care.
2. The student will be required to be tested immediately to determine the presence/absence of drugs, alcohol, or other substances.
3. Testing will follow the policy of the clinical agency where the clinical experience is occurring.
4. Testing will be at the expense of the student.
5. The clinical faculty member will arrange for appropriate transportation of the student from the clinical site to the testing site (the Student Health Center is the preferred off-site testing center), if applicable. The student will be responsible for any expense associated with travel.
6. If drugs, alcohol, or other mind-altering substances are present in the student's system, if the student refuses to be tested, or if the student has been determined to have violated the policies or regulations of the University of Northern Colorado or of the clinical agency where the student is receiving their clinical experience, the student will be referred to the Assistant Director and will be dismissed from the School of Nursing.
7. The student must inform the clinical faculty member and the course coordinator if they are taking prescription medications that could significantly affect cognition, behavior, or motor function, or that may impair the ability to practice as a professional nurse safely and competently. The student will be referred to the performance standards policy for any needed accommodations for the use of prescription medications.
8. If a student who has been found in violation of this policy holds a professional license, the School of Nursing may be required to report such violation to the Board of Nursing or other regulatory body for further action.

**4/7/2022** – Deb Miller communicated via email that it is appropriate to have students tested at the Student Health Center if they are not able to be tested on-site

**POLICY TITLE:**

**Transfer Credit for Graduate Students**

**Last Revision/Review Date:** 10/13/23 NFSO

**Previous Review Dates:** 1/98 JR; 5/08 DWL; 12/08 GLT; 10/12 GLT; 10/26/14 GLT; 10/21/15 GLT; 1/23/17 GLT; 2/3/17 NFSO; GLT Review 4/2022

**Original Policy Date:** 11/16/2012

**Sponsoring Committee(s):** Graduate Leadership Team

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**DESCRIPTION:**

Transfer credit must be approved at the program level prior to submission to the Graduate School per Graduate School Procedure.

**PROCEDURE:**

In addition to University and Graduate School policies, the School of Nursing has the following policy:

1. Students wishing to transfer prior earned credits must identify those courses they wish to transfer into a program. Evaluation of courses for transfer will only occur after the student has been admitted into one of the SON graduate programs.
2. Credit for any transfer courses must first be approved by the program coordinator in consultation with faculty course experts.
3. Transfer courses without a nursing prefix (NURS), must be reviewed and approved by that respective department prior to transfer for equivalency. The SON Program Coordinator is responsible for initiating this process.
4. Per the UNC Graduate School policy, the minimum number of hours necessary for the Graduate School to confer a degree from UNC are as follows: Students must complete at least 50% of their graduate program credits at UNC, not including research, capstone, seminar, internship/externship/practicum, thesis, DNP scholarly project (N798), dissertation proposal (797), dissertation (799) and any credits graded with S/U (P/F).
5. It is the student's responsibility to follow the policies and procedures of the Graduate School to complete the transfer of credit to their UNC transcript. Please see the current Graduate Catalog for the full Transfer Policy and Graduate School website for current forms.

# Simulation Policies



**POLICY TITLE:**

**Care of Manikins and Task Trainer Equipment**

**Last Revision/Review Date:** 11/2020 (NFSO)  
**Previous Review Dates:** 1/2018 (SC); 3/2018 (SC)  
**Original Policy Date:** 4/01/2016  
**Sponsoring Committee(s):** School of Nursing Simulation Center

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**PURPOSE:**

This Simulation Center policy ensures that all manikins and training equipment are cared for properly.

**DESCRIPTION:**

The Simulation Center shall adhere to the University of Northern Colorado policy in establishing responsibility for the care of the School of Nursing Equipment.

**PROCEDURE:**

1. Utilize proper equipment when performing skills with the manikin.
2. Do not place pills or any small objects into the mouth of manikin.
3. Keep felt tipped markers, ink pens, fingernail polish remover, iodine, and betadine (or other staining medications) away from manikins and training equipment.
4. Use only approved products on the manikins and training equipment. Approved products list with Material Safety Data Sheet (MSDS) specifications is available from the Lab Manager.
5. Hazardous products are not used in the School of Nursing Simulation Center.
6. Do not use needles larger than 22 gauge on any manikins or training equipment unless otherwise instructed by Lab Coordinator.
7. If using printed materials (i.e., books, magazines, newspapers, photocopies, printouts, etc.) during the scenario, please do not place in the bed, or in the vicinity of the manikin or training equipment skin.
8. Remove any tape or other adhesives used on manikin and training equipment immediately following daily use.
9. Clean up manikin and training equipment using soap and water, and remove any equipment used at end of simulation daily experience.
10. Full body manikins should be gowned/clothed, clean, dry, and in bed with clean linens after use.
11. No manikin nor training equipment should be on the floor or left exposed at any time. If you need to remove them from a bed or table, place them on a stretcher, chair, wheelchair, or designated equipment stand.
12. Manikin inventory/care will be done each semester and as needed by Lab Coordinator.
13. Report any damage of manikins to Lab Coordinator utilizing attached form within 24 hours of occurrence. Refer to the Non-functional Equipment policy for further guidance.
14. A summary of these reports will be provided to the Simulation Committee by the Lab Manager each semester.

**POLICY TITLE:**

## **Participant Guidelines in Simulation**

**Last Revision/Review Date:** 11/2020 (NFSO)  
**Previous Review Dates:** 2/2018 (SC); 4/2018 (SC)  
**Original Policy Date:** 4/01/2016  
**Sponsoring Committee(s):** School of Nursing Simulation Committee

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**PURPOSE:**

This Simulation Center (SC) policy establishes participant guidelines in simulation and laboratory learning.

**DESCRIPTION:**

Participants in laboratory experiences adhere to established Simulation Center guidelines and rules for the Skills Lab.

**PROCEDURE:**

1. Participants should wash their hands prior to interaction with manikin and equipment.
2. Participants will wear gloves, when appropriate, while performing care to manikin or equipment.
3. Do not chew gum anywhere in the Skills Lab or Simulation Center (SC).
4. Return all supplies and equipment to their original location after use.
5. Do not remove any equipment from the manikins or the SC.
6. No eating or drinking in immediate areas of manikins or practice equipment.
7. If you find equipment in need of repair, report it to a faculty or staff member immediately.
8. Make sure all IV pumps are plugged into an outlet before leaving for the day.
9. All sharps should be placed in red biohazard containers in accordance with university policy.
10. If a red biohazard container is full, notify Lab Coordinator or faculty member.
11. Log off all computers, ensure they are plugged in, and returned to their original location.
12. Students are not allowed in the back hallway between skill labs, unless otherwise instructed. If you need supplies or equipment, please ask a faculty or staff member.
13. Clean up the lab before you leave according to station directions.
14. Wear your UNC School of Nursing uniform and name tag to all labs.
15. Bring your stethoscope to all laboratory activities.

**POLICY TITLE:****Protection of Physical Safety of Participants Involved in Simulation**

**Last Revision/Review Date:** 10/2020 (NFSO)  
**Previous Review Dates:** 4/2018 (NFSO)  
**Original Policy Date:** 3/1/2018  
**Sponsoring Committee(s):** School of Nursing Simulation Committee

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**PURPOSE:**

The purpose of this Simulation Center policy is to address concerns that may threaten the physical safety of participants in simulation activities within the University of Northern Colorado Simulation Center (SC).

**DESCRIPTION:**

For students, faculty and staff to have an optimal learning environment, it is critical that physical safety is consistently supported and maintained.

**PROCEDURE:**

1. To help ensure physical safety of participants, a simulation orientation is provided in the form of a video developed by the UNC simulation team. In addition to the video, the participant is provided with an orientation to the simulation room as part of the briefing.
2. Only faculty and announced participants of the simulated event are allowed in the simulation room during the scenario. This includes access to the control room during the simulation. This minimizes congestion and crowding of simulation areas.
3. Good body mechanics are imperative when lifting or moving equipment. If moving of equipment is necessary, consult with Lab Coordinator or Simulation Coordinator for assistance.
4. All simulation areas contain a sharps container, and sharps are disposed of per Simulation Center Sharps Disposal policy.
5. All areas of heavy foot traffic are clear of clutter to prevent falling.
6. If equipment is new to you, or not operating as expected, seek assistance from a Simulation Center faculty/staff member.
7. All cleaning supplies should be used in accordance with Material Safety Data Sheet (MSDS) instructions for that product. The Simulation Center MSDS sheets can be obtained from the supply hallway.
8. All cleaning supplies keep the original label from the manufacturer.
9. All equipment and supplies are labeled "not for human use".
10. Use of latex products in the Simulation Center are avoided whenever possible, however, some equipment and supplies do contain latex. Anyone who has a latex allergy should notify the course coordinator prior to starting the lab course.
11. All injuries must be reported to the course coordinator, who will assist in the completion of Workers' compensation forms. If indicated, Workers' compensation protocols are followed per university policy.
12. In the event of an emergency (active shooter, fire, or other catastrophic event), the simulation faculty and staff will follow guidelines established by UNC.

**POLICY TITLE:**

## **Practicing Invasive Procedures**

**Last Revision/Review Date:** 11/2020 (NFSO)  
**Previous Review Dates:** 9/2017 (NFSO); 1/2018 (SC); 3/2018 (SC)  
**Original Policy Date:** 4/1/2016  
**Sponsoring Committee(s):** School of Nursing Simulation Committee

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**PURPOSE:**

This Simulation Center (SC) policy ensures that invasive procedures may be practiced in the Simulation Center on simulation equipment and manikins only.

**DESCRIPTION:**

Performing invasive procedures such as IV insertion on a person who does not need the procedure for therapeutic purposes creates unnecessary legal liability, risk of injury and blood/body fluid exposure. For this reason, students must not practice the invasive portion of skills such as IV insertion, IM injections, etc., on each other, on clinical instructors, preceptors, or anyone else under any circumstance.

**PROCEDURE:**

No invasive procedures are performed on humans anywhere in the University of Northern Colorado Simulation Center (SC).

*Clinical Simulation in Nursing, (2013), 9, Standards of Best Practice*

**POLICY TITLE:****Protection of Psychological Safety of Participants Involved in Simulation**

**Last Revision/Review Date:** 3/1/2024 NFSO  
**Previous Review Dates:** 12/4/2020 NFSO  
**Original Policy Date:** 4/2018 NFSO  
**Sponsoring Committee(s):** School of Nursing Simulation Committee

**DESCRIPTION:**

The purpose of this Simulation Center policy is to address concerns that may arise should a participant experience undo stress, anxiety, or emotional distress while engaged in simulation activities within the University of Northern Colorado Simulation Center.

For students, faculty, and staff to have an optimal learning environment, it is critical that psychological safety is consistently supported and maintained for all participants including students, faculty, and standardized participants.

**PROCEDURE:**

1. To help ensure psychological safety of participants, a simulation orientation is provided in the form of a video developed by the UNC simulation team. In addition to the video, the participant is provided with an orientation to the simulation room as part of the briefing. Finally, faculty training includes content on maintaining psychological safety in simulation.
2. All high-fidelity scenarios should include pre briefing activities that are intended to establish a safe learning environment by situating learners into a common mental model and preparing them for educational content. Additionally, pre-briefing activities should convey important ground rules for the simulation-based experience.
3. Only faculty and authorized participants of the simulated event are allowed in the simulation room during the scenario. This includes access to the control room during the simulation. Unauthorized persons should not be present in the control room during simulation unless student participants have been made aware of the presence of additional observers. All participants are informed if they are being recorded or streamed on the day of the event.
4. Scenarios should follow the algorithm for the scenario, which is based on the objectives for the event. Additional distractors should not be added unless they are written into the scenario and meet a specific objective.
5. It is important to maintain consistency in the scenario between groups, including the role of faculty, use of cues and support, scenario set up and design, and time allotted for scenario and debriefing.
6. All students are made aware that simulated clinical events are to be kept confidential. This operating principle is reiterated with each event.
7. In the event that a participant in simulation is experiencing undo stress or anxiety a member of the UNC faculty or staff should offer support and assistance to the participant. If additional support is needed, the faculty/staff must assist the person in reaching appropriate campus resources. If this happens during a simulated clinical event, the simulation facilitator will notify the course coordinator who will address the problem and ensure that the participant is escorted to the Universities' Department for Counseling Services. Following the incident, the Assistant Director should be notified.
8. Information regarding counseling services at UNC is provided to the students and is in the SC.
9. If intervention is required for a participant experiencing acute stress or anxiety related to simulation, the course coordinator will assist with completion of workers' compensation forms. If indicated, workers' compensation protocols are followed per university policy.



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**POLICY TITLE:****Simulation Confidentiality**

**Last Revision/Review Date:** 10/18/2024 NFSO  
**Previous Review Dates:** 4/2018 (NFSO) 10/2020 (NFSO)  
**Original Policy Date:** 2/1/2018  
**Sponsoring Committee(s):** School of Nursing Simulation Center

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**DESCRIPTION:**

The Simulation Center Faculty, Staff and Students shall adhere to the University of Northern Colorado School of Nursing policy regarding simulation confidentiality when engaged in learning activities in the Simulation Center. University of Northern Colorado policy regarding Family Educational Rights and Privacy Act (FERPA) is followed. Student confidential information is defined as anything that a student, or those individuals with whom they interact, would expect to remain private. This includes information relating to the performance of other individuals, the details of the simulation scenarios and educational activities conducted. This applies whether seen in real time, on video, or otherwise communicated to the learner, and any related discussions.

**PROCEDURE:**

1. Students will engage in simulation-based training as part of their clinical learning experience and will participate in the simulation as a professional and treat it as a real patient care encounter.
2. The content of the simulations is to be kept confidential to maintain the integrity of the learning experience for all students and fellow learners.
3. During participation and throughout enrollment in the program, the student will maintain and keep confidential all scenario-specific and student-performance related information per the School of Nursing Code of Conduct.
4. Faculty and staff will maintain and keep confidential all scenario-specific and student performance related information.
5. Student performance information can only be shared on a need to know basis with the course lead, simulation coordinator, and/or undergraduate program coordinator.
6. Student will report any violations of confidentiality to the Simulation Facilitator or Clinical Faculty.
7. While simulation is in progress, video will not be streamed, recorded, or saved without prior knowledge of the scenario participants.
8. Any person not participating in the simulation event will not be allowed access to the simulation center while a scenario is in progress. This includes all tours and UNC employees from other departments.
9. This policy extends confidentiality protection to all participants in simulation including students, faculty, staff, and standardized patients.

**POLICY TITLE:**

**Simulation Etiquette - Students**

**Last Revision/Review Date:** 10/18/2024 NFSO

**Previous Review Dates:** 4/2018 NFSO; 10/2020 NFSO

**Original Policy Date:** 2/1/2018

**Sponsoring Committee(s):** School of Nursing Simulation Center

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**DESCRIPTION:**

The Simulation Center Faculty, Staff and Students shall adhere to the University of Northern Colorado School of Nursing policy regarding simulation etiquette when engaged in learning activities in the Simulation Center.

**PROCEDURE:**

1. Students will engage in simulation-based training as part of their clinical learning experience and are expected to participate in the simulation as a nursing professional and engage in the experience as if it were a real patient care encounter.
  - a. All procedures should be performed, unless otherwise instructed.
  - b. Vital signs should be assessed and not retrieved from the monitor, unless otherwise instructed.
  - c. SBAR, or other established reporting guidelines, should be used when communicating with a provider or team member in the scenario.
2. Students are expected to provide support and encouragement for all student peers.
3. Students are expected to complete the required pre-simulation activities and assignments in order to be able to participate in simulation.
4. Students are expected to follow any established scripts and faculty guidance in simulated clinical events.
5. All simulation participants are expected to contribute in debriefing.
6. Conversation should be kept at a minimum and maintain a quiet environment in the control room and shared spaces during the simulated event.
7. Violation of this policy will result in unsatisfactory clinical performance and referral to the lead course faculty member.

# **Clinical, Practicum, and Lab Experiences**



UNIVERSITY OF  
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School of Nursing

# FNP Clinical Rotation and Lab/Simulation Overview

The FNP program has been developed to prepare students for the live clinical setting with specially designed didactic coursework and simulated patient experiences, giving them a strong knowledge base to draw from as they are interacting with preceptors and patients.

## Lab/Simulation = 90 hours

- NURS 613 Advanced Health Assessment – (Lab/Simulation - 1 cr / 30 hours) – 2nd fall
- NURS 654 Acute Care of Adults – (Lab/Simulation - 0.5 cr / 15 hours) - 2nd spring
- NURS 656 Care of the Chronic Ill Adult - (Lab/Simulation – 0.5 cr / 15 hours) – 2nd spring
- NURS 674 Care of Women and Pediatric Pop. – (Lab/Simulation - 1 cr / 30 hours) – 2nd summer

Clinical Hours = 765 hours - *Student clinical hours should mirror what the FNP will be doing in live clinical practice upon graduation, this includes a required 30-45 hours of OB and 45-60 hours of pediatric rotations. To gain experience in women's health, psychiatric, and other similar specialty areas, students may use a variety of clinical sites to complete the required hours. The overall hours are as follows:*

- NURS 675: FNP Clinical I (4-credit course / 180 clinical hours)
  - NURS 677: FNP Clinical II (4-credit course / 180 clinical hours)
  - NURS 669: FNP Clinical III (3-credit course / 135 clinical hours)
  - NURS 689: FNP Clinical Synthesis (6-credit course / 270 clinical hours)
- ✚ *Of the 270 hours, 10% of the total patient population needs to be 13 years and younger and 10% need to be 65 years and older. Students can spend 90 hours with a hospitalist. A primary care placement should see pediatric patients, if not, students need to include a pediatric clinical to compensate for the 10%.*

- ❖ At least 180 clinical hours must be with an NP and part of these hours could be with a CNM. Other preceptors may include PAs, MDs or DOs.

## APPROPRIATE ROTATIONS INCLUDE (BUT ARE NOT NECESSARILY LIMITED TO):

<b>Family Practice</b>	A majority of your rotations should be in family practice. As part of the family practice hours students are still expected to see pediatric patients.
<b>OB and Ped rotations</b> (required)	<p>Peds 45-60 hrs. / OB 30-45 hrs.</p> <ul style="list-style-type: none"> <li>▪ <i>Suggested Scheduling: start OB rotation the middle of June (NURS 674 starts with the OB content). Peds content starts around the 4<sup>th</sup> week. If starting with your peds rotation, you will need to read ahead to be prepared for the clinical rotation.</i></li> <li>▪ <i>You are highly encouraged to complete the OB and Peds hours by <u>end</u> of the 2<sup>nd</sup> clinical semester.</i></li> </ul>
<b>Specialty Care</b> (out-patient)	Maximum of 120 hours, typically in final spring semester (e.g. orthopedics, hospitalist, oncology, cardiology, dermatology, wound care, rehab, palliative care, etc.)
<b>Mental Health</b>	Up to 90 hours (highly encouraged)
<b>Observation</b>	Maximum 20 hours (radiology, psych, OR, etc.)
<b>Urgent Care or ED</b>	Maximum 120 hours after 180 hrs of clinicals have been completed.
<b>Community Health (CH)</b>	Can work with an MD, FNP, PA, CNM preceptor in a CH medical clinic for family practice hrs (if specialty focus like OB/Peds then can count for those hours).
<b>Internal Medicine (IM)</b>	Maximum 400 hours, rotations best for NURS 689 or later part of NURS 677 or NURS 669 due to complexity in patient care (must meet NURS 689 patient population guidelines for 270 hrs listed above)
🚫 <b>Walk-in Clinics</b>	<u>NO</u> hours in this setting. It lacks continuity of care and patient acuity is not vast enough. (i.e., mostly flu and cold issues and one-time care)

### **OTHER PARAMETERS:**

- ❖ Students may use their places of employment, but practicum hours must be completed outside of regular working hours and responsibilities.
- ❖ Students may do more clinical hours if desired (negotiate with FNP program coordinator).
- ❖ The Graduate Clinical Compliance and Program Management Specialist will assist students in the process of securing clinical experiences whenever possible, but students are highly encouraged to find their own clinical preceptors and settings. Personal networking can go a long way to secure your hours and perhaps even lead to future employment.

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❖ **Michaela Romero** (FNP Program Coordinator): [Michaela.Romero@unco.edu](mailto:Michaela.Romero@unco.edu)

❖ **Mellany Archer** (Clinical Compliance and Placements): [Mellany.Archer@unco.edu](mailto:Mellany.Archer@unco.edu)  
(agreements, immunizations, clearances, attestations, myCE, Typhon, Complio)

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### **1. Have ready before each clinical (*store in a folder on your computer*):**

- CV (update each semester with clinical and classroom experience)
  - ✚ Career Services support: <https://www.unco.edu/career/students/getting-a-job/resume.aspx>
- Photo for badge and photo ID
- Immunization records (including annual TB and flu shot, ACLS needed for 2<sup>nd</sup> Summer)
- Liability insurance (purchase to start in May)
- ACLS needed prior to all clinicals...so plan ahead if needing to renew!

### **2. Recruiting a Preceptor**

- Start networking now!!!
  - ✚ Ask your work colleagues and NP friends or acquaintances.
  - ✚ Ask your own PCP (or specialist) for contacts.
  - ✚ Check for NP groups in your area.
    - Consider joining your local NP group (e.g., NCNPC, SCAPNA)
    - Northern Colorado Nurse Practitioner Coalition <https://ncnpc.enpnetwork.com/>
    - Southern Colorado Nurse Practitioner Coalition <https://scapna.enpnetwork.com/>
    - Check this website: <https://www.enpnetwork.com/>
- Maybe connect in person to discuss and follow-up after a few days.
- Provide a short professional CV or resume. (see Student CV Tips page)
- Provide potential/secured preceptors with the program overview and expectations sheet.

### **3. Securing a Rotation**

- UNC does network with preceptors/sites to provide rotations for some students. We will email students during the spring semester about these clinical opportunities using Bear email. We are always recruiting preceptors and sites so, if you hear about a preceptor who is willing to take students, please let us know!!
- Once a site has been identified, **submit the NP Clinical Site Placement Information and Request Form to: [mellany.archer@unco.edu](mailto:mellany.archer@unco.edu).**
  - ✚ If you aren't sure if the clinical site has a contract, ask Mellany or send the request form to her with the facility information and contact person at the facility.
  - ✚ If the form is submitted late, you risk not having a site and preceptor secured for the course.
    - **Mar 15:** Deadline for requesting a site (new OR existing) for Summer clinical course
    - **June 15:** Deadline for requesting a site (new OR existing) for Fall clinical course
    - **Oct 15:** Deadline for requesting a site (new OR existing) for Spring clinical course

4. **Site specific Onboarding** - Sites vary in regard to their own requirements for onboarding to their facility including special online platforms (e.g., myClinicalExchange, ClinicianNexus). These items may be in addition to the clinical clearance requirements already outlined by this program. Mellany will work with you to complete and submit the specific site requirements. You will need to receive approval from both the SON and the clinical site to start.
  5. **Schedule your clinical dates with your preceptor. Locate or add them and the site into Typhon.**
  6. For each clinical site, students must obtain a signed Informal Learning Agreement with their clinically certified preceptor and provide this to their clinical course instructor.
  7. **Log hours in Typhon.**
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#### **MALPRACTICE INSURANCE FOR NP STUDENTS**

You may want to directly contact the service to make sure you are purchasing coverage for the “NP Student”. The coverage needs to begin on or before the start of your first clinical semester and you will be reminded the semester prior to provide proof of coverage (\$1 mil/occurrence; \$3 mil/aggregate).

- NSO, <https://www.nso.com/>
- Proliability, <https://www.proliability.com/>
- Berxi, <https://www.berxi.com/>
- Your Homeowner’s insurance may be able to add this to your policy.

## Securing a Clinical Site and Preceptor

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Students will work closely with course faculty, the Graduate Clinical Compliance and Program Management Specialist, and the FNP Program Coordinator to locate and secure placements. UNC does work to secure clinical site openings at partnering agencies and students can “apply” to us for those for various semesters. We do not have enough set placements to cover all student’s clinical hour requirements, but we do work hard to reach out to locations and preceptors if assistance is needed. Students do need to actively network and locate clinical site experiences as well. A personal connection is often more advantageous for finding a willing preceptor. The School of Nursing assists with the backend work including affiliation agreements, communicating onboarding requirements specific to agencies, etc.

Students are encouraged to seek a variety of clinical sites and locations and be flexible regarding clinical focus to get more well-rounded experiences as outlined in the “FNP Clinical Rotation Requirements” section. Students may find it easier to secure a site if they are willing to travel.

**NOTE:** Students may only begin clinical hours for a specific course on the first day of the semester it is offered.

Prior to the semester in which a student is conducting clinicals, they must complete and submit the NP CLINICAL SITE PLACEMENT INFORMATION AND REQUEST FORM to inform the SON of their intent to conduct clinicals at a particular site with a particular preceptor(s). A complete form must be submitted per preceptor/site for each clinical course (e.g., 2 preceptor/site requests = 2 forms). **It neither confirms nor guarantees placement.** Submission of this form additionally initiates a request for a new agreement with a clinical site OR verifies existence of a current agreement. New or expiring agreements can take up to 3 months to obtain. Email completed form(s) to the Graduate Clinical Compliance and Program Management Specialist.

Please note semester-specific deadlines. If the form is submitted late, you risk not having a site and preceptor secured for the course.

- ☐ **Mar 15:** Deadline for requesting a site (new OR existing) for Summer clinical course
- ☐ **June 15:** Deadline for requesting a site (new OR existing) for Fall clinical course
- ☐ **Oct 15:** Deadline for requesting a site (new OR existing) for Spring clinical course

NOTE: You may not begin clinical until you receive a confirmation email from the site the School of Nursing indicating approval. Various sites may also include official notification for a student to begin.



## NP CLINICAL SITE PLACEMENT INFORMATION AND REQUEST FORM

- ❖ Submission is required to inform the SON of your intent to be in a site. **It neither confirms nor guarantees placement.**
- ❖ Submission of this form initiates a request for a new agreement with a clinical site OR verifies existence of a current agreement.
- ❖ A complete form must be submitted per preceptor/site for each clinical course (e.g., 2 preceptor/site requests = 2 forms).
- ❖ New or expiring agreements can take up to 3 months to obtain. Please note semester-specific deadlines. If the form is submitted late, you risk not having a site and preceptor secured for the course.
  - ☐ **Mar 15:** Deadline for requesting a site (new OR existing) for Summer clinical course
  - ☐ **June 15:** Deadline for requesting a site (new OR existing) for Fall clinical course
  - ☐ **Oct 15:** Deadline for requesting a site (new OR existing) for Spring clinical course
- ❖ Email completed form(s) to [mellany.archer@unco.edu](mailto:mellany.archer@unco.edu).
- ❖ **NOTE:** You may not begin clinical until you receive a confirmation email from the site or Mellany indicating approval (or a green thumb in myCE, *Centura facilities require final approval to come from them via email, even if myCE indicates you are approved.*)

⇒ *Failure to fully complete ALL FIELDS may result in a significant delay in placement and clearance.*

## STUDENT INFORMATION

Name: \_\_\_\_\_ Bear Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Course #: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
I am an employee of the site listed below or of the health system of which it is a part of: ☐ YES ☐ NO

## PRECEPTOR CONTACT &amp; SITE INFORMATION

Proposed Site: \_\_\_\_\_ Address: \_\_\_\_\_  
Preceptor Name: \_\_\_\_\_ Credentials: \_\_\_\_\_  
Preceptor Email: \_\_\_\_\_ *Note: if preceptor is a PA, a supervising physician's name must be documented.*  
Role/Specialty Area: \_\_\_\_\_  
Clinical Overview/Purpose: \_\_\_\_\_ # Hours: \_\_\_\_\_  
(OB, Peds, Family Practice, other.)

## CLINICAL SITE CONTACT INFORMATION

Each site has its own clearance process; accurate contact info is required so UNC can coordinate placement with the appropriate person at the requested site. Please check the box that applies to this request:

- ☐ I am omitting contact information because the site is well-known to UNC (a large hospital system such as NCMC, UCHHealth, etc.).
- ☐ This is a request for *Denver VA, Kaiser, Salud, or Sunrise Community Health*. I am omitting the contact information because placement for these sites is handled through UNC only and not through individual students.
- ☐ The site or preceptor has provided information regarding the person who coordinates placement; I will complete the fields below:

Name: \_\_\_\_\_ Email: \_\_\_\_\_  
Site Address: \_\_\_\_\_  
Phone (OPT): \_\_\_\_\_



## FNP – Faculty Site Visits

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### What is a site visit?

APRN faculty from UNC will be completing clinical site visits during the clinical courses. Site visit(s) will occur for each student during each clinical practicum course. The UNC faculty will be completing an evaluation of student clinical performance as well as an evaluation of the clinical site for appropriateness of FNP education goals.

### What does the APRN site visitor do?

During each site visit, the UNC faculty member will meet with the student and preceptor to discuss how the clinical learning experience is progressing. They will also see 2 to 3 patients with the student if the schedule permits and provide feedback to the student on their skills and clinical ability. The UNC faculty will also review your charting within the EHR and talk to the preceptor alone about student performance. Site visits take anywhere from 2 to 3 hours of time on average.

### What should I tell my preceptor about the site visit?

Tell your preceptor when to expect the UNC faculty member and the information above in “What does a site visitor do?”. The visitation to a clinical student should not be anything new to the preceptor, but if they have any questions, please direct them to the faculty assigned to teach your clinical course.

## Preceptor, Faculty, and Student Expectations for Clinical Rotations

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*The following information is given as a brief overview of what a clinical preceptor for a FNP student can expect with regards to preceptor responsibilities and requirements. Additionally, information is included as to what the clinical preceptor can expect from the students and UNC faculty members. FNP faculty are available for further explanation and clarification if needed.*

### **EXPECTATIONS OF CLINICAL PRECEPTORS:**

- Professional practice as a MD, DO, NP, CNM, or PA.
- Orient the FNP student to the clinical setting and his/her personal responsibilities.
- Assist student in gaining access and orientation to the electronic medical record as a vital part of their learning experience.
- Provide direct and indirect supervision to the FNP student, including charting and review of charting with the student during clinical practicum times. Times and dates of clinical to be a negotiation between individual student and preceptor agreement.
- Assist FNP student in meeting course objectives and personal learning objectives.
- Be available for consultation with clinical faculty for providing evaluation of clinical performance of the student.
- Ultimate responsibility for client care remains with the agency personnel.

### **EXPECTATIONS OF STUDENTS IN CLINICAL ROTATIONS:**

- Active licensure as an RN in the state of Colorado.
- Current AHA BLS and AHA ACLS certification.
- Acceptance as a student in the FNP program of UNC.
- Attendance in the clinical site at times and dates agreed upon and completion of required clinical hours (TBA depending on the particular course).
- Writing personal learning objectives for each class.
- Successful completion of clinical course objectives and personal learning objectives.
- Carry liability insurance and personal health insurance (provided by the individual).
- Background clearance.

- Clinical hours can only be completed while the student is enrolled in a clinical course. (Clinical hours cannot be done prior or after the student is enrolled in a course).
- Choose a clinical setting that is Family Practice with a client mixture covering the lifespan.
- Complete the **NP Clinical Site Placement Information and Request Form** and submit to [mellany.archer@unco.edu](mailto:mellany.archer@unco.edu) for each requested clinical rotation.

#### **EXPECTATIONS OF CLINICAL COURSE FACULTY:**

- Provide qualified students with appropriate theoretical education.
- Consult with clinical preceptor with regard to clinical performance of the FNP student.
- Provide course content description to clinical preceptors for each of the FNP core clinical courses.
- Carry ultimate responsibility for the evaluation and grading of the FNP student.

## **Tracking Clinical/Practicum Hours**

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The School of Nursing uses the Typhon Group platform for student portfolio development and for student clinical/practicum activity tracking. Access to this system is required for all students and is paid for by the School of Nursing. Basic introduction and login information to TYPHON is provided. The on-line professional portfolio, and the documentation of all students clinical/practicum activities are required for certification, credentialing, and for successful post-graduate employment\*.

***\*It is advised for students to download and print their clinical hours/experiences from Typhon at the end of their program.***

# **Clinical/Practicum Compliance, Tracking, and Related Policies**

## Graduate Nursing Program Clearance Requirements

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Your cooperation in meeting the *Practicum Nursing Program Clearance Requirements* will enable you to have access to the clinical sites that will prepare you for the practice of professional nursing.

In addition, clinical agencies are required by their accrediting and regulatory bodies to guarantee that staff, students, faculty, and visitors meet health and safety standards. There are periodic audits by agency representatives to verify that the School of Nursing (SON) students and faculty are compliant.

The SON utilizes Complio for verifying program requirements. Complio is American DataBank's online, comprehensive tool for student screening, immunization tracking, and compliance. Information to set up your student account will be given to you following admission to the program and prior to the start of your first semester.

*Clinical/Practicum Clearance Requirements include (but not limited to): Immunizations/Vaccinations (TB, MMR, Hep B, Varicella, Tdap, Influenza, COVID), CPR Certification, OSHA/ HIPAA, and malpractice insurance (insurance due prior to your first clinical/practicum rotation).*

**It is ALWAYS the responsibility of the student to keep track of expiration dates and to submit renewals into Complio on time.**

**Students are expected to have all clearances up to date. Renewals are due the 1<sup>st</sup> of the month in which it expires.** For example, if your BLS certification expires July 31<sup>st</sup>, the renewal will be due July 1<sup>st</sup>.

**IMPORTANT:** If required documentation is not submitted by the deadline, student will be considered out of compliance with the policy and **not eligible to attend Practicum and proceed in the nursing program.**

Please contact **Mellany Archer** at [mellany.archer@unco.edu](mailto:mellany.archer@unco.edu) or 970-351-2234 with any questions or concerns.

## Clinical/Practicum Practice Related Policies

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*(See the following pages for Practicum Practice Related Policies )*

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**POLICY TITLE:**

**Assumption of Risk Statement**

**Last Revision/Review Date:** 4/29/22 NFSO

**Previous Review Dates:** 7/81 RP, 6/88 JF, 10/93 VK; 4/98 LC, 11/27/01 DP; 5/08 DWL 10/18/19 ULT/NFSO

**Original Policy Date:** 12/2/77

**Sponsoring Committee(s):** School Leadership Team

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**DESCRIPTION:**

Due to the nature of nursing education and required clinical agency teaching-learning environments, nursing students may be exposed to situations or communicable diseases that may put a student at risk of illness or injury.

It is recommended that students notify their program coordinator, clinical faculty, and preceptors if they are pregnant, have compromised immunity, or any other situation that may place the student at increased risk. This information will be confidential.

**PROCEDURE:**

10. The attached 'Assumption of Risk during Clinical Experiences' document will be included in the student handbook for all clinical programs and will be reviewed with the incoming students at admission or orientation (depending on the timing of program start).
11. The students will have the opportunity to ask questions and receive any needed clarifications before the beginning of their program of study.
12. Students will be asked to sign the assumption of risk document and will be kept in their student record.



UNIVERSITY OF  
NORTHERN COLORADO

## School of Nursing

### Assumption of Risk During Clinical Experiences

Clinical experiences (including senior practicum, clinical rotations, and other assigned clinical observation experiences) are a required component of the nursing academic programs at the University of Northern Colorado. These experiences allow students to practice skills and techniques learned in didactic and lab courses, as well as develop critical thinking and other competencies important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations, and other appropriate settings where students can interact with patients and clients to develop these important skills.

Sites selected for students' clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Faculty in the School of Nursing (SON) work closely with our clinical agency partners to ensure appropriate measures are in place for your clinical experiences through development and enforcement of policies and procedures relating to your safety and prevention of disease exposure, including, but not limited to exposure to COVID-19. This includes ensuring all students have access to appropriate Personal Protective Equipment (PPE) during clinical experiences and training related to potential hazards and prevention techniques. Students have the responsibility to report any exposure or injury sustained during their clinical experience to the co-assigned RN or preceptor and UNC faculty.

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I certify that I have carefully read and understand this document. I acknowledge and understand that, as explained in this document, my degree program requires participation in clinical experiences, and that such participation carries some risks that cannot be eliminated.

I acknowledge and understand that it is my responsibility to follow all faculty instructions and take all available precautions to minimize risk. I will follow all program specific information relating to prevention of disease and injury.

Knowing these risks, I certify that I have decided, of my own free will, to pursue my chosen degree program, including participation in clinical experiences.

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Signature of student

Date

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Printed name of student

***You will be instructed by the SON  
on how to sign this form.***

**POLICY TITLE:**

## **Background Investigation - Students**

**Last Revision/Review Date:** 4/26/2024 NFSO; 5/13/2025 HR/MH Edits w/Univ Counsel

**Previous Review Dates:** 11/07 DWL; 8/2008 ULT/GLT; 12/3/21 NFSO

**Original Policy Date:** 11/2/2007

**Sponsoring Committee(s):** School Leadership Team – Academic Policy

**DESCRIPTION:**

All students accepted to the University of Northern Colorado (UNC) School of Nursing (SON) clinical programs are required to pass a background investigation(s) as a part of their program and licensure requirements, and to meet legal and contractual requirements for off-campus courses scheduled at clinical agencies.

**PROCEDURE:**

1. SON will post background investigation requirements and disqualifying offenses on its website and in its program handbooks.
2. Upon admission SON will inform students of the background investigation requirement, which may include fingerprinting. SON will provide the process for getting a background investigation before starting the program and will inform students that additional background investigations are possible during the program, depending on the clinical agency requirements. Finally, SON will inform students that a positive background investigation may impact their admission status or ability to continue in their program.
3. The student is responsible for payment through a third-party vendor for background investigation.
4. As required by SON's clinical agency agreements, the background investigation(s) includes, but is not limited to, the following:
  - Social Security Number Trace
  - Residential History Search
  - Nationwide Sex Offender Registry
  - Federal Criminal History Record Searches
  - Motor Vehicle Record Search
  - Employment Verification
  - Education Verification
  - Office of the Inspector General (OIG) Sanction Report
  - General Services Administration (GSA) Excluded Parties List
  - Office of Foreign Asset Control (OFAC) Terrorist List
  - Name of State Statewide Criminal History Record Search
  - FBI Fingerprint National Crime Information Center (NCIC) files
  - County Criminal Search
  - Central Registry for Child Protection (CBI)
5. Any student with a positive background investigation will not be allowed to start or continue in their program. A positive background investigation means that the student was convicted of one or more of the following criminal offenses :
  - *Any violent felony convictions of homicide. (No time limit)*
  - *Crimes of violence (assault, sexual offenses, arson, kidnapping, any crime against an at-risk adult or juvenile, etc.) as defined in section 18-1.3-406 C.R.S. in the 10 years immediately preceding the submittal of application.*
  - *Any offense involving unlawful sexual behavior in the 10 years immediately preceding the submittal of application.*
  - *Any crime, the underlying basis of which has been found by the court on the record to include an act of domestic violence, as defined in section 18-6-800.3 C.R.S. in the 7 years immediately preceding the submittal of application.*

- *Any crime of child abuse, as defined in section 18-6-401 C.R.S. in the 7 years immediately preceding the submittal of application.*
  - *Any crime related to the sale, possession, distribution or transfer of narcotics or controlled substances in the 7 years immediately preceding the submittal of application. (Paraphernalia possession is not considered a disqualifying offense).*
  - *Any felony theft crimes in the 7 years immediately preceding the submittal of application.*
  - *Any misdemeanor theft crimes in the 5 years immediately preceding the submittal of application.*
  - *Any offense of sexual assault on a client by a psychotherapist, as defined in section 18-3-405.5 C.R.S. in the 7 years immediately preceding the submittal of application.*
  - *Misdemeanor or felony crimes of moral turpitude (prostitution, public lewdness/exposure, etc.) in the 7 years immediately preceding the submittal of application.*
  - *Registered Sex Offenders. (No time limit)*
  - *Any offense in another state, the elements of which are substantially similar to the elements of any of the above offenses.*
  - *More than one (1) D.U.I. in the 7 years immediately preceding the submittal of application.*
  - *Any offense, regardless of type, which is still pending in the courts (without legal disposition at the time of program application and/or program start).*
6. The SON Director will review any positive background check on a case-by-case basis and may request additional information from the applicant or student and confer with UNC Human Resources and the General Counsel's Office.
  7. Any student who refuses to complete the background investigation or provides false or misleading information will be referred to the SON Director for program termination.



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**POLICY TITLE:****Clinical Performance Evaluation – APRN students****Last Revision/Review Date:** 10/21/15 GLT/NFSO; Reviewed GLT 4/2022**Previous Review Dates:****Original Policy Date:** 10/31/14**Sponsoring Committee(s):** Graduate Leadership Team

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**DESCRIPTION:**

Each student must receive a satisfactory grade in clinical performance in order to pass each clinical course. During the progression of the clinical course, each student will receive ongoing verbal as well as a final written evaluation (see attached tools) of his/her clinical performance from their clinical preceptor and clinical faculty. In courses that have a clinical component, both the didactic and clinical portions must be passed in order to receive a passing grade for the course.

**PROCEDURE:**

1. If it becomes apparent during the progression of the clinical course that the student is not meeting the objectives of a clinical course and the clinical preceptor and/or course faculty deems that a formal remediation is indicated, the course faculty (in collaboration with the clinical preceptor) will complete a Notification of Unsatisfactory Clinical Performance form (see attached).
2. The course faculty will review the plan outlined in the Notification of Unsatisfactory Clinical Performance form with the student prior to the next scheduled clinical day.
  - a. At the designated follow-up time indicated on the Notification of Unsatisfactory Clinical Performance form, the clinical preceptor and/or course faculty will complete the follow-up section of the form and review the information with the student. The form will then be reviewed, signed, and placed in the student's School of Nursing official record.
  - b. At the time the remediation plan is initiated, the student will be notified that the remediation plan will be shared with the subsequent semesters' clinical preceptors and course faculty and placed in the student's School of Nursing official record.
  - c. Should the student be unsuccessful in meeting the requirements of the Notification of Unsatisfactory Clinical Performance by a predetermined date, the student will receive an unsatisfactory clinical grade.
3. The clinical agency/clinic shall maintain the right to refuse the return of a student who has not adhered to agency policies and procedures. This may result in an unsatisfactory clinical grade.



**School of Nursing**

**Notification of Unsatisfactory Clinical Performance**

**Student Name:** \_\_\_\_\_

**Clinical Preceptor:** \_\_\_\_\_

**Course Faculty:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**This is notification that you currently have unsatisfactory performance in clinical. You are not meeting the following clinical objectives based on the data outlined below:**

**In order for you to achieve a grade of satisfactory in clinical, you will need to do the following:**

**Student Signature:** \_\_\_\_\_

**Clinical Preceptor:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

**Date Reviewed with Student:** \_\_\_\_\_

**Follow up** *(Notification of Unsatisfactory Clinical Performance)*

**Student is meeting the clinical objectives and has satisfactorily completed the items outlined in the remediation plan above.**

☐ Yes      ☐ No

**Comments:**

**I understand that this remediation plan and the course evaluation will be shared with the course faculty and the clinical preceptors of future clinical courses.**

**Student Signature:**

\_\_\_\_\_

**Date**

**Clinical Faculty Signature:**

\_\_\_\_\_  
\_\_\_\_\_

**Date**

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**POLICY TITLE:****Clinical/Practicum Placement Policy****Last Revision/Review Date:** 12/1/2023 NFSO**Previous Review Dates:** 10/18/19, 3/9/18 NFSO, 4/30/2021 NFSO; 12/1/2023 NFSO**Original Policy Date:** 3/2/2018**Sponsoring Committee(s):** School Leadership Team – Academic Policy

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**DESCRIPTION:**

The purpose of this policy is to facilitate appropriate and timely clinical and practicum placement of all nursing students. Students must complete the specified number of clinical/practicum hours based on course and program requirements. The definition of practicum for the purpose of this policy is any clinical experience where the student is placed 1:1 with a preceptor, except for the graduate nurse practitioner programs in which 1:1 experiences are termed 'clinical'

Clinical and practicum placement is competitive. The School of Nursing has affiliation agreements with several regional healthcare systems and practices. Regulatory requirements vary state-to-state and must be considered when placing students in sites outside of Colorado. Once a site and preceptor are secured, the School of Nursing provides approval and obtains agreements / clearance for all placements.

**PROCEDURE:**

1. At least 3-4 months prior to the start of the clinical/practicum course, the clinical/practicum placement coordinator or program coordinator contacts students regarding their needs for securing a site and preceptor. Students residing out of state should be contacted as early as possible to assure adequate time for arranging new affiliation agreements.
2. The student may identify a site/preceptor on their own that is within program guidelines or may request assistance from the clinical placement coordinator or program coordinator.
  - a. Clinical/Practicum placement requests may be denied by the clinical/practicum placement coordinator, program coordinator or facility clinical/practicum placement coordinator for any perceived conflict of interest in objective evaluation of the student (i.e. working with relatives, direct supervisors, etc.).
  - b. Students may schedule their clinical/practicum hours at a clinical site they work at, however, the clinical/practicum hours cannot be scheduled as part of the student's employment. Thus students must have hours scheduled for their course that are separate then their scheduled work hours. Students cannot be paid for their time in a clinical rotation.
  - c. If contacted for assistance, the clinical/practicum placement or program coordinator will seek an available site/preceptor.
  - d. Requests for out-of-state rotations will be discussed and approved by the program coordinator to assure all state requirements are addressed. Concerns or questions about specific state requirements will be discussed with the State Authorization & Compliance Administrator in the Office of the Provost.
  - e. The clinical/practicum placement or program coordinator secures a site and preceptor and notifies student.
  - f. The student then has 5 business days to initiate contact with the site/preceptor.
  - g. The student must inform the clinical/practicum placement or program coordinator of the status of the contact with site/preceptor by the 6<sup>th</sup> business day.
  - h. If student fails to initiate contact within the 5 business days, then the placement or program coordinator may offer the site/preceptor to another student.
  - i. If the student declines the offered site/preceptor, the student is at risk of not being offered another site/preceptor for the designated semester.
3. Student submits the *Form to Request a Clinical Site Affiliation Agreement/Attestation* (form titles and content vary slightly by program and are attached) to Program Management Specialist or designee by the posted deadline.

4. Deadlines for each semester are outlined in the student handbooks, on the above-named form, and/or in course information.
5. The student is responsible for verifying with the Program Management Specialist or designee that they have been cleared prior to starting in the rotation.
6. Final confirmation of clinical/practicum placement is to be done using student's BearMail account.

**Undergraduate Programs:**

7. The lead clinical faculty member will initiate conversation with students who are entering a practicum clinical course about preference for site and clinical specialty. For RN-BSN program clinical/practicum courses, students may provide information on specific preceptor, in addition to clinical site.
  - a. Clinical placement requests may be denied by the clinical placement coordinator, program coordinator or facility clinical placement coordinator for any perceived conflict of interest in objective evaluation of the student (i.e. working with relatives, direct supervisors, etc.).
  - b. The lead clinical faculty member will work with the undergraduate program management specialist to request placements.
  - c. The clinical placement or program coordinator secures a site and preceptor and notifies student.
  - d. If the student declines the offered site/preceptor, the student is at risk of not being offered another site/preceptor for the designated semester.
8. Deadlines for each semester are outlined via email communication and in the course syllabus.
9. The student is responsible for verifying with the Program Management Specialist or designee that they have been cleared prior to starting in the rotation.

**POLICY TITLE:**

**Drug Screen Policy - Students**

**Last Revision/Review Date:** 4/26/2024 NFSO; 5/13/2025 HR/MH edits w/Univ Counsel

**Previous Review Dates:** 10/08 NFSO; 10/11/19 NFSO;12/3/21 NFSO

**Original Policy Date:** 9/28/07

**Sponsoring Committee(s):** School Leadership Team – Academic Policy

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**DESCRIPTION:**

To ensure the safety and well-being of students and patients, and to meet mandatory contractual and liability standards with clinical agencies, all students interacting with any clinical agency are required to obtain and pass a drug screen as part of the admission process and during their program of study.

Marijuana is a schedule 1 substance under federal law (<https://www.dea.gov/drug-information/drug-scheduling>) and is a prohibited substance under this policy.

**PROCEDURE:**

1. The School of Nursing (SON) will publish the drug screening requirement on its website and in its program handbooks.
2. SON will notify students of the drug screen requirement and requirement for annual drug screens upon admission to the SON clinical programs. SON will also notify students that, depending on agency requirements, random drug screening(s) may be required during the program.
3. Upon admission, SON will provide each student the process to get a drug screen, including the location of designated drug testing sites, deadlines for completion, results reporting, and associated costs.
4. The student is responsible for payment through a third-party vendor designed by SON for the Drug screen(s).
5. For program compliance, SON will use a ten (10) panel drug screen, which includes screening for:
  - a. Cannabis
  - b. Cocaine
  - c. Opioids
  - d. Benzodiazepines
  - e. Amphetamines
  - f. Barbiturates
  - g. Methadone
  - h. Methaqualone
  - i. Propoxyphene
  - j. Phencyclidine
6. The designated vendor's Medical Review Officer will review the drug screen to determine whether the student passed. If a student believes that they have extenuating circumstances regarding positive drug screen results, the student may contact the designated vendor to verify that the drug test results are correct.
7. The SON Director will review positive drug screens on a case-by-case basis and may request additional information from the applicant or student and confer with UNC Human Resources and the General Counsel's Office.
8. Any student who fails to submit the drug screen by the required date, or has a positive screen, may not be admitted to the program or may have their program of study terminated.

**POLICY TITLE:****Graduate Preceptor Policy**

**Last Revision/Review Date:** 2/3/17 NFSO/ GLT 2/2022  
**Previous Review Dates:** 4/10/98; 12/08 GLT; 7/29/14; 1/13/17 GLT;  
**Original Policy Date:** 1/26/90  
**Sponsoring Committee(s):** Graduate Leadership Team

**DESCRIPTION:**

The preceptor is an expert practitioner (e.g., doctorally-prepared or master's prepared registered nurse, Advanced Practice Registered Nurse {NP, CNS, CNM, CRNA}, physician {MD, DO}, physician assistant (PA), or other relevant specialist in the health profession) who is approved by the course faculty of record in consultation with the program coordinator. The preceptor actively practices in the area that is consistent with the clinical hours and course requirements.

The preceptor provides the student with learning experiences in order for the student to meet the course objectives. The preceptor acts a professional role model, resource, facilitator, coach and mentor.

The School of Nursing provides guidance to these preceptors in achieving the course and clinical expectations.

**PROCEDURE:**

1. Based upon program, students in conjunction with faculty will identify their preferred preceptor and/or clinical site in context of the program and course requirements.
2. Course faculty verify if the preferred preceptor and clinical site are appropriate for the course educational goals. If the preceptor and/or site is new to the program, the course faculty consults with the program coordinator. If approved, the course faculty then identifies if a formal request must be submitted to the clinical organization to obtain access to the preceptor and/or clinical site. If required, the request is submitted.
3. If the clinical site is new to the program, the student with the guidance of the course faculty will submit contact information to the School of Nursing (SON) office to initiate a contract between the site and the University of Northern Colorado SON.
4. If the preceptor/clinical site is out of state, the program coordinator is consulted to begin the process of submitting materials to the specific state Board of Nursing to meet those state requirements. The School of Nursing office staff works with the program coordinator to successfully complete State Board of Nursing requirements.
5. Course faculty verifies that the preceptor is willing to accept the role as a preceptor for the student through personal contact and/or a signed written agreement between the student and the preceptor. The student provides the preceptor a copy of the syllabus which includes the evaluation form.
6. The SON office sends a welcome letter with information to guide the preceptor in successful completion of these clinical educational hours and also requests updates on the preceptor's credentials. Those credentials are uploaded into the electronic tracking system upon receipt. Students are responsible for insuring that all preceptor credentials are loaded into the electronic clinical tracking system.
7. The preceptor and student complete an evaluation at the end of the student's rotation through the electronic tracking system or through a paper evaluation returned to the course faculty.
8. The SON office sends a letter of appreciation with the total number of student precepting hours to the preceptor at the end of the rotation.

Expectations for **Preceptors** of UNC APRN Students:

- Submission of credentialing documentation to the SON.
- Review course objectives and individual student learning objectives prior to initiating the precepting experience.
- Provide the student with learning experiences to meet course and learning objectives.
- Act as a professional role model, resource, facilitator, coach and mentor
- Demonstrate enthusiasm that results in student learning.
- Demonstrate credible skills to generate the confidence of the student.
- Assess student knowledge, ask for rationale, and teach general rules of patient care.
- Provide a brief discussion of learning points after completing the precepting experience.
- Work with the students to establish a learning environment in which all individuals are respected and their contributions valued.
- Help student construct assignments and structure clinical activities to facilitate student's identification and development of key concepts, effective learning habits and skills as addressed in the specialty competences.
- Encourage students to think critically and analytically to develop skill in the APRN role.
- Effectively respond to student's questions and provide meaningful feedback and guidance.
- Contact the course faculty with any concerns or questions as early in the precepting experience as possible.
- Engage the student in all aspects of patient care as they become more competent (interviewing, physical assessment, orders, prescribing, and charting).
- Promote professional behavior in the student.
- Complete evaluation data on the student at the end of the clinical experience.

Expectations for UNC APRN Students:

- Review course expectations and share with preceptor prior to precepting experience.
- Collaboratively create learning objectives with the preceptor.
- Complete formal and informal agreements for the precepting experience.
- Set up clinical times to complete required clinical hours with preceptor and enter into the electronic tracking system.
- Be adequately prepared for clinical experience.
- Actively work on preceptor and self-identified areas for improvement in the clinical practice arena.
- Be a punctual, responsible, engaged adult learner in clinicals.
- Enter the data promptly into the electronic tracking system to track clinical hours and the patient care experiences as they are completed in the clinical setting by the deadline in the associated course syllabus.
- Complete evaluation data for preceptor and the clinical setting when the clinical experience is completed.



**POLICY TITLE:**

## Health and Safety Compliance Tracking for Nursing Students

**Last Revision/Review Date:** 10/13/2023 NFSO; 11/14/2024 MH edits; 5/13/2025 MH edits  
**Previous Review Dates:** 7/98 SB, 5/99 SB; 2/2000 SB, 5/2000SB, 10/2000SB; 5/08 DWL; 9/11 KBL; 4/18/22 NFSO  
**Original Policy Date:** 10/11/14  
**Sponsoring Committee(s):** School Leadership Team – Academic Policy

**DESCRIPTION:**

Students must maintain health and safety clearance requirements upon admission to the undergraduate and graduate nursing programs. Students admitted to the nursing program will be informed, via their acceptance letter, and in the student handbook of these requirements. Failure to meet these requirements may result in required withdrawal from clinical coursework.

**PROCEDURE:**

1. The School of Nursing will monitor the following for all students (differences by program are noted below).
2. Requirements will be communicated to the students upon admission to the program.
3. All clearance and other requirements are due the first of the month the requirement is due or as otherwise noted.
4. Requests for an exception to this policy go to the Director for review.
5. Programs without scheduled clinical rotations are exempt from the clearance policy (i.e. PhD in Nursing Education and Nurse Education Certificate program)
6. Students will follow the instructions on the attached sheets (reviewed and updated annually)

Compliance/Clearance	Requirement	Documentation	Tracking
Tuberculosis screening	Annual PPD or QuantiFERON  If history of a +TB screen, must submit a neg Chest X-ray report every 5 years and an annual TB symptom clearance by a provider.	Health record with <u>date</u> and <u>results</u> of last test, X-ray, or medical statement of exception or approved declination  Annual PPD must be a 2-step PPD if greater than 12 months since previous screening	Complio
Measles, Mumps, Rubella	Documented series or positive titer; due once upon admission.	Health record with immunization dates or titer results	Complio
Hepatitis B	Documented vaccination series or signed declination; due once upon admission. Titer results not accepted*	Health record with immunization dates or approved declination	Complio
Tdap/Td booster	Required every 10 years; due first of month of expiration.	Health record with immunization dates	Complio
Varicella	Vaccination or positive titer; due once upon admission.	Health record with immunization dates or titer results	Complio

COVID-19 Vaccination	Due upon admission	Health record with immunization dates or approved exemption	Complio
Influenza	Vaccination or signed declination; due October 1, annually, or as otherwise indicated	Health record with immunization dates or approved exemption	Complio
RN/APRN license (all programs except pre-licensure)	Due every other year with renewal	Copy of license	Complio
American Heart Association BLS CPR for Healthcare Providers (ACLS for NP programs only; replaces BLS)	Update required every other year; due at time of expiration	Current BLS and/or ACLS card with date of expiration	Complio
Directory information	Annual; due September 1		Complio
Drug Screen	Completed upon admission to the nursing program, annually thereafter, and as needed		Complio
Background Check	Completed upon admission to nursing program and as needed		Complio
HIPPA	Annual training	Completion certificate	Complio
OSHA (must include Blood Borne Pathogens)	Annual training	Completion certificate	Complio
Malpractice insurance	Minimum coverage of \$1,000,000/occurrence and \$3,000,000 in the aggregate	Certificate of insurance	Complio

\*updated per CHPHE CBH rule 6 CCR 1009-2, May 2023

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**POLICY TITLE:****Influenza Vaccination and Exemption Policy - Undergraduate and Graduate**

**Last Revision/Review Date:** 9/28//2020 NFSO  
**Previous Review Dates:** 3/25/11 ULT; 11/2012 ULT, 11/16/12 10/18/19 NFSO  
**Original Policy Date:** 4/11/11  
**Sponsoring Committee(s):** School Leadership Team

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**DESCRIPTION:**

Clinical agencies require that students who are participating in clinical experiences at the agency receive the flu vaccination annually during the designated flu vaccination period or have an approved exemption. This policy does not apply to distant students, unless it is required in their own setting, or to students NOT in clinical settings for their own program.

**PROCEDURE:**

5. Students will be vaccinated against influenza annually and submit documentation of the vaccination to the School of Nursing (SON) office by designated date of each year.
6. The influenza vaccination will be paid for by the student.
7. If a student fails to be vaccinated or receive an approved exemption by designated date of each year, the student will be unable to attend clinical experiences.
8. Exemption Procedure
  - a. An exemption from vaccination may be granted based on documented medical contraindications or religious beliefs. A student requesting an exemption must submit the exemption request and supporting documentation to the SON office for evaluation.
  - b. Medical contraindications may include:
    - i. Prior adverse reaction to influenza vaccine
    - ii. Allergy to a vaccine component
    - iii. Medical conditions deemed by a licensed medical provider as contraindications to receive influenza vaccine or for postponing influenza vaccination
    - iv. Other approved medical reasons
  - c. A student requesting an exemption based on medical reasons must provide proof of the medical contraindication(s) in a letter from a licensed medical provider. If a medical exemption is granted for a temporary condition, the students must resubmit a request for exemption each year. If exemption is granted for a permanent condition, the exemption medical documentation does not need to be requested each year.
  - d. A student requesting an exemption based on religious beliefs must provide a letter from clergy supporting the exception. The exemption request must be consistent with the student's prior vaccination history.
  - e. The Assistant Director for the student's respective program will determine whether the exemption request has been approved.
  - f. If an exemption to immunization is granted, students must follow agency policy.
  - g. If the exemption is granted and the student is unable to complete the clinical experience secondary to agency policy, the student may earn a failing grade in that course.



## Influenza Vaccination Exemption Form

Student Name: \_\_\_\_\_

Student Bear Number: \_\_\_\_\_

The UNC School of Nursing requires all students to receive an annual influenza vaccination. To request an exemption, complete this form, attach the supporting documentation, and submit to the School of Nursing office. You will be notified whether your exemption request has been approved.

### Type of Exemption

I request an exemption for the annual influenza vaccination requirement based on (check one of the following):

#### \_\_\_\_\_ Medical Exemption

1. I certify that I cannot receive the influenza vaccination because of medical contraindication(s).
2. My medical contraindication(s) is:  
\_\_\_\_\_ Temporary (must be certified annually)  
\_\_\_\_\_ Permanent
3. Attached is a letter from a licensed medical provider confirming that I should be exempted from the influenza vaccination requirement due to my medical status. This letter must confirm whether the exemption is temporary or permanent. Temporary exemptions must be recertified annually.

#### \_\_\_\_\_ Religious Exemption

1. I certify that the influenza vaccination is contrary to my religious beliefs and/or practices.
2. Attached is documentation confirming that this exemption is consistent with my religious beliefs/practices (Documentation may include a letter from clergy, a personal statement of your moral/ethical belief system, or other evidence that this request is based on sincerely-held religious beliefs and is not merely a personal preference.)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **School of Nursing Office Use**

Exemption Approved:

- \_\_\_\_\_ Yes, permanent  
\_\_\_\_\_ Yes, temporary until \_\_\_\_\_  
\_\_\_\_\_ No

Reviewer's Signature \_\_\_\_\_

**POLICY TITLE:**

## **COVID-19 Vaccination and Exemption Policy - Undergraduate and Graduate Clinical Programs**

**Last Revision/Review Date:** NFSO 12/2/2022

**Previous Review Dates:** SLT 11/2022

**Original Policy Date:**

**Sponsoring Committee(s):** School Leadership Team – Academic Policy

**DESCRIPTION:**

Many clinical agencies require students and faculty participating in clinical experiences receive the COVID-19 vaccination and required boosters or have an approved exemption. To ensure all students and faculty have met the requirements for the various clinical agencies and are able to continue with clinical experiences for their respective programs, the SON requires all students and faculty receive the vaccination and associated boosters or request an exemption through the following process.

**PROCEDURE:**

9. Students and faculty members are recommended to be vaccinated against COVID-19 and submit documentation of the vaccination, and any associated booster vaccinations, to the School of Nursing (SON) office by designated date each year.
10. If a student fails to be vaccinated or receive an approved exemption by designated date of each year, the student may be unable to attend clinical experiences depending on agency policies where the student is assigned.
11. Faculty members who are unvaccinated must alert the School of Nursing Director to ensure an exemption can be negotiated with the facility or to find another instructor to teach the rotation.
12. Exemption Procedure
  - a. An exemption from vaccination may be granted based on documented medical contraindications, religious, or other beliefs. A student or faculty member requesting an exemption must submit the exemption request and supporting documentation to the SON Director for evaluation.
  - b. Medical contraindications may include:
    - i. Allergy to a vaccine component
    - ii. Medical conditions deemed by a licensed medical provider as contraindications to receive COVID-19 vaccine or for postponing COVID-19 vaccination
    - iii. Other approved medical reasons
  - c. A student or faculty member requesting an exemption based on medical reasons must provide proof of the medical contraindication(s) in a letter from a licensed medical provider. If a medical exemption is granted for a temporary condition, the students must resubmit a request for exemption each year. If exemption is granted for a permanent condition, the exemption medical documentation does not need to be requested each year.
  - d. A student or faculty member requesting an exemption based on religious beliefs must provide a letter from clergy supporting the exemption. The exemption request must be consistent with the student's prior vaccination history.
  - e. For any other exemption request, the student or faculty member must provide a written narrative for the reason the exemption is requested. The exemption request must be consistent with the student's prior vaccination history.
  - f. The Director for the School of Nursing will determine approve all exemption requests. The Director may request a meeting with the student or faculty member to obtain additional information before deciding if the request is granted.

- g. If an exemption to immunization is granted, students must follow agency infection control policies to participate in the clinical experience.
- h. If the exemption is granted and the student is unable to complete the clinical experience due to agency policy, a different site may be requested for the student. If no clinical agency is found that will accept a student without vaccination, the student may not be able to complete the clinical rotation during that semester. Every attempt will be made to locate a clinical rotation that will accept the approved exemption, however, progression in the program cannot be guaranteed.
- i. All documentation for an exemption request and associated documents will be kept on the Director's SharePoint folder that is only accessible by the Director. If documentation is needed to be shared with a facility to navigate placement, the student will be notified and included on all communication.



## COVID-19 Vaccination and Booster Exemption Form

**Student/Faculty Member Name:** \_\_\_\_\_

The UNC School of Nursing requires all students to receive COVID - 19 vaccination, any associated boosters, or request an exemption. To request an exemption, complete this form, attach the supporting documentation, and submit to the School of Nursing Director. You will be notified whether your exemption request has been approved.

### **Type of Exemption**

I request an exemption for the COVID-19 vaccination and associated booster requirement based on (check one of the following):

#### **Medical Exemption Request**

4. I certify that I cannot receive the COVID-19 vaccination because of medical contraindication(s).
5. My medical contraindication(s) is:  
\_\_\_\_\_ Temporary (must be certified annually)  
\_\_\_\_\_ Permanent
6. Attached is a letter from a licensed medical provider confirming that I should be exempted from the COVID-19 vaccination requirement due to my medical status. This letter must confirm whether the exemption is temporary or permanent. Temporary exemptions must be recertified annually.

#### **Religious Exemption Request**

3. I certify that the COVID-19 vaccination is contrary to my religious beliefs and/or practices.
4. Attached is documentation confirming that this exemption is consistent with my religious beliefs/practices (Documentation may include a letter from clergy, a personal statement of your moral/ethical belief system, or other evidence that this request is based on sincerely-held religious beliefs and is not merely a personal preference.)

#### **Other Exemption Request**

1. Attached narrative documents a request for exemption that is unrelated to medical or religious exemption categories.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

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### **School of Nursing Office Use**

Exemption Approved:

- \_\_\_\_\_ Yes, permanent  
\_\_\_\_\_ Yes, temporary until \_\_\_\_\_  
\_\_\_\_\_ No

Director's Signature \_\_\_\_\_

**POLICY TITLE:**

**Malpractice Insurance**

**Last Revision/Review Date:** 3/24/2017 NFSO

**Previous Review Dates:** 3/21/07 LC; 3/29/08 ULT; 3/3/17 GLT

**Original Policy Date:** 5/4/01

**Sponsoring Committee(s):** Undergraduate Leadership Team and Graduate Leadership Team

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**DESCRIPTION:**

Because of the increasing legal requirement by clinical agencies used by the School of Nursing for individual student malpractice coverage, the SON requires all students in undergraduate, Advanced Practice Nurse Practitioner and Doctor of Nursing Practice programs to obtain and maintain individual malpractice coverage with minimal limits of \$1,000,000 per occurrence and \$3,000,000 in the aggregate.

**PROCEDURE:**

1. Students shall be informed upon admissions to the School of Nursing programs of the requirement of carrying individual malpractice insurance throughout their clinical program.
2. Information regarding agency options for such insurance will be provided in student handbooks and the SON office.
3. Students may be required by clinical agencies to show proof of their individual malpractice coverage. Failure to have required coverage will necessitate withdrawal from the clinical course.



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**POLICY TITLE:****Performance Standards – Clinical Programs**

**Last Revision/Review Date:** 4/26/2024 NFSO; Edits MH/DRC 8.18.25  
**Previous Review Dates:** 1/31/14 ULT; 2/14/14 NFSO, 4/29/16 NFSO; 4/18/2022 NFSO  
**Original Policy Date:** 1/31/14  
**Sponsoring Committee(s):** School Leadership Team – Academic Policy

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**DESCRIPTION:**

At the University of Northern Colorado, we are committed to creating accessible, inclusive, and equitable learning environments across all programs, including clinical nursing education. In alignment with federal law and institutional policy, students enrolled in the School of Nursing (SON) Clinical Program are expected to engage with program requirements and performance standards, with or without reasonable accommodations. These accommodations are determined through an individualized, interactive process involving the student, the Disability Resource Center (DRC), and the SON in order to uphold both academic and patient care standards while ensuring equitable access.

**PROCEDURE:**

1. Students will review and sign the Performance Standards attestation form prior to program commencement and each subsequent semester. Students with concerns about their ability to meet a standard due to a disability or medical condition are encouraged to contact the DRC to initiate the accommodation process. This signed document will be filed in the student's SON file.
2. After enrollment in the Program, if a student develops a temporary health condition or a permanent disability that requires accommodation for any aspect of their learning (including classroom and offsite clinical rotations), they will be directed to contact the DRC, who will facilitate the interactive process to establish reasonable accommodations.
3. As part of the interactive process, when necessary, the DRC will seek information from the SON Director, relevant program coordinator, or course faculty, about the academic requirements essential to the course or program. As part of the interactive process, the DRC may consult SON leadership and faculty to identify any essential requirements of the course or program. This ensures that accommodations are evaluated in relation to academic integrity and licensing standards, and that reasonable modifications do not fundamentally alter core competencies.
4. The DRC will document its conclusions regarding the accommodation and communicate with the requesting student and relevant faculty/director or other relevant persons such as clinical coordinators and supervisors.
5. SON faculty or staff who receive an accommodation request from a student should pass the request along to the DRC directly so the DRC can engage with the student in an interactive process of determining reasonable accommodations. When doing so, faculty and staff should provide the student's name and contact information so that the process is not impeded.
6. If a student has temporary or ongoing medical restrictions that may impact engagement at a clinical site, they should contact the DRC. Healthcare provider documentation may be needed to inform the interactive process. The DRC will coordinate a discussion with the student, SON Director, and relevant program leaders to explore next steps, which may include temporary modification of clinical participation.

7. For the health and safety of students and patients, some accommodations may need to be disclosed to the clinical agency the student is attending. The clinical agency may deny the requested accommodation if it does not meet their health and safety standards. When clinical agencies raise concerns about a requested accommodation, the DRC and SON will make good faith efforts to identify alternative placements or explore other solutions that maintain access while upholding health and safety. The student will remain an active participant in this process.
8. If, after the interactive process and the implementation of reasonable accommodations, it is determined that a student is unable to meet the essential program requirements, the SON will explore academic alternatives and/or program adjustments in collaboration with the DRC. Dismissal or withdrawal is considered only after all reasonable options for access have been exhausted.

UNC Disability Resource Center Contact Information and Resources - <https://www.unco.edu/disability-resource-center/>

Email: DRC@unco.edu

Phone at 970-351-2289.

Performance Requirement	Description	Standard	Examples of Actions (not all inclusive)	Initials
Critical Thinking	Ability to problem solve	Critical thinking ability sufficient for clinical judgment	Identify cause- effect relationships in clinical situations, develop care plans, evaluate the effectiveness of nursing interventions	
Interpersonal	Ability to relate to others	Interpersonal abilities sufficient for professional interactions with a diverse population of individuals, families and groups	Identify needs of others, establish rapport with patient, families, colleagues, engage in successful conflict resolution, peer accountability	
Communication	Speech, reading, writing	Effective use of English language. Communication adeptness sufficient for verbal, nonverbal and written professional interactions	Explain treatment procedures, initiation of health teaching, documentation and interpretation of nursing actions and patient responses	
Mobility / Endurance	Physical ability, strength, stamina	Physical abilities sufficient for movement from room to room quickly and maneuver in small spaces in order to physically perform patient care continuously for up to a 12-hour shift	Movement about patient's room, work spaces, and treatment areas, provide routine personal care and emergency administration of rescue procedures (CPR), walk, sit, and stand for long periods of time	
Motor Skills	Physical ability, coordination, dexterity	Gross and fine motor abilities sufficient to provide safe, effective nursing care	Calibration and use of equipment, lift, transfer and position patients, maintain sterile technique	
Hearing	Use of auditory sense	Auditory ability sufficient to monitor and assess health needs	Ability to hear monitoring device alarms and other emergency signals and cries for help, auscultatory sounds	

Visual	Use of sight	Visual ability sufficient for observation and assessment necessary in patient care	Observe patient condition and responses to treatments, see calibration markings or numbers	
Tactile	Use of touch	Tactile ability sufficient for physical assessment	Ability to palpate and use sense of touch in physical examinations and therapeutic interventions	
Emotional/Behavioral	Emotional and mental stability	Emotional stability and appropriate behavior to function effectively under stress and assume responsibility/accountability for actions	Adaptable, concern for others. Ability to provide safe nursing care in a stressful environment with multiple interruptions, noises, distractions, unexpected patient needs	

I have read and understand the list of Performance Standards for the nursing program I am enrolled in. Currently, I am able to meet all of the standards with or without reasonable accommodations. I understand that if my situation changes or if I am observed to be unsafe due to temporary or permanent inability to meet any one or more of these standards I will reach out to the Disability Resource Center.

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*Print Name*

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*Signature*

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*Date*

**POLICY TITLE:**

**Workers' Compensation**

**Last Revision/Review Date:** 11/11/2020 HR/MH; 11/11/2024 MH edits 3/2025 MH update form  
**Previous Review Dates:** 5/92; 8/91; 2/96; 11/01 HR/SB; 4/16/07 LC; 3/25/08 DWL; 11/14/17 HR/FH; 9/27/19 HR/FH;  
**Original Policy Date:** 9/25/07  
**Sponsoring Committee(s):** School Leadership Team – Administrative Policy

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**DESCRIPTION:**

When UNC places a student in a cooperative education or student internship program without pay from the employer, UNC shall insure such a student under UNC's worker's compensation insurance.

**PROCEDURE:**

If a UNC student is injured at an affiliated agency during student clinical experiences, the student must complete any health care agency report forms as required by the agency policies. If the injury or illness requires immediate attention, the student should be sent directly to the nearest emergency room. If the injury does not require immediate attention, the student must notify faculty of record and contact the Human Resources within 24 hours post injury (970-351-2718). A Human Resources representative will schedule an appointment for the employee with UNC's designated medical provider. Please review the Health/Safety website for the most current information, provider letter, and the up to date "First Report of Injury Form". (<https://www.unco.edu/human-resources/employee-resources/health-safety.aspx>).

In addition, in order to be covered under UNC's worker's compensation:

- a. The student and faculty of record must complete and submit the "Injury/Illness Report" form within 24 hours of injury to:
  - i. UNC School of Nursing, Gunter Hall 3080, Greeley, CO, 80639; or
  - ii. via email to [nursing@unco.edu](mailto:nursing@unco.edu); or
  - iii. via fax 970-351-1707.
  - iv. This policy) is available from the School of Nursing main office or at <http://www.unco.edu/nhs/nursing/pdf/workers-compensation-policy.pdf>.
- b. The student must sign the form, as well as the Director (*there is no specific signature line so below the student signature is fine*).
- c. The form must be submitted by the School of Nursing within four (4) working days to: Human Resources, via email at [human.resources@unco.edu](mailto:human.resources@unco.edu) or via fax: 970-351-1386.
- d. A copy of the form is placed in the student file on SharePoint and is then sent to Human Resources. A copy must also be sent to the NHS Dean's Office, HR representative for record keeping.
- e. The workman's comp injury/exposure excel file (SharePoint - SON/Staff/Documents) needs to be updated to include the date of injury/exposure, program of study, student last name, and type of injury.
- f. If the injury/incident occurs within a clinical agency and is deemed an emergency or the injury needs immediate attention, the student should be taken care of by the nearest Emergency room. (Upon discharge the student should notify the hospital that their visit is a UNC Workers' Compensation claim, this will help to prevent the student from receiving bills for the care provided.) After emergency care has been provided and the student is discharged, the student must contact Human Resources as soon as possible to schedule follow-up care with a worker's compensation physician.

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# **DNP Scholarly Project Information**



## The DNP Scholarly Project: What is it?

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The DNP Scholarly Project is an in-depth and integrative practice experience which results in a practice-related written product which is subjected to peer and/or professional scrutiny. Very rarely does competent doctoral research just evolve. For this reason, the student is required to submit a scholarly project proposal for review, which should be developed under supervision of the Project Advisor and members of the scholarly project committee/team. .

## DNP Scholarly Project Steps

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The Graduate School website has helpful information about resources for success and required forms and deadlines at <https://www.unco.edu/graduate-school/student-resources/current-students/>.

*See the DNP Scholarly Project Committee Membership Policy and DNP Scholarly Project Advisor/Student Checklist on the following pages.*



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**POLICY TITLE:**

**DNP Scholarly Project Committee Membership**

**Last Revision/Review Date:** 5/2/2025 NFSO

**Previous Review Dates:**

**Original Policy Date:** 4/5/2025 GLT

**Sponsoring Committee(s):** Graduate Leadership Team

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**DESCRIPTION:**

The UNC Graduate School requires specific education and credentials for student doctoral committees, for both comprehensive exam and dissertation procedures. Similarly, the SON DNP Scholarly Project committee shall have membership that requires specific education and credentials to ensure students have mentorship and evaluation through the process to meet the needs of the DNP Scholarly Project, which differs from the traditional doctoral dissertation in its scope and clinical focus.

**PROCEDURE:**

1. Students enrolled in NURS 726, *Introduction to the DNP Scholarly Project*, will identify a research advisor for their scholarly project in collaboration with the course instructor.
  - a. The DNP Scholarly Project research advisor must be a SON FT faculty member with Graduate Faculty (GF) status with Doctoral Research Endorsement (DRE).
2. The student will then work with their Research Advisor to identify additional members of the committee. One committee member must be an APRN or other health care provider with relevant clinical expertise for the project. The project committee members are to include the following education/credentials:
  - a. Project Committee Member – Must be a SON FT faculty member with GF status with or without DRE. Recommend faculty member with APRN license if the chair is not an APRN
  - b. Project Committee Member – Either a SON FT faculty member with GF status, with or without DRE OR a doctorly prepared committee member from outside UNC with clinical experience beneficial to the project (e.g. clinician colleague at practice site). If the member is outside of UNC, they will need to apply for Graduate Lecturer (GL) from the graduate school
  - c. UNC Faculty Representative – FT UNC faculty member who has GF status with or without DRE
3. Upon selection of the committee membership and completion of any GL applications, the student and committee research advisor will route the *APPOINTMENT OF A DOCTORAL COMMITTEE REQUEST* form to each member for signature and submit to the graduate school for approval. A copy is to be sent to the SON Program Management Specialist for Graduate Programs for filing.
4. Upon Graduate School approval of the doctoral committee, the Graduate School Letter will be sent to the SON Program Management Specialist for Graduate Programs for filing.

# CHECKLIST FOR DNP SCHOLARLY PROJECT ADVISOR/STUDENT

Instructions for completing this checklist can be found in the DNP Handbook Current Edition

The Doctoral Dissertation and Scholarly Project Format Manual:

<https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf>

Student Name: \_\_\_\_\_

Bear #: \_\_\_\_\_

DNP Project \_\_\_\_\_

Advisor/Chair: \_\_\_\_\_

DNP Scholarly Project Steps (For instructions please see the DNP Handbook		Date Submitted	Date Approved
<b>Step 1: Establish the DNP Scholarly Project Committee (NURS 726 or NURS 727)</b>			
DNP Student:	<input type="checkbox"/> Meet with the DNP Program Coordinator/N727 Course instructor to discuss area of interest, identify committee Chair, and develop a DRAFT timeline for DNP Project. <input type="checkbox"/> DNP Project Research Advisor (RA) must be a nursing faculty member with DRE, preferably an APRN faculty member <input type="checkbox"/> Meet with the proposed DNP Project Research Advisor (RA) to seek their support as their DNP Project RA.		
DNP Project RA:	<input type="checkbox"/> Review the DNP Scholarly Project Committee Membership Policy and work with the student to identify and contact prospective DNP Project Committee Members. <input type="checkbox"/> Develops and submits the "Appointment of a Doctoral Committee Request" to the Graduate Program Specialist, who then forwards the document to the DNP Program Coordinator and to the Graduate School. <input type="checkbox"/> Grad School sends the Approved Committee Letter to the DNP Project RA. <i>Forward to the Graduate Program Specialist.</i>		
<b>Step 2: Develop the DNP Project Proposal (Sections 1 – 3) NURS 727</b>			
DNP Student:	<input type="checkbox"/> During NURS 727, and in consultation with the DNP Project RA and course instructor, develops the DNP Scholarly Project proposal (Sections 1-3). <input type="checkbox"/> For specific outlines of these chapters please see the Canvas Shell: DNP Scholarly Project. <input type="checkbox"/> Complete clinical hour logs on a routine basis as outlined by the course instructor		
DNP Project RA /Student:	<input type="checkbox"/> If the DNP Project will occur at an agency, clinic, hospital or other, the DNP Project RA and/or the Student will contact the proposed project site supervisor (depends on the site and the project) to gain letter(s) of support. <input type="checkbox"/> If needed, obtain a Statement of Mutual Agreement from the proposed project site.		
<b>Step 3: Defend the DNP Scholarly Project Proposal (Written Comprehensive Exam)</b> <i>This does not need to be scheduled with the Graduate School. (NURS 727)</i>			
DNP Project RA /Student:	<input type="checkbox"/> Establish a date/time for the Proposal Defense in consultation with NURS 727 course instructor and DNP Project RA.		
DNP Student:	<input type="checkbox"/> Sends copies of the proposal and slide presentation to each of the committee members at least 2-weeks prior to the proposal defense.		

DNP Project RA:	<input type="checkbox"/> Arrange a room or virtual link and inform the DNP Program Coordinator and the Graduate Program Specialist of the scheduled exam/proposal. <input type="checkbox"/> Sends EVALUATION rubrics to committee members prior to the proposal defense. <input type="checkbox"/> Route RESULTS form to committee members after the defense for signature. <input type="checkbox"/> Submits the signed DNP Project Proposal Defense RESULTS and EVALUATION rubrics form to the DNP Program Coordinator and to the Graduate Programs Specialist for filing and submission to the Grad School.		
<b>Step 4: Applies for and Completes the UNC IRB and Other IRB Approvals as Needed (NURS 798)</b>			
DNP Student/ DNP Project RA:	<input type="checkbox"/> Under the direction of the DNP Project RA, the student prepares all necessary IRB documents. <input type="checkbox"/> When complete, the student signs the package and then the DNP Project RA signs and submits via StreamLyne.		
<b>Step 5: Executes the Project (NURS 798)</b>			
DNP Student:	<input type="checkbox"/> Under the direction of the DNP Project RA, executes the project according to the approved UNC IRB protocol. <input type="checkbox"/> At least every 4 weeks, if not more frequently, the DNP Student will either have a phone conference or meet with the DNP Project RA in person to provide feedback about the progress of the project (e.g., successes, challenges, data gathered, and feedback from others about the project). <input type="checkbox"/> Contact the DNP Project RA immediately if there are any untoward events or problems associated with the execution of the DNP Project. <input type="checkbox"/> Complete clinical hour logs routinely per the schedule set by the DNP Project RA		
<b>Step 6: Completes the “write up” of the DNP Project (Sections 1 - 4, reference pages, appendices, etc.)</b>			
DNP Student:	<input type="checkbox"/> In consultation with DNP Project RA, complete the final write-up of the DNP Project according to the UNC Graduate School Guidelines. <a href="https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf">https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf</a> <input type="checkbox"/> For specific outlines of these chapters please see the Canvas Shell: DNP Scholarly Project. <input type="checkbox"/> Completes project hour logs		
<b>Step 7: Final Defense of the DNP Scholarly Project (Oral Comprehensive Exam)</b>			
DNP Student / DNP Project RA:	<input type="checkbox"/> Set up the Final Defense of the DNP Scholarly Project with the DNP Project RA and committee members.		
DNP Project RA:	<input type="checkbox"/> Completes and submits the Request to Schedule a Doctoral Examination Form to the DNP Program Coordinator and the Graduate Program Management Specialist for filing and submission to the Graduate School at least 2-weeks prior to the actual oral defense date (3-weeks is recommended). <input type="checkbox"/> Graduate School sends blank “Results of Doctoral Scholarly Project Defense form” to Chair. RA to forward to the Graduate Program Specialist for filing.		

DNP Student:	<input type="checkbox"/> Provides each of their committee members with a copy of the final write up of the DNP Scholarly Project Sections 1-4, and presentation slides 10 – 14 days prior to the scheduled Final Defense of the DNP Scholarly Project.		
<b>Step 8: Final Completion of the DNP Scholarly Project (NURS 798)</b>			
DNP Student:	<input type="checkbox"/> Upon successful completion and the DNP Project Committee has accepted/signed the signature pages (indicating acceptance of the student's DNP Project and Project write up) the student will work closely with their DNP Project RA to ensure that the final copy meets all requirements of the UNC Graduate School. <input type="checkbox"/> Uploads final copy of the DNP Scholarly Project to ProQuest. For document specifics, please see the Graduate School website.		
DNP Project RA:	<input type="checkbox"/> Digital copies of the signed signature pages must be sent directly to the Graduate School Office of the Thesis and Dissertation Specialist. Copy the SON Graduate Programs Specialist for filing. <input type="checkbox"/> When this checklist is complete, please provide the DNP Program Coordinator and the SON Graduate Program Specialist with a copy.		
<ul style="list-style-type: none"> <li>• UNC Graduate School Policies and Deadlines:  <a href="https://www.unco.edu/graduate-school/student-resources/current-students/academic-policies-and-deadlines.aspx">https://www.unco.edu/graduate-school/student-resources/current-students/academic-policies-and-deadlines.aspx</a> </li> <li>• For information about typist/editors approved by the UNC Graduate School and specific Graduate School guidelines for submission of the final DNP Scholarly Project document please note the following resources:  <a href="https://www.unco.edu/graduate-school/student-resources/current-students/hiring-a-typist-editor-or-transcriptionist.aspx">https://www.unco.edu/graduate-school/student-resources/current-students/hiring-a-typist-editor-or-transcriptionist.aspx</a> </li> <li>• Resources for your DNP Scholarly Project:  <a href="https://www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx">https://www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx</a> </li> </ul> <p><b>NOTE:</b> For the most current information about the DNP Scholarly Project Processes, Forms, etc. please see the Canvas Course labeled 'DNP Scholarly Project'.</p>			

# Criteria for Executing a Successful DNP Scholarly Project

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A scholarly project that aims to improve clinical practice is required of students completing a practice doctorate in nursing. At a minimum, each scholarly project includes problem identification, a search and analysis of the relevant literature, translation of evidence to design a potential solution to the problem, a plan for implementation (or actual implementation when feasible), and evaluation of outcomes and processes. Literature reviews alone or portfolios are not considered acceptable forms of scholarly projects according to the AACN Essentials document.

Successful execution of a scholarly project ensures that each student meets the outcomes of Level 2 AACN Essentials in a comprehensive and rigorous manner over the course of the entire DNP program. How the Essentials were met should be evident in the written document and final oral defense of the DNP Scholarly Project, as well as how the project connects to future practice. The formal written document about the DNP Scholarly Project must also be approved and accepted by the UNC Graduate School for final archive at the UNC Library.

## Expectations for DNP Faculty

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The following can be accessed at: <https://www.aacnnursing.org/DNP/Tool-Kit>

*DNP program faculty hold the primary responsibility of meeting the intended program outcomes pursuant to the institutions [accreditation standards](#). Faculty are responsible for the evaluation of student outcomes that include the faculty, student, clinical preceptor, and practice mentor, as appropriate. Faculty are responsible to evaluate the appropriateness of the experience and setting of the practice immersion. In addition, program faculty must ensure that the DNP student acquires the content and demonstrates the expected outcomes delineated in the *The Essentials: Core Competencies for Professional Nursing Education* (2021). Program faculty will need to clearly communicate to the clinical preceptor and the practice mentor the level, the intended outcome objectives of the practice hours and practice experience as well as expected learner outcomes for the practice immersion of the DNP student.*

*Furthermore, the responsibility of the faculty includes the oversight of the design, implementation, and evaluation of DNP Project and associated experiences that are aligned to student and program outcomes. Lastly, program faculty are responsible for evaluation of the practice site and the students' experiences in addition to communicating objectives and learner outcomes. Regular communication with the clinical preceptor and the DNP practice mentor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. This necessitates rigorous oversight of scholarly DNP Projects by faculty.*

## DNP Scholarly Project Proposal Defense

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The student's presentation of the scholarly project proposal serves as the primary component of the written comprehensive examination for the DNP program. This examination is intended to determine if a student is prepared and qualified to begin work on the scholarly project. To be eligible to take the written comprehensive examination and present the scholarly project proposal, a student must have a plan of study on file, a DNP Scholarly Project Committee in place and have completed the first three semesters (MSN to DNP) or the first nine semesters (BSN to DNP) of doctoral course work as specified by the DNP Plan of Study. The scheduling of a DNP Scholarly Project Proposal Defense must be approved by the DNP Project Committee Chair and the DNP Program Coordinator.

The approval/conditional approval with changes/disapproval of the project by the student's DNP Scholarly Project Committee will serve as documentation of the student's performance on the examination. If a student does not receive approval of the project proposal by the committee, the student must correct any deficiencies as determined by the committee. If the student receives a

disapproval, they must meet again with the DNP Scholarly Project Committee. Students are allowed to repeat the qualifying exam/scholarly proposal presentation once. If the student fails to receive approval for the scholarly project after the second attempt, the student is dismissed from the DNP program.

Once the committee has approved the scholarly project proposal, that student is considered to have passed the written comprehensive examination. The process for selection of the DNP Scholarly Project Chair and DNP Scholarly Project Committee and for development and approval of the proposal is included in the scholarly project guidelines.

#### **SCHOLARLY PROJECT PROPOSAL REVIEW MEETING:**

1. The student, chairperson, and members of the student's committee must attend the proposal defense meeting. The chairperson is responsible for recording basic points made during the meeting and the recommendations for revision, if any.
2. The student must submit a copy of the proposal to the committee at least 2 weeks prior to the presentation.
3. The student should prepare a 30-45 minute overview and summary of the proposal (typically a power point talk) and be prepared to discuss the entire proposal.
4. At completion of the proposal defense meeting, the chairperson will summarize the major points raised by the reviewers and ask for their recommendations.
5. Utilizing the DNP Scholarly Project proposal rubric, the committee may choose to:
  - a. Accept the proposal as is or conditionally accept with minor revisions and no re-review;
  - b. Require minor or major revisions and re-review;
  - c. Reject the proposal;
  - d. In the case of approval with minor revisions required, the student must submit notification of the completion of the revised proposal that has the approval of the Chairperson to the Assistant Director of the Graduate Program within one month of the proposal review. At this time the properly signed DNP Scholarly Project Proposal Approval Form must be given to the Committee Chair and to each Committee member;
  - e. If a student does not put forth a proposal that is considered acceptable by the committee after two tries, the student can be dismissed from the program;
  - f. In the case of major revisions required or approval denied, the student must develop a significantly revised or a new proposal. The Chairperson will work with the student on the revision. The Committee will review the new proposal and all prior steps will be repeated.
6. Required Procedures:
  - a. The student's committee chair obtains, completes, and delivers the Scholarly Project Proposal Approval Form after the committee has approved the proposal to the DNP Program Coordinator and the Graduate Program Specialist. Copies are placed in the student file and delivered to the Graduate School.
  - b. After the student's DNP Scholarly Project Proposal has been accepted by their committee the student under the guidance and in concert with their Project chair will prepare and submit and IRB approval to the official IRB committee(s) at the site(s) of data collection. Approval from agency IRB must be forwarded, along with the completed application form of the cooperating agencies, to the Chairperson in a timely manner. The Chair of the DNP Scholarly Project Committee is the Project Research Advisor and the UNC SON representative responsible for the work on the DNP Project and the student will be the principal investigator on the IRB application.
  - c. No data can be collected until IRB approval has been obtained from both the University and the involved agency.

## PROPOSAL (Written Comp) - Scholarly Project Evaluation Tool Doctor of Nursing Practice

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Project Advisor: \_\_\_\_\_ Program: ☐ BSN-DNP-AGACNP  
☐ BSN-DNP-FNP  
☐ Post MS-DNP  
 Evaluated by: \_\_\_\_\_ Attempt: ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup>  
 Project Title: \_\_\_\_\_

Proposal Components		
<b>Abstract</b>	Unsatisfactory	Satisfactory
A concise (<250 words) abstract detailing the background/significance, project purpose or question, aims/objectives, design/methods, and underpinning framework/model/theory is provided; 4-6 keywords are included	<input type="radio"/>	<input type="radio"/>
Optional feedback:		
<b>Chapter I: Introduction, Background &amp; Significance</b>	Unsatisfactory	Satisfactory
A clinical problem of concern is clearly identified.		
Background information demonstrates the significance of the problem to healthcare (and congruence with the organization's priorities if a site-specific project) using relevant data		
Purpose of and need for the project are logical and clearly stated		
Project questions(s) and aims/objectives are stated in feasible and measurable terms		
Major terms, abbreviations, and acronyms are defined		
Optional feedback:		
<b>Chapter II: Literature Synthesis &amp; Theoretical Framework</b>	Unsatisfactory	Satisfactory
A brief historical background describing the evolution of the problem is provided		
The methodology for selecting published literature (<10 years old) or other sources is clearly described either in paragraph form or using a PRISMA flow diagram		

Sufficient literature, benchmarks, and recent supporting data are organized into a synthesized literature review with the liberal use of subheadings		
The selected literature/data supports the previously identified knowledge gap, need for the project, and proposed solution(s)		
The selected framework (theoretical/conceptual/practice theory) is described and logically applied to the project		
Optional feedback:		
<b>Chapter III: Methodology</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
The project design is appropriate for the previously stated aims/objectives		
Setting and sample (with a recruitment plan) are clearly described		
A concise project mission (short-term) and vision (long-term) are provided		
Implementation steps are feasible and clearly described in relation to each stated aim/objective		
A high-level project plan and timeline (planned duration) are provided		
Selected instruments are linked to the previously identified measures and reliability and validity metrics are reported (as applicable)		
Data collection and analysis procedures are described in detail		
Ethical considerations are addressed		
Optional feedback:		
<b>References</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
Current and accurate reference list present in most recent APA format		
Optional feedback:		
<b>Supporting Materials/Appendices</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Either a letter of support/permission or a Statement of Mutual Agreement from the project site is provided (if applicable)</b>		
<b>Informed or implied consent language meets human subject requirements</b>		
<b>Recruitment materials (i.e., emails, flyers, etc.) are professional and appropriate for the target audience</b>		
<b>Data collection instruments (i.e., surveys) are included (with permissions if applicable)</b>		
Optional feedback:		



Writing and Presentation	Unsatisfactory	Satisfactory
<ul style="list-style-type: none"> <li>• APA format followed; writing is scholarly, clear, and appropriate for doctoral level education</li> <li>• Each chapter includes a brief introduction, overall project purpose, and summary; use of headings/sub-headings enhances organization and flow of content</li> <li>• Presentation is professional, well designed, and visually appealing</li> <li>• Student engages in scholarly discourse and demonstrates scientific curiosity and an advanced level of practice inquiry</li> </ul>		
Optional feedback:		
<b>Overall Evaluation</b>		
<p>Please select one:</p> <p style="text-align: center;"> <input type="radio"/> Unsatisfactory  <input type="radio"/> Satisfactory         </p>		

**Faculty Signature:** \_\_\_\_\_

# DNP Scholarly Project Final Defense

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The final oral presentation of the scholarly project culminates the DNP program. Once all academic requirements have been met, the final project presentation is scheduled. The final presentation of the scholarly project serves as the comprehensive oral examination for the DNP program. This examination serves to determine that the student has met all the requirements of the scholarly project and has completed a project reflective of practice doctoral level academic and clinical work.

Approval of the final scholarly project presentation by the DNP Scholarly Project Committee serves as documentation that the student has met all project expectations and is eligible for graduation, once all academic and clinical requirements have been met. If a student does not pass the exam, the student must correct any deficiencies and meet again with the DNP Scholarly Project Committee. Students are allowed to repeat the final presentation once. If the student fails the project presentation a second time, the student is dismissed from the DNP program. Students who do not complete the scholarly project or do not pass the final project presentation before completion of DNP program coursework are required to maintain registration at UNC until the final DNP Project Presentation is completed and approved by the DNP Scholarly Project Committee and the UNC Graduate School.

## **PREPARING THE FINAL ORAL PRESENTATION OF THE SCHOLARLY PROJECT**

1. The final draft of the DNP project report should be prepared in strict adherence with APA guidelines and the UNC Graduate School Guidelines. Please refer to the Graduate School for requirements for final manuscript formatting, editors/typists, filing your manuscript, fees, deadlines, final forms and publishing your report at [http://www.unco.edu/grad/new\\_current/resources/index.html](http://www.unco.edu/grad/new_current/resources/index.html)
2. The final project presentation shall be held under the auspices of the student's DNP project committee. The project presentation may be scheduled in person or via distance technology.
3. The student must submit a copy of the final DNP Scholarly Project (Chapters 1 – 5 + appendices, references etc.) to the committee at least 2 weeks prior to the presentation.
4. Typically the student will prepare a 30-45 minute power point presentation that reviews the project. The student may be questioned by members of an audience if there are non-committee member attendees. Private questioning by the Scholarly Project Committee members will take place after the public presentation.
5. The student must present the scholarly project and otherwise satisfy the committee that he or she is qualified to receive the degree of Doctor of Nursing Practice. The Scholarly Project Committee will convene in private to complete the questioning and will ask the student to leave during the voting process.
6. In the event of one or more negative votes, the student fails the scholarly project. The Committee must make recommendations to the chair regarding next steps. The Committee may recommend significant revisions of the scholarly project or additional study/coursework in the area of the knowledge deficiency. A timeline will be set. The student will be given a second opportunity to successfully complete the project. In the event of two failures, the student will be dismissed from the program.
7. Once the Scholarly Project Committee votes to confer the degree, the proper forms must be signed and the chair is responsible for submitting the original to the Graduate Program Specialist who then makes copies and sends forward to the DNP Program Coordinator and the UNC Graduate School.
8. The student is responsible for having a graduation check done and for submitting a request to graduate with the Graduate School.
9. The student is responsible for knowing the dates for submission of forms and projects in order to graduate.
10. It is customary to send an electronic copy of the final DNP Scholarly Project write up to the DNP Program Coordinator and the DNP Project Committee chair.

**FINAL REPORT FORMAT OF THE DNP THE SCHOLARLY PROJECT -**  
See the Canvas Shell – DNP Scholarly Project.

*Rev. Fall 2022 by the DNP Subcommittee*



<b>Chapter IV: Data Analysis &amp; Results</b>		
The executed analysis procedures are clearly described and are congruent with the results as organized according to each of the aims/objectives (without interpretation)		
Barriers, facilitators, any unintended consequences/ results (if applicable) and the extent that the aims/objectives were achieved are addressed (with a logical rationale if unmet)		
A brief analysis of how the project question(s) was/were met is provided		
Optional feedback:		
<b>Chapter V: Discussion</b>		
A brief summary of the project is provided		
The results are interpreted in the conclusion section considering the project question(s), purpose, aims/objectives, and known literature		
Limitations of the project are identified		
Recommendations for future scholarly inquiry are described (including recommendations that align with the organization's strategic plan or priorities if a site-specific project)		
A reflection on how the scholarly project met the AACN Advanced (Level Two) Essentials is articulated (NOTE: not every domain, competency, or sub-competency must appear in the reflection, but several should be selected to demonstrate alignment with the project)		
Optional feedback:		
<b>References</b>		
Current and accurate reference list present in most recent APA format		
Optional feedback:		
<b>Supporting Materials/Appendices</b>		
All previously approved or updated materials from the proposal defense are included		
A letter of approval or exemption from the UNCO Internal Review Board (IRB) is included; all other required IRB approvals are included (as applicable)		
Additional results tables or data deemed too exhaustive for Chapter IV are provided (as applicable)		
Optional feedback:		
<b>Writing and Presentation</b>		

<ul style="list-style-type: none"> <li>• APA format followed; writing is scholarly, clear, and appropriate for doctoral level education (must be in past tense at time of defense)</li> <li>• Each chapter includes a brief introduction, overall project purpose, and summary; use of headings/sub-headings enhances organization and flow of content</li> <li>• Presentation is professional, well designed, and visually appealing</li> <li>• Student engages in scholarly discourse and demonstrates scientific curiosity and an advanced level of practice inquiry</li> </ul>		
Optional feedback:		
<b>Overall Evaluation &amp; Signature</b>		
<p>Please select one:</p> <p style="text-align: center;">Unsatisfactory</p> <p style="text-align: center;">Satisfactory</p>		

Faculty Signature: \_\_\_\_\_

*Rev. Fall 2022 by the DNP Subcommittee*



**Documentation of DNP Scholarly Project Hours:**

1. Complete and submit this form according to the assigned schedule. Briefly describe your scholarly project activities (progress statements), including the number of hours spent on each activity. State your goals/plan for the next tracking period.
2. Total the number of hours for this tracking period. Add this number to the running total of scholarly project hours for the entire semester.
3. The project supervisor will review and approve this form. Incorrect forms will require correction and resubmission.
4. **Submission of this form serves as attestation that the self-reported record of scholarly project practicum hours is accurate and true and will be a part of your student record at UNC School of Nursing.**

## DNP Scholarly Project Tracking Form (Practicum Hours)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ NURS 727 OR ☐ NURS 798

Current/Working Title of Scholarly Project: \_\_\_\_\_

### Progress Statements

Completed or In Progress Activity	Number of Hours Spent on Activity
1.	
2.	
3.	
4.	
5.	
Total Number of Hours Spent on Scholarly Project During This Tracking Period	
Running Total of Hours Spent on Scholarly Project This Semester (To Date)	

### Plans/Goals for Next Tracking Period

1.
2.
3.
4.
5.

**Faculty Review**

Approve: ☐

Corrections Required: ☐

Comments:

**Faculty Signature:** \_\_\_\_\_

*Rev. Fall 2022 by the DNP Subcommittee*

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**POLICY TITLE:**

**Doctoral Scholarly Project and Dissertation Grading Policy**

**Last Revision/Review Date:** 10/13/23 NFSO

**Previous Review Dates:** 12/2/2022 NFSO

**Original Policy Date:**

**Sponsoring Committee(s):** Graduate Leadership Team – Academic Policy

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**DESCRIPTION:**

Doctoral students enroll in scholarly project (NURS 798) and dissertation (NURS 799) credits to support the final culminating work for the doctoral professional and research degrees. The following policy is written to ensure internal consistency and clarity in the enrollment and grading process for these course credits.

**PROCEDURE:**

1. Students shall work with their research/scholarly project advisor at the beginning of the semester to develop a plan for the expected work and determine the appropriate number of credits to register, in accordance with the respective syllabus. Three credits of enrollment is equivalent to 8-9 hours of work each week for a 16-week semester.
2. As the semester progresses, if a student is unable to complete the agreed upon course expectations, due to unforeseen circumstances (i.e. personal/medical issues, work related changes), the student will be encouraged to withdraw from the enrolled credits. The faculty research/scholarly project advisor will advise the student to meet with the program coordinator to determine whether the student should apply for an official leave of absence. Depending on the situation, a tuition appeal should also be encouraged so students do not incur additional costs due to the unforeseen circumstances precipitating a withdrawal.
3. A student is allowed to 'withdraw' from project/dissertation credits for a maximum of 2 semesters, which may or may not be consecutive. If a student withdraws from their project/dissertation credits to the maximal allowance, the student would be connected with the program coordinator to discuss program completion options, including application for an official leave of absence.
4. If the student has submitted work which is deemed by the faculty advisor to be unsatisfactory, the student would receive a grade of "U" at the end of the semester. A grade of "U" does not terminate the student's program. However, a grade of "U" would increase the overall number of credits required to complete the program.
5. If the student submits the agreed upon work for the semester and is continuing to make progress toward their project/dissertation, the faculty member would give a grade of "S" for the semester.
6. N799 and N798 courses credits are ineligible for an "I" grade.
7. Students must satisfactorily complete a minimum of 3 scholarly project/dissertation credits. Up to three additional credits may be taken if additional time is needed to complete the project/dissertation.

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# **Academic Record and Signature pages**



## Academic Record and Signature Pages

All student files are located in the nursing offices. On the occasion you need to have access to your file, check with the SON office staff for the procedure to utilize your file. The School of Nursing also requires students to sign documents that may be needed in the general course of business throughout your program. For example, students often request a reference for part-time employment and/or data about their academic progress for loans, scholarships, insurance, etc. A signed release of information must be in your student file before we can comply with any request.

*You will find documents/policies requiring student signature listed below and full copies are either located throughout the handbook or below for your review. **You will be instructed by the SON on how to specifically complete them for your program.***

X	DOCUMENT	NOTE
	Assumption of Risk ( <i>as seen in the Clinical/Practicum Compliance and Related Policies section, Pg 69</i> )	<i>Clinical/Practicum Programs Only</i>
	Authorization for Release of Completed Scholastic Assignments	
	Authorization to Release Information (FERPA)	
	Authorization of Use of Name, Image, Likeness, and/or Voice Recordings	
	Authorization for Use or Disclosure of Protected Health Information (PHI), Drug Screen, and Background Check Results	<i>Clinical/Practicum Programs Only</i>
	Confidentiality Statement	<i>Clinical/Practicum Programs Only</i>
	Performance Standards ( <i>as seen in the Clinical/Practicum Compliance and Related Policies section, Pg 89</i> )	<i>Clinical/Practicum Programs Only</i>
	Plagiarism Contract (University Honor Code)	
	Student Code of Conduct ( <i>as seen in the Academic Progression Related Policies section, Pg 43</i> )	
	Audio and Video Recording during Simulated Teaching-Learning Activities - Student Consent ( <i>as seen in the Academic Progression Related Policies section, Pg 33</i> )	<i>Clinical/Practicum Programs Only</i>
	Student Handbook Agreement	



## **Authorization for Release of Completed Scholastic Assignments**

I hereby give permission for my completed scholastic assignments to be used as examples by the University of Northern Colorado School of Nursing for the following purposes:

- For accreditation review
- For inclusion in future courses as a sample
- For curriculum committee review
- For agency feedback

I understand that my permission for such use by the School of Nursing is irrevocable.

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Signature of student

Date

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Printed name of student

*Rev 8/13/25 MHenry, approved UNC Legal Counsel AREyes*



## **Authorization to Release Educational Records (FERPA)**

Pursuant to provisions of the Federal Family Educational Rights and Privacy Act of 1974, (Public Law 93-380), I hereby authorize the University of Northern Colorado, School of Nursing to release the following information concerning my educational records:

- General Summary of Performance
- Academic Transcript including Grade Point Average

THIS INFORMATION MAY BE RELEASED FOR THE FOLLOWING PURPOSE(S):

1. Reference for prospective employers
2. Reference for Graduate School (or other program)
3. Scholarships, Internships/Externships, or other types of financial assistance programs

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Signature of student

Date

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Printed name of student

*Revised 8/14/25 MHenry/UNC Legal Counsel*



## **Authorization of Use of Name, Image, Likeness and/or Voice Recordings**

In consideration of my enrollment in the University of Northern Colorado School of Nursing, I hereby authorize the Board of Trustees of the University of Northern Colorado (UNC) permission to use my name (or any fictional name), photographs, video and/or audio recordings of me, negatives, prints, motion pictures, video and/or audio recordings, or any other reproduction, in any media that contain my image, likeness or voice (including but not limited to video and/or audio recordings of simulation experiences in academic course work) for educational and/or promotional purposes in any UNC written, video and/or audio materials of any type or manner including but not limited to books, magazines, flyers, manuals, handbooks, catalogues, in hard copy, any electronic or digital format and/or on the World Wide Web, or in any other manner, and for any other lawful purpose, in UNC's sole discretion. I grant this permission effective on the date written below and in perpetuity. I understand that I cannot, at any time, revoke the permission that I have given to UNC by signing this AUTHORIZATION OF USE OF NAME, IMAGE, LIKENESS AND/OR VOICE RECORDINGS.

I declare that I have read and understand the contents of this AUTHORIZATION OF USE OF NAME, IMAGE, LIKENESS AND/OR VOICE RECORDINGS, and I am signing it as my free and voluntary act, binding myself and my heirs, successors and assigns.

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Signature of student

Date

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Printed name of student

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Signature of Parent or Legal Guardian

Date

*(Parent or legal guardian must sign if participant is under 18 years of age and the signature of parent or legal guardian binds the Student, Parent and/or Legal Guardian to the Authorization of Use of Name, Image, Likeness and/or Voice Recordings)*

8/13/25 MHenry/AReyesUNC Legal Counsel



## **Authorization for Use or Disclosure of Protected Health Information, Drug Screen, and Background Check Results**

I authorize the UNC School of Nursing to disclose Protected Health Information, Drug Screen, Background Check results, and other health and safety clearance requirements to a clinical agency, upon request of the agency, when participating in clinical experiences.

### **PROTECTED HEALTH and other CLEARANCE INFORMATION TO BE USED OR DISCLOSED TO A CLINICAL AGENCY:**

- Health Clearance Records (i.e. immunizations, required screenings (e.g. TB))
- Malpractice insurance coverage
- BLS/ACLS certification (ACLS for NP programs only)
- Nursing licensure information (post-licensure programs)
- Required training completion (OSHA/HIPAA)
- Background Check Results
- Drug Screen Results

This Authorization will expire automatically upon the termination of my nursing program for any reason or upon my graduation from my nursing program.

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Signature of student

Date

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Printed name of student



## Confidentiality Statement Graduate Programs

I understand that during my educational experience in the University of Northern Colorado, I will come in contact with confidential information. This information may include, but is not limited to patient information, personnel/employee information and computer or access code information. It may be oral, written or electronic information.

I agree to become familiar with and abide by all clinical agency policies and procedures related to privacy and confidentiality, including HIPAA related policies. **All patient information is confidential.**

I agree I am responsible to:

- Access and communicate information only on a need to know basis.
- Communicate information only to those authorized to receive it.
- Report inappropriate use of information to my clinical instructor or preceptor.
- Maintain confidentiality of computer access codes
- Never access confidential information merely for personal interest.
- Dispose of all confidential written and printed information by shredding or according to agency policy
- Avoid communicating any information about patients, clinical sites, clinical instructor, peers, or agency personnel by e-mail, on social media sites, or on any other Internet platform.
- Not disclose any patient information on any social media.
- Not duplicate (copying, taking a picture or capturing an image) of any part of a medical record or of your patient care.
- Avoid taking any photos in the clinical setting
- Avoid electronically recording any conversations or information in the clinical setting

**I understand and acknowledge that, in the event I breach any provisions of this confidentiality statement or the confidentiality policies and procedures of a clinical agency, I may be dismissed from the Nursing Program. I may also face legal ramifications from the clinical agency.**

---

Signature of student

Date

---

Printed name of student



## Plagiarism Contract

I certify that I have read, understand, and agree to the terms set forth in the School of Nursing Students' Dishonest Acts policy and the Graduate Catalog. I will certify that I will not plagiarize any of the documents created by myself or as a group for this program. I will also agree to follow the University Honor Code.

### **University Honor Code**

*All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility**. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

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Signature of student

Date

---

Printed name of student





## **Student Handbook Agreement**

I have read, understand, and agree to abide by the policies and guideline outlined in this School of Nursing Graduate Nursing Student Handbook. I have asked questions to clarify anything I do not understand.

---

Signature of student

Date

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Printed name of student