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Mission and Philosophy of the WGU Nursing Programs

The mission of WGU’s Nursing Programs is to facilitate access to quality, competency-based, online baccalaureate and master's degree nursing education and to prepare caring leaders who are technologically proficient nurses to preserve, promote, and improve the health and well-being of individuals, families, groups, communities, and populations.

We envision nursing as a caring interaction between the nurse, who is a member of an interdisciplinary team, and the patient who is a member of a family and community. This caring interaction occurs across the lifespan, from infancy through old age. Nurses identify and strengthen clients' potential to move toward health and help clients shape their environment to promote well-being. We believe that healthcare begins in the community, prior to diagnosis of illness, by promoting health and wellness through advocacy, community assessment, and preventative care. Nurses use appropriate technologies and current evidence to develop their plans of care, whether in the community, the clinic, an acute care facility, or an extended care facility. Nurses assume leadership for clinical and ethical decision making.

We believe that the global nature of communities and healthcare delivery necessitates that nurses be able to engage with patients, families, and communities who have diverse ways of responding to their healthcare needs. We recognize that the definition of family has expanded to include a variety of different compositions and roles. The family is the fundamental vehicle for how clients are supported, interact with the world around them, access resources, and engage in healthcare.

We recognize that students, particularly adult learners, have preferred learning styles, bring previous experience to the learning environment, and develop competency at different paces. Learners seek to make sense of new educational experiences in light of their past and existing knowledge and then apply their new findings to real situations. Therefore, nursing education should provide opportunities where students engage in real world application to demonstrate competency in cognitive knowledge, clinical reasoning, and ethical comportment.
Nurse as Detective: The nurse uses clinical imagination coupled with nursing science to detect subtle changes and deviations from expected patterns of being to prevent or control adverse outcomes.

Nurse as Scientist: The nurse participates in scientific inquiry to inform healthcare decisions; and critiques, disseminates and implements evidence to influence practice.

Nurse as Manager of the Healing Environment: The healing environment is global in nature and includes considerations of healthcare policy, finance, and regulations. Acknowledging this, the nurse creates, coordinates, and advocates for a respectful, interdisciplinary environment that promotes optimal well-being and affirms the dignity of the human experience.

 Operational Definitions of the Concepts in the Model

Compassionate Patient-centered care is the provision of holistic care with respect for values, preferences and needs of the patient, family and community in the journey to well being across the lifespan.
the lifespan.

Evidence based practice is integrating "best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare" (QSEN, 2009).

Genomics and Genethics includes knowledge about the genetic basis of health and illness, the variables that impact the responses to genomic information and related ethical issues.

Informatics/Technology
Informatics is the engineering, storing, organizing and manipulation of data to support the provision of safe, effective quality care. Technology is the continuously changing array of devices and software used for patient care.

Leadership/Education
Leadership is the process of identifying and prioritizing goals to achieve optimal quality outcomes. Education is assessing learning needs and facilitating acquisition of knowledge, skills and abilities.

Safety & Quality care minimizes risk of harm to patients, families, communities and providers through analyses of systems' effectiveness and individual performance while continually measuring quality of care in terms of cost, structure, process, and outcomes.

Cultural competency is providing care that is acceptable to patients, families and communities from diverse cultural, ethnic and social backgrounds.

Communication is effective interaction with patients, families, communities, professional colleagues and other health care team members.

Teamwork and collaboration is effective engagement with nursing and interprofessional teams to foster open communication, mutual respect and shared decision making to achieve quality patient care.

Professional/Legal/ Ethical is effective decision-making and reflection within a framework of social justice and law, advocacy, and standards of practice to promote the common good.
General Nursing Program Requirements

APPROVED STYLE GUIDE

The approved writing style guide for students in the nursing programs is the current edition of the Publication Manual of the American Psychological Association. Students will be required to purchase their own copy. The APA manual contains specifications for researching, writing, documenting, and formatting typewritten work. The nature of each assignment will dictate which section(s) of the manual is/are useful. For example, you might consult the manual in order to determine how to outline a 5-page paper, create a table of contents, format a final paper, or prepare documentation. Students will be required to cite references and document quotations. This will be considered as a part of the grade of the assignment.

STANDARDS OF ETHICAL CONDUCT AND PROFESSIONAL BEHAVIOR

Western Governors University wishes to have its students represent the University in a manner that reflects high standards of personal integrity, education, and service to patients. It is expected that, as a student in the Nursing Program, you will conduct yourself according to the ethical standards as published in the American Nurses Association Code of Ethics. Please refer also to your state’s nurse practice act and the American Nurses’ Association Scope and Standards for more detail on the legal requirements for all nurses. The underlying principles of these standards are based on common courtesy and ethical/moral behavior. These standards are essential for you to grow professionally and to receive the desired trust and respect of all members of the health care professions.

KEYS TO CONFIDENTIALITY

- Do not discuss patients or any identifying data in public settings such as cafeterias, elevators, hallways, over the phone, with family or friends, with other patients or where patients might overhear conversations.
- Discussion of patients should only occur in approved settings such as giving or taking report or in clinical conference.
- Use patient initials in all discussions and on written documents such as clinical preps or care plans.
- Destroy all notes and computer-generated papers after completing the nursing care plan.
- Protect the integrity of the medical record and do not photocopy material from the medical record.
- If you have concerns about client confidentiality, check with your Instructor to obtain guidance.
- Along with failure to exhibit critical behaviors that reflect the professional standards for legal/ethical conduct, major infractions of conduct and behavior as set forth in the general University catalog will be grounds for dismissal from the Nursing Program. These include, but are not limited to, consumption of alcoholic beverages before or during clinical; illegal drug usage; impaired behavior; abusive language, and/or disruptive behavior with
mentors or agency staff.
Satisfactory Academic Progress - Nursing Programs

In addition to the requirements of the WGU Satisfactory Academic Progress policy (which can be found here) the following policies apply to the Nursing Programs:

For prelicensure students, coaching reports may be developed related to student lab and clinical performance. These reports are made available to mentors and clinical faculty to assist students to improve competency.

**Academic Probation**

Prelicensure students are restricted in how many times they may retake a course of study and/or repeat a clinical rotation. Objective assessments for these students are limited to three retakes (no more than a total of four attempts). Additionally, they are required to participate in remediation prior to being referred by their mentor for any retake attempt. If a prelicensure student fails lab assessment or a clinical rotation, they will not continue with their original cohort and may be offered a Modified Progression Schedule. Students are allowed only one retake of lab assessment or clinical rotation but these opportunities are not available during the same term and must be scheduled at some future date if space is available. See the prelicensure nursing student handbook for details on progression.

**Academic Dismissal**

Automatic academic dismissal from the nursing program will occur when a student fails an assessment four times. Remediation will be provided to students who are not successful in passing the exam the first time. Students are encouraged to repeat the work of the Course of Study prior to taking an exam for the fourth and final attempt. Students will be advised that a fourth failure of the exam will result in academic dismissal prior to being scheduled for the fourth and final attempt.

**Student Conduct Dismissal**

A student may be subject to dismissal when, in the judgment of the faculty, the good of the client, WGU, or the public welfare is threatened. No student shall be dismissed except for cause and after being given a final opportunity to be heard by the Director of Nursing Programs and if appropriate, the Academic Standards Committee. The grounds for dismissal include, but are not limited to, the following demonstrable behavior(s) contrary to those taught within the curricula and contrary to generally accepted ethical and professional nursing standards.

- Lack of evidenced professional character indicators including, but not limited to behaviors of honesty, accountability, trustworthiness, appropriateness in dress and speech, reliability, and integrity.

- A pattern of neglect of clinical responsibilities or failure to act in the best interest of clients and the public in any practice setting.

- Consistent evidence of a lack of caring behaviors in interactions and administration of therapeutic modalities across any practice setting.
• Evidence of a lack of cultural competence and caring.

See the policy on dispositions of Nursing Students found here.

**Readmission to Nursing Programs**

Students who are dismissed for financial aid or other financial reasons will be eligible for readmission.

Students who do not maintain Satisfactory Academic Progress and fail to clear probation in the following term, will not be readmitted to the program.

Prelicensure students who are academically dismissed from the program are not eligible for readmission.
Mentoring and Student Support - Nursing Programs

Upon enrollment with the University you will immediately be assigned to a mentor (nursing faculty) whose role it is to see you through to program completion and graduation. Nursing faculty are Masters or Doctorally prepared Registered Nurses with a clinical specialty and education certification or teaching experience. Nursing faculty responsible for a specific nursing subject matter directly related to the practice have demonstrated competency in the areas to which they are assigned. All faculty who are responsible for teaching in a nursing specialty area for the prelicensure BSN program will hold a valid RN license for each state where students are enrolled.

For prelicensure students, mentors are assigned by term so a single mentor in each of the first and second terms provides both support and guidance in relation to the program but also expertise related to the nursing courses each student takes.

Tutoring Services - Nursing faculty initially work with students through one-on-one interaction, courses of study, and learning communities. The University contracts with several tutoring services (Smarthinking and Arbomitis) to provide one-on-one tutoring support to students. When students are identified by their faculty mentor as requiring additional support in science, writing, math, a referral is made to Smarthinking or Arbomitis for one on one assistance. When students need additional support in a nursing area, they are referred to the faculty member who is the subject matter expert. The faculty member works one on one or with a small group of students to provide tutoring in the didactic nursing area.
In addition to the requirements of the WGU Grievance and Complaint Procedure (which can be found [here](https://kb.wgu.edu/al/12/2/2496.html)) the following policies and procedures also apply to the Nursing Programs:

Students are expected to use appropriate channels to resolve grievances, beginning with a faculty student meeting. If no resolution occurs the student is advised to meet with the appropriate designee. If still no resolution occurs then the student is directed to meet with the Director of Nursing and the concerned party. After all channels have been exhausted without successful resolution, the student will be directed to the University’s formal grievance procedure.

Additionally, the Prelicensure Nursing Student Grievance or Complaint policy (which can be found [here](https://kb.wgu.edu/al/12/2/2496.html)) includes additional information and steps which address the fact that prelicensure students interact with many additional faculty members including clinical laboratory instructors, clinical coaches, clinical instructors and state directors of nursing.
Masters Degree in Nursing

WGU offers Masters degrees in Nursing which are competency-based, online and CCNE accredited. Details on these degrees are found on the WGU website. Specific information about the degrees can be found in the MSN Program Guide (insert link).

WGU also offers the RN to MSN option. This option allows qualified RNs to enter the MSN program and complete the course requirements for a BSN and an MSN degree.

For those seeking the M.S. in Nursing, the admission requirements are as follows:

1. Satisfactorily pass the WGU Readiness Assessment. This is a short online assessment taken after you apply that is used to evaluate collegiate academic readiness.
2. Complete an intake interview with a WGU enrollment counselor.
3. Submit official transcripts for all prior college academic work completed.
4. Submit an official transcript verifying receipt of your bachelor's degree from a recognized accredited institution. This must be received at WGU on the 10th of the month prior to the start date of your program. See the FAQs of transcript evaluation for additional information.
5. Candidates must possess a bachelor of science in nursing degree (BSN).
6. Must possess a current, unencumbered registered nurse (RN) license.
7. Must be actively working as an RN at the time of application and enrollment.

Students enrolled in Western Governors University RN-BSN or MSN Nursing Programs must have and maintain a valid, unencumbered, and unrestricted registered nurse license. A copy of the student's current RN license must be kept in the student's file at all times. Failure to maintain such licensure throughout the program will be grounds for suspension from the program. Students have the responsibility to report licensure restrictions to the appropriate designee if any problem with licensure occurs while enrolled in the program. Nursing students employed at federal agencies will need to obtain a license in the state in which the clinical practicum is completed unless practica are completed at the federal agency where they are employed. Students will be required to meet the same health requirements as employees in the agency where they complete their clinical hours. Students may need to provide this information to the agency as requested. Students must adhere to OSHA regulations and guidelines, which include use of standard precautions and prevention of transmission of blood-borne pathogen diseases. In addition, students will abide by the HIPAA Guidelines.

http://kb.wgu.edu/al/12/2/2497.html
Baccalaureate Degree in Nursing

WGU offers two tracks for obtaining a baccalaureate degree in nursing. The first, **RN to BSN**, is a completely online, competency-based program designed for nurses who are already licensed to practice nursing and who wish to continue their academic progress to achieve a BSN degree. Details about this program can be found in the program guide and WGU website. WGU also offers an **RN to MSN** option that allows qualified students to enter a track that will conclude with an MSN degree. The BSN degree will also be conferred in the program once the BSN requirements have been met.

The second is a BSN degree for initial licensure or what is sometimes called a “**prelicensure baccalaureate program**”. This program is for individuals who want to become a nurse and who have begun that academic journey by having completed undergraduate work, which includes prerequisites for nursing school particularly, required sciences. Details about this program can be found in the program guide and WGU website.

Both programs share curricula however the prelicensure program includes clinical learning labs and clinical intensives to develop the cognitive knowledge, clinical reasoning and ethical comportment necessary to prepare individuals for contemporary nursing practice. The program outcomes for the baccalaureate nursing graduate at WGU are the same whether that graduate is already licensed or seeking initial licensure but because of the nature of the prelicensure program additional policies for admission, progression etc. are required for those students. These policies are provided in a separate section entitled “prelicensure nursing student policies” at the end of this handbook.

**License and Clinical Requirements for Online Nursing Degrees**

Students enrolled in Western Governors University RN to BSN or MSN programs must have and maintain a valid, unencumbered, and unrestricted registered nurse license. A copy of the student’s current RN license must be kept in the student’s file at all times. Failure to maintain such licensure throughout the program will be grounds for suspension from the program. Students have the responsibility to report licensure restrictions to the Director of the Nursing Programs if any problem with licensure occurs while enrolled in the program. Nursing students employed at federal agencies will need to obtain a license in the state in which the clinical practicum is completed unless practica are completed at the federal agency where they are employed. Students will be required to meet the same health requirements as employees in the agency where they complete their clinical hours. Students may need to provide this information to the agency as requested. Students must adhere to OSHA regulations and guidelines, which include use of standard precautions and prevention of transmission of blood-borne pathogen diseases. In addition, students will abide by the HIPAA Guidelines.

**Admission requirements for RN to BSN or RN to MSN students:**

1. Evidence of completion of a High School diploma or equivalent
2. Satisfactory completion of the “WGU Readiness Assessment”. This is a short online assessment taken after a student applies to the program. The results are used to evaluate collegiate academic readiness.
3. Completion of an intake interview with a WGU enrollment counselor.
4. Official transcripts for all academic work completed within the past five years. These must be received by WGU no later than the 10th of the month prior to the anticipated
program start date. (See the WGU Transcript Credit Evaluation guidelines found here)

5. Completion of an associate degree or diploma in nursing.
6. Evidence of a current, unencumbered license to practice as a Registered Nurse (RN).
7. Evidence of current employment in a position that requires use of nursing knowledge and expertise at the time of application and enrollment.

Baccalaureate Degree Program Outcomes

WGU’s BSN in nursing is a university-based baccalaureate degree in nursing with special emphasis on bedside Quality and Safety in nursing practice. The degree has been developed utilizing contemporary practice standards and recommendations including the Essentials of Baccalaureate Education for Professional Nursing Practice (2008), Quality and Safety Education for Nurses competencies and Institute Of Medicine’s recommendations for the education of health care professionals.

The WGU Bachelors Degree in nursing program graduate will:

1. Communicate effectively in oral, written, interpersonal and electronic modes.
2. Use clinical reasoning to provide safe, quality, nursing care based on the best available evidence and ethical principles.
3. Assume accountability for providing and ensuring safe, efficient, quality care congruent with ethical, professional and legal standards.
4. Synthesize theoretical, clinical and empirical knowledge from nursing, scientific, community and humanistic disciplines within the practice of nursing. Synthesizes theoretical and empirical knowledge drawing from the arts and sciences to understand the human experience as a social advocate, and professional nurse.
5. Provide compassionate, patient-centered care to individuals, families, and communities from a variety of cultures across the lifespan.
6. Apply leadership and education skills to engage others in creating and promoting a healing environment.
7. Engage in inter-professional collaboration to improve safety and quality of healthcare.
8. Incorporate knowledge of genomics and genethics into the care of patients, families and communities.
9. Use information technology to communicate, mitigate error and make decisions related to the provision of patient care and support incorporation of nursing knowledge in the development of patient care technology.
Nursing Students at WGU are responsible to comply with all general nursing policies as listed in the Nursing Student Handbook. Because of the clinical nature of the prelicensure program, students in the prelicensure program are responsible and accountable for all prelicensure nursing student policies.

**Prelicensure Nursing Program Unifying Theme**

The prelicensure nursing program at WGU uses a unifying theme that directed the development of the curriculum. The conceptual framework is derived from Patricia Benner's Three Apprenticeships of Cognitive Knowledge, Clinical Reasoning and Ethical Comportment. It also includes an emphasis on competencies recommended by the Institute of Medicine (IOM) and Quality and Safety in Educating Nurses (QSEN) Project.

Patricia Benner's Three Apprenticeships of cognitive knowledge, clinical reasoning, and ethical comportment are the integrated into the competencies and objectives in each nursing area. Students are expected to demonstrate competency in content knowledge and skills, and to apply this knowledge in the form of clinical reasoning through simulation. Students further demonstrate competency in clinical reasoning and ethical comportment during the clinical intensives. Benner's concepts of expertise in nursing practice focus on the novice to expert role of the nurse. While this is the same focus used in the post licensure programs, in the prelicensure BSN program, the focus is not on the nurse but on the nursing student as novice to expert. The novice is the new student with little or no experience in nursing. Throughout the program the student works with faculty in the didactic, simulation, and clinical settings to develop increasing knowledge, skill, and clinical reasoning. Upon graduation, students are expected to attain the expert student level, which is consistent with Benner's novice graduate nurse.

Our vision of the nurse-patient relationship includes a comprehensive view of the client as individual, family, and community. Our conceptualization of the nurse is a competent, caring, ethical professional who interacts with the client holistically to facilitate a journey to wellbeing across the health-illness continuum and across the lifespan. The nurse cares for diverse populations and engages self to care for others. In this role the nurse is detective, scientist, and manager of the healing environment.

The emphasis is placed on safe, quality care and advocacy that encourages the patient and family to become active members of their journey toward wellness. With a focus on community and cultural sensitivity, the individual is seen, not in isolation, but as a member of a family, a community, and the larger population, recognizing the effect one has on the other and the cultural heritage one brings to the interaction.
Prelicensure Nursing Program Admission Requirements

Pre-nursing Enrollment

The WGU Prelicensure nursing program contains the equivalent of two years of upper division nursing courses. Prior to being enrolled into the pre-nursing curriculum, students must have completed all prerequisite science and liberal arts courses required for a baccalaureate degree in nursing. Students may transfer the credits if they were completed from a regionally accredited institution of higher learning. Students must submit official sealed transcripts of all academic work to WGU on or before the first of the month prior to the start date of the program. Science prerequisites must have been completed within the past five years and include:

- Introduction to Anatomy and Physiology
- Human Physiology
- Anatomy and Physiology Lab
- Microbiology
- Microbiology Lab
- Biochemistry

Pre-licensure Nursing Admission Requirements

Students must have a minimum of a 2.5 GPA in the required nursing sciences to be considered for admission into the nursing program. Successful completion of the nursing program admission exam is required. Students must also successfully complete the foundations in nursing skills performance exam (NOTE – link to list of skills) in order to qualify for admission. Enrollment in the University does not guarantee acceptance into the nursing program. Students requesting admission into nursing are required to submit and/or complete the following items:

Required Items:

1. Drug and background screening results which have been completed not more than 90 days prior to the term when the nursing courses begin;
2. Proof of health insurance;
3. Proof of malpractice insurance ($1,000,000. per occurrence and $3,000,000);
4. Current CPR certification at the level of Health Care Provider;
5. Evidence of recent physical examination and attestation of ability to meet the essential performance standards of the prelicensure nursing program.;
6. Required immunizations;
7. Completion of the EQi (Emotional Intelligence Quotient) inventory;
8. Interview with admissions committee comprised of two or three committee members including State Director of Nursing or designee.;
9. Letter of intent;
10. WGU 1st term mentor recommendation.;
11. Two letters of professional recommendation: One letter of recommendation must come from a current or former employer either on the form provided or in a letter; the second letter must come from a professional colleague and be completed on
the form provided. Applicants who are current employees of clinical partners must include a letter of recommendation from the clinical partner.

Acceptance into the program is based on merit and available clinical space.
Essential Performance Standards for Clinical Nursing Education

Background: The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. Because the practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components, students must be able to perform the functions, which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing. Students must be capable of meeting the following eight essential performance standards with or without reasonable accommodations in order to be admitted to the WGU Prelicensure nursing program:

The Performance Standards:

1. Ability to think critically and focus on patient care priorities in order to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.
2. Ability to demonstrate interpersonal abilities in order to interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Ability to clearly communicate in verbal and written forms in order to communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
4. Ability to maneuver in small spaces and move from one place to another in order to move around in clients’ rooms and bathrooms, into and out of work spaces, access treatment areas, and run short distances quickly to procure needed emergency materials when indicated, within a timeframe acceptable for patient safety. While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.
5. Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care in order to move and position clients in and out of bed, calibrate and use equipment, and perform patient care procedures such as IV insertion and cardiopulmonary resuscitation.
   a. Walk 5 miles per day
   b. Lift 50 pounds
   c. Reach above shoulder level
   d. Bend and stoop/squat
   e. Grasp/grip
   f. Ascend and descend stairs
6. Ability to hear well enough to monitor and assess clients health needs in order to hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead announcements and cues.
7. Ability to distinguish colors and see well enough to observe and assess clients health
status and changes in condition in order to see grimacing, movement, changes in skin
color, rashes, and other observed client changes or responses.

8. Ability to have tactile capabilities sufficient for physical assessment such that the student
can successfully perform palpation, note changes in skin temperature, perform skills
related to therapeutic activities and identify by touch other changes in client condition.

9. Physical and mental stamina necessary to adapt to requirements of 12-hour shift work,
including rotations on the 24-hour clock.

   a. Sit for long periods of time
   b. Stand for long periods of time
   c. Ability to walk at a reasonably quick pace for extended period of time

The procedure for requesting ADA accommodations is located on the University portal at:
http://www.wgu.edu/wgu/ada_form
The mission of WGU’s nursing programs is to prepare caring leaders who are technologically proficient nurses who preserve, promote, and improve the health and well being of individuals, families, groups, communities, and populations.

Nationally accredited, the nursing programs of WGU adhere to the standards and guidelines of the American Association of Colleges of Nursing (AACN) as well as the core ethical principles outlined by the American Nurses Association (ANA) Code of Ethics. Within these standards and guidelines, the university’s Conceptual Framework define the foundational dispositions expected of all graduates. All candidates must demonstrate throughout their programs that they have the dispositions consistent with ANA Code of Ethics:

On June 30, 2001, the House of Delegates of the American Nurses’ Association adopted a new Code of Ethics. The provisions as follow are for immediate use in teaching and practice. Refer to American Nurses Association Code of Ethics mentioned earlier for additional information on these standards.

Provisions of the ANA Code of Ethics:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

Protected Health Information

1. General Information: All students enrolled in the WGU Prelicensure Nursing Program are subject to the U.S. Department of Health and Human Services "Privacy Rule" contained
in the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This act, which became effective April 2003, is designed to guarantee patient's rights and protects against the misuse or inappropriate disclosure of their individually identifiable health information. As part of their educational experience, students in health care professions are allowed access to protected health information as necessary to provide patient care. Students should access protected health information on the same basis as any other health care provider, which is a "need to know" basis only.

2. Identifiable information, as contained in HIPAA, includes:
   a. Names
   b. All geographic areas smaller than a state
   c. All dates
   d. Telephone numbers, addresses, hospital account numbers and any other identification information
   e. Full face photographic images and any comparable images

3. Students in the WGU Pre-licensure Nursing Program are required to take the following steps to protect the privacy of patients:
   a. Close room doors when discussing treatments and administering procedures.
   b. Close curtains and speak softly in semi-private rooms when discussing treatment and/or performing procedures.
   c. Avoid discussions about patients in public areas such as cafeteria lines, waiting rooms, and elevators.
   d. Safeguard medical records by not leaving the record unattended in an area where the public can view or access the record.
   e. Log off the computer system immediately after reviewing an electronic medical record.
   f. Prior to leaving the clinical area, destroy any notes made about a patient during a clinical experience that could identify that patient.

4. Case Studies/Clinical Paperwork
   a. All information about patients must be hand copied from hospital records on the day the student provides health care.
   b. Students must adhere to WGU Prelicensure Nursing Program and clinical agency policies related to access to patient information.
   c. Students will not use the patient's name or initials on the case studies/care paperwork or clinical journals. Fictitious names/initials may be used.
Professional Equipment Policy-Nursing

In preparation for the role of a professional registered nurse, students must have the equipment and supplies needed for learning and practice. Students are responsible to obtain and maintain all required equipment and supplies for the prelicensure nursing program.

1. Each course of study provides a list of required learning resources. Students must obtain these resources no later than the end of the first week of each course.

2. Students must obtain a WGU specific nursing kit containing supplies for clinical learning labs and clinical intensives before the initial clinical learning lab in CASAL I. Ordering information is provided in the MAP-RN Welcome Packet received on admission to the prelicensure program.

3. Students must obtain an iPod Touch or iPhone with Nursing Central software for use in courses of study, clinical learning labs and clinical intensives. Students must be familiar with using the software no later than the initial clinical learning lab in CASAL I.
   a. Nursing Central software is available from Unbound Medicine online at http://www.unboundmedicine.com/store.
   b. If an iPhone is used for the Nursing Central software, it must be kept on “airplane mode” during clinical learning labs and clinical intensives.

4. Students must obtain the WGU approved student uniform to wear during clinical learning labs and clinical intensives. Ordering information is provided in the MAP RN Welcome Packet received on admission to the prelicensure program.

5. Students are responsible for the costs of equipment and supplies.

6. Failure to have the appropriate equipment or supplies for clinical learning labs or clinical intensives may result in a Disposition Report being filed for lack of accountability and responsibility and/or disciplinary action.
Course Progression for Prelicensure Nursing

Pre-licensure nursing requires demonstration of competency at one level before progression to the next, more complex level. Therefore, course progression requirements for WGU Prelicensure students are different than the WGU policy. End-of course performance assessments that are administered and evaluated by WGU must be successfully completed by the end of the course. Third party objective examinations must be successfully completed before progression to the subsequent clinical intensive for CASAL I and Chronic Care as delineated below.

I. WGU Administered and Evaluated Performance Assessments

a. WGU policy is to allow students unlimited attempts to pass an end-of-course assessment to complete a course of study (see WGU Performance Assessment policy, WGU Student Handbook). However, pre-licensure nursing lab and clinical performance assessments must be successfully completed before progression to the next course.

b. Successful completion of the end-of course performance assessment as indicated by a “Pass” in the AAP for Introduction to Nursing, Caring Arts and Sciences Across the Lifespan II (CASAL II), and Critical Care is a prerequisite for progression to the next, subsequent nursing course.

c. Students must complete, submit and pass the performance assessment for Introduction to Nursing in order to progress to CASAL I; CASAL II for Chronic Care; and Chronic Care for Critical Care.

d. Failure to progress means the student’s progress along the standard path is stopped (and may be modified) until the assessment is passed. Once passed, the student must wait until space becomes available in another cohort in order to continue in the program. Students must be in good academic standing to be eligible to enter the clinical courses.

II. Third-party objective examinations

a. WGU policy is to allow students four attempts at the end-of-course objective assessment to successfully demonstrate competency and complete a course of study (for failure-to-pass consequences, see WGU Objective Assessment policy, WGU Student Handbook).

i. Students incur no charge for the first two attempts at a single objective assessment required by the Nursing programs.

ii. Students are responsible for fees associated with third and fourth attempts at a single objective assessment. Fees are coordinated with the third-party examination vendor by the student.

b. Successful completion of the objective course assessment for Caring Arts and Sciences Across the Lifespan I (CASAL I), Chronic Care, Care of the Developing Family, Community Health, and Psychiatric Nursing is a prerequisite for progression to the clinical intensive for subsequent courses.

i. For example: Students must pass the objective course assessment for CASAL I in order to progress to the clinical intensive for CASAL II; must pass course assessments for CASAL II in order to progress to the clinical intensive for Chronic
Care; and must pass the course assessment for Chronic Care in order to progress to the clinical intensive for OB/Peds

ii. This progression requirement applies for all courses of study with a third-party objective examination.

iii. Students are responsible for scheduling to ensure timely progression to the subsequent clinical intensive.

iv. Students may schedule two retakes prior to the deadline for testing if needed but if a third retake is required, the student must complete the designated remediation plan before a final retake can be scheduled.

v. Successfully passing the required exams by published deadlines is required in order to qualify for scheduling for labs and clinicals.

c. Students must schedule third-party examinations with the Assessment Department at least 14 days in advance in accordance WGU policy (see WGU Objective Assessment policy, WGU Student Handbook).

Modified Progression

Students who do not progress with their assigned cohort for any reason, including illness or injury, may have their progression modified in order to have additional time to demonstrate competence in a particular sub domain (course). Placement in a subsequent cohort is on a space-available basis in order of request and requires that the student be in good academic standing.

1. Students must meet progression requirements as outlined in the Course Progression policy and the Progression from Clinical Learning Lab to Clinical Intensive policy in order to remain with their cohorts.

2. Progression is dependent on successfully completing all aspects of a course i.e. didactic, clinical learning lab and clinical intensive.

3. If progression requirements are not met, an individualized student remediation plan is developed by the student mentor, course mentor, state Director of Nursing, and the National Prelicensure Director or designee in collaboration with the student.

4. Students are placed in a subsequent cohort on a space-available basis in order of request. Students who wish to re-enter clinical by joining another cohort, must be in good academic standing.

5. Students may be allowed to continue with other courses that do not have prerequisite requirements while awaiting cohort placement.
Clinical Learning Labs

Overview
Clinical learning labs enable students to connect online didactic learning to clinical learning. Students learn foundational nursing skills and nursing care in regional on-site facilities where low, medium and high fidelity patient care simulation is available.

Learning is delivered in boot-camp style. Students typically have 2-5 eight-hour days per 5-12 week course to learn nursing skills taught with skills trainers and patient care taught with high-fidelity multi-state scenarios, which have been incorporated into a standardized simulation curriculum.

The scenarios are specifically designed to address high-risk, high-volume patient diagnoses across the lifespan and to reflect H-CUP hospitalization data and current quality and safety patient care standards. Following each clinical learning lab experience, student performance is evaluated as a qualifier for placement for clinical learning in patient care settings. In other words, students must be successful in per-course skills and performance assessments in order to progress to clinical learning settings.

Preparing for Clinical Learning Lab
The clinical learning labs are designed to assist students in developing nursing skills and critical thinking abilities. Students are to come to each clinical learning lab prepared to apply what has been learned in each Course of Study. Student success in the clinical learning labs and in clinical learning lab performance assessments depends on this preparation.

Clinical Learning Lab Attendance
Attendance is mandatory for all clinical learning lab days and is a requirement for progression to clinical intensives for each course. If an unplanned, unpredictable life-event should occur which will interfere with a student’s ability to attend a lab day(s), the student must work with the Clinical Learning Lab/Simulation Coordinator, the state Director and the Operations Manager to determine alternate arrangements. Failure to notify the Clinical Learning Lab/Simulation Coordinator of an absence will result in a Disposition submission and disciplinary action.

Clinical learning labs are scheduled for eight (8) hours per day. It is up to the clinical learning lab instructor to determine if a learning lab day ends early. Otherwise, students are not permitted to leave early. If a student must leave a clinical learning lab day early due to an emergency, he or she must coordinate this with the clinical learning lab instructor. The clinical learning lab instructor in turn, works with the Clinical Learning Lab/Simulation Coordinator to determine student make-up needs.

The only person who can excuse a student from a clinical learning lab day is the Clinical Learning Lab/ Simulation Coordinator. Inability to attend a scheduled learning lab day may delay student progress in the program by six (6) or more months.

Clinical Learning Lab Scheduling
Clinical Learning Labs provide students with clinical nursing education related to the subdomains (courses) of the prelicensure baccalaureate nursing program. The prelicensure program Operations Manager or designee is responsible for scheduling students, instructors and labs via a centralized scheduling mechanism.
The Operations Manager or designee will collaborate with the Clinical Learning Lab/Simulation Program Coordinator and state Director of Nursing to ensure an adequate number of students, lab facilities, and qualified instructors are available to conduct the scheduled labs.

- Lab placements are based on lab and instructor availability and are subject to change. Any change in placement may require a change in date, location and/or group assignment. However, all lab placements will be consistent with the student’s learning needs.
- Students are responsible for ensuring personal availability for each Clinical Learning Lab day by coordinating their Clinical Learning Lab schedules with employers, child care providers, etc. In particular, students should keep the weekends of weeks three through seven open for clinical learning lab scheduling.
- All student requests for lab absences (partial or whole days), re-assignments, etc must go through the Clinical Learning Lab/Simulation Coordinator, as makeup assignments will need to be individualized per occurrence.
  a. Students must make their requests directly to the Clinical Learning Lab/Simulation Coordinator who will then collaborate with the Operations Manager and State Director to honor the request, if possible.
  b. In the case of an emergency, the student and/or party receiving the notification of the emergency must communicate the need to the Clinical Learning Lab/Simulation Coordinator. The Clinical Learning Lab/Simulation Coordinator will collaborate with the Operations Manager and State Director to address the emergency.

The Operations Manager or designee will notify students of their upcoming lab facility placements three days prior to the first day of a scheduled lab and/or assessment. Performance assessment testing concludes each clinical learning lab series for each clinical course. Students must pass the performance assessment in order to progress to the clinical intensive for the course.
  a. Performance assessment results will be posted to the student AAP.
  b. Students who pass their performance assessments will be scheduled for clinical intensive (see Clinical Intensive Scheduling policy).
  c. Failed assessments will be addressed on a case-by-case basis. In the event of a performance assessment failure, students may be required to modify their progression (see Modified Progression).

**Clinical Learning Lab Assessment and Progression to Clinical Intensives**

Clinical learning labs are part of the clinical experience. Successful completion of the clinical learning lab series for each clinical course is a prerequisite for progression into the clinical intensive for each clinical course.

Clinical learning labs prepare students for the clinical learning lab performance assessment that occurs on the final day of each series of course labs. The clinical performance assessment requires a student to demonstrate mastery of the skills and/or patient care learned in the clinical learning labs to a clinical learning lab instructor/evaluator. Students who do not pass the clinical learning lab performance assessment are not allowed to progress to the clinical intensive for the course.
Although students are allowed 4 attempts (WGU Performance Assessment Policy, WGU Student Handbook) to pass the clinical learning performance assessment, retakes are not possible on the assessment date. If a student fails the lab performance assessment the first time, the student may be required to modify progress in the course and participate in remediation. The student is not able to retest until all remediation requirements have been completed and space becomes available in another cohort. Failure to pass the clinical learning lab performance assessment the first time means student progress may be delayed for up to a full year or more.

All assessments are videotaped.
Clinical Intensives

Overview
Clinical intensives are student learning opportunities that are required in a variety of settings such as acute care hospitals and community health agencies. Clinical intensive experiences provide students with clinical nursing education related to the clinical subdomains (courses) of the prelicensure baccalaureate nursing program and are a required component of prelicensure education. Before attending a clinical intensive, students must demonstrate competence in the clinical learning lab for the subdomain (course) and must successfully complete all assessments for previous courses (subdomains). Successful completion of a clinical intensive is required for progression to the subsequent clinical sub domain (course).

Clinical Intensives Scheduling

1. All students are scheduled for all clinical intensive experiences by the Operations Manager or designee.
2. Prior to being scheduled for a clinical intensive, students must complete all WGU clinical requirements (i.e. immunizations, CPR, health insurance) as delineated in the Prelicensure program admissions requirements.
3. Before beginning the first clinical intensive in a particular facility or agency, students must complete the clinical facility or agency student orientation requirements. These orientation requirements may vary and may include such things as attending an orientation class or session, completing a learning module or packet and turning it in to the facility, or completing an online orientation module. Students who do not meet facility or agency student orientation requirements will not be allowed to attend the clinical intensive for the course.
4. Students are required to maintain current BLS for Healthcare Provider certification throughout their time in the prelicensure program. If a student’s BLS lapses at any time, the student will not be allowed to attend clinical intensives until the BLS is once again current. Should the lapse in BLS cause a student to miss a clinical intensive, the student must modify his or her progression (see Modified Progression).
5. Clinical intensives follow didactic course work and clinical learning labs for the clinical subdomains (courses).
6. To facilitate student pre-planning, the dates of the clinical intensive will be made available to students and mentors near the beginning of a course of study.
7. The length of a clinical intensive varies by sub domain (course).
8. Students must successfully complete the assessment for the previous sub domain and the current subdomain's clinical learning lab performance assessment in order to progress to the clinical intensive for the course (see Course Progression policy and Progression from Clinical Learning Lab to Clinical Intensive policies).
9. Students must complete the clinical intensive during the weeks scheduled for clinical intensive.
10. Students are responsible for arranging personal schedules, including childcare and employment, to ensure participation in the clinical intensive during the weeks scheduled.
11. Students must work the full and exact schedule of their assigned clinical coach, which may include 8–hour or 12-hour shifts as well as holidays, weekends, and nights.
12. Students are responsible for personal transportation and accommodation during clinical intensives.
13. If a student is unable to complete the clinical intensive during the scheduled weeks, a written notification regarding the inability must be submitted to the Operations Manager.
or designee as soon as the inability is apparent. If the clinical facility and WGU are unable to accommodate a change in clinical schedule for the student, the student must modify his or her progression (see Modified Progression).

14. Probation may affect scheduling for clinical intensives (see Dispositions). If a student has been placed on probation, he or she may not be able to attend clinical intensive until the probationary issue is resolved.

15. The WGU Operations Manager or designee is responsible for scheduling all clinical intensives. Students are not allowed to change their schedules or make alternate scheduling arrangements directly with clinical faculty. Schedule changes are requested from the Operations Manager or designee (see Clinical Scheduling policy).

Extension of Student Clinical Intensives
Students must successfully complete a clinical intensive, the duration of which is defined in each clinical sub domain (course). Success is measured through evaluation by the Clinical Instructor in collaboration with the Clinical Coach. If a Clinical Instructor determines that a student requires an extension of clinical time in order to successfully complete the behavioral requirements of the clinical intensive, a request is submitted electronically to the Operations Manager or designee and the appropriate state Director of Nursing, no later than the end of the next to last shift of the clinical intensive. Requests are evaluated within one business day and the Clinical Instructor is notified of the outcome. If required, additional clinical shifts are completed as soon as possible following the standard intensive, but no more than one week later without approval from the Operations Manager. Students who are not successful in meeting the Key Behaviors upon completion of the extended clinical intensive will not progress to subsequent subdomains (courses).
Nursing Student Identification and Professional Image Guidelines

**Name Pins**
Official University Picture I.D. tags are to be obtained through the WGU portal at my.wgu.edu. Clicking on the resources tab at the top of the page displays the ordering link, Request my WGU ID Card in the center column, in the WGU ID section.

Nursing students must also upload a photo into the online portfolio system (Pass-Port) to ensure proper identification of the student by the coach in clinical areas. Students will not be allowed to participate in clinical intensives if their photo has not been uploaded in advance so it is available to their coach for purposes of identification.

This ID must be worn at all times in lab, simulation and clinical agencies. The name pin should be worn in an upright position to ensure readability and attached to the nametag slot on the uniform or lab coat. No pins, stickers, or other decoration may be worn on the nametag. WGU Nursing Badges should be attached to the left upper arm of the top of the uniform. If a white coat is worn over the scrub top or shirt, a badge should be on each.

**Student Dress Code**

*Uniforms/clinical wear:* Students should dress in the approved uniform as follows:

**Women:**
1. White Unisex Pants
2. White Cuffless V-neck Cardigan
3. Royal Blue Women's Polo Shirt - OR - Sailor Blue Women's Scrub Top
4. Name Pin
5. A patch for each top and jacket

**Men:**
1. White Unisex Pants
2. White Cuffless V-neck Cardigan
3. Royal Blue Men's Polo Shirt
4. Name Pin
5. A patch for each top and jacket

**Optional Items:**
All Students:
1. White Women's Shirt Top
2. White Men's Oxford Top
3. These two items may optionally be used as short sleeve jackets
4. May not be ordered in place of the required V-Neck Cardigan

*Uniforms:* Should be clean and appropriately wrinkle-free at all times. They should fit well (not too tight or too short) and reflect a professional appearance. Name badges should be visible on outer lab coats and uniforms at all times. **Sport and play clothes are not acceptable; this includes jeans, visible midriffs, Bermuda shorts, sleeveless dresses or tops, sweat shirts, leg warmers and T-shirts. No low necklines. No sagging pants will be permitted.**
Appropriate undergarments of white or natural color, must be worn. Long sleeved white shirts can be worn under the uniform for warmth.

_Footwear:_ Shoes should be white, clean, closed-toe, with non-skid soles and of non-porous material. Shoelaces must be white. **Clogs are not acceptable.** Heels are to be no greater than 1 inch in height.

_Hair:_ Hair must be clean and neatly combed. **Any extreme look or color is not permitted.** Hair at shoulder length or below should be combed away from the face so that it will not fall forward over the face while performing normal nursing duties. Long hair must be tied back. Plain barrettes or combs are allowed. Neatly trimmed mustaches and beards are acceptable when the style is not extreme.

_Make-up:_ Make-up should appear fresh and natural. **Excessive make-up is not acceptable.**

_Nails:_ Nails should be kept clean and smooth. If polish is used, it should be colorless, natural finish. Nail polish should be unchipped and without adornment. Fingernail length should not exceed beyond the tip of the finger. **Acrylic or other types of artificial nails are not permitted.**

_Perfume:_ Because of close contact with staff, patients, and visitors, the use of **perfume and after-shave lotion is not appropriate.**

_Sunglasses:_ Sunglasses are a block to interpersonal communication and should not be worn. Transition lenses or those with a transparent tint are acceptable.

_Jewelry:_ Only one small ring, class ring, or wedding band/set is acceptable. A small ring is defined as the same size or smaller than a class ring. **Necklaces and neck chains may not be worn. Very large or long dangling earrings are not appropriate.** Watches and nursing school class pins may be worn.

_Hygiene:_ Personal hygiene plays a major role in professional appearance. All students should pay particular attention to bathing regularly, ensuring absence of body and mouth odor and a neat and clean appearance. **Gum chewing is not allowed.**

_Medical Exception:_ Any request for exception(s) to the appearance code for medical reasons must be signed by your personal physician or appropriate specialist. It is then given to the appropriate designee and must be updated annually.

_Body Piercing/ Body Art:_ **Students may have no more than one visible piercing in each ear and those must conform to the clinical agency's dress code. No jewelry/hardware may be evident** other than one small, stud earring per ear. Body art and tattoos must be covered at all times.
Accident/Injury/Illness in a Clinical Setting

A student who is involved in an accident or who is injured while participating in a clinical activity (including clinical learning lab), must complete a WGU Accident/Injury/Illness Report within four hours of the event and submit it to the appropriate state Director of Nursing. The student must also seek medical attention if needed, and is responsible for expenses incurred for treatment.

NOTE: For body substance exposure, see Body Substance Exposure policy.

1. A student who is involved in an accident or injured while participating in a clinical activity (including learning lab), must:
   a. Notify the clinical learning lab or clinical instructor and student mentor immediately.
   b. Report the accident/injury as required by the clinical agency/facility.
   c. Seek medical attention promptly, if indicated.
   d. Complete a WGU Accident/Injury/Exposure Report, available in the Nursing Student Handbook on the WGU student portal, within four hours of the event and submit to the student mentor who will forward the report to the appropriate State Director, Operations Manager and MAP RN Director along with the licensed health care provider’s statement if consulted. (The report form is linked to an electronic Word document. It can be completed online, saved and then emailed to the student mentor).
   e. Complete a clinical agency/facility incident report as required.

2. Following the accident/injury, the clinical learning lab/clinical instructor will notify the appropriate state Director and the Operations Manager of any missed clinical time occurring immediately after the incident and will assist with coordination of make-up time as indicated.

3. The state Director will follow up with the student and/or clinical learning lab/clinical instructor as to resolution of the accident/illness/injury and any health care provider recommendation/treatment.

4. The state Director will provide a follow-up report to the MAP RN Director and will work with student and appropriate WGU Nursing program personnel regarding any needed clinical learning lab/clinical intensive status/progression change.
Body Substance Exposure

Healthcare personnel are at risk for occupational exposure to bloodborne pathogens such as HIV, Hepatitis B and Hepatitis C. Body substance exposure must be reported to both the clinical partner and the university. All clients must be considered to be potentially infected with bloodborne pathogens. Universal Precautions must be followed at all times. Body substances that may transmit infection include but are not limited to blood, urine, feces, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, and any body fluid visibly contaminated with blood.

Body substance exposure occurs when non-intact skin or mucous membranes come into contact with body substances that may be infected by bloodborne pathogens. Common sources of exposure include needle sticks, cuts, bites, splashes to eyes or mouth, or prolonged contact with open wounds, abrasions, or dermatitis.

Preventive techniques, including the use of personal protective equipment and sharps containers, abstaining from recapping needles, and the use of needleless devices are to be used consistently by WGU students. Students are expected to be cognizant of and adhere to clinical agency/facility infection control policies regarding body fluid exposure.

1. Needle stick injuries, cuts with contaminated objects, body substance splashes or exposure to mucous membranes are managed according to CDC guidelines. Reporting and follow-up should be conducted quickly to prevent infection.
   a. Immediate action:
      i. Wash needle sticks and cuts with soap and water.
      ii. Flush splashes to the nose, mouth, or skin with water.
      iii. Irrigate eyes with clean water, saline or sterile irrigant.
      iv. Report the exposure to Clinical Coach and Clinical Instructor.
   b. Notify the clinical learning lab/clinical instructor and student mentor immediately.
   c. Report the exposure as required by the clinical agency/facility.
   d. Follow clinical agency/facility’s policy for post exposure treatment and/or seek evaluation from primary care provider, urgent care center, or emergency department if indicated.
   e. Complete a Student Accident/Injury/Exposure Report, available in the Nursing Student Handbook on the WGU student portal, within four hours of the event and submit to the student mentor who forwards it to the appropriate State Director, Operations Manager and MAP RN Director along with the licensed health care provider’s statement if consulted.

2. Following the exposure, the clinical learning lab/clinical instructor notifies the appropriate state Director and the Operations Manager of any missed clinical time occurring immediately after the incident and assists with coordination of make-up time as indicated.

3. The State Director follows up with the student and/or clinical learning lab/clinical instructor as to resolution of the exposure incident and any health care provider recommendation/ treatment.

4. The State Director provides a follow-up report to the MAP RN Director and works with the student and appropriate WGU Nursing personnel regarding clinical learning lab/clinical intensive status/progression change.
Nursing Student Impairment

Clinical instructors and coaches and clinical learning lab instructors are to promptly remove from the clinical and/or lab setting students who demonstrate reasonable suspicion of emotional or chemical impairment which may place peers, instructors, staff, patients and or families in danger. When such a removal occurs, it must be reported to the Disposition Committee and the state Director of Nursing for review and corrective action.

1. Students with emotional illness or chemical dependence are urged to seek appropriate treatment voluntarily.
2. Students may not possess or be under the influence of alcohol or illegal drugs in the clinical and/or lab setting.
3. Students may not be under the influence of prescription drugs, particularly controlled substances, in the clinical and/or lab setting, when such use impairs the student’s ability to provide safe nursing care or interact with others in a safe, rationale manner.
4. Students who are under emotional stress that impairs their ability to provide safe nursing care or interact with others in a safe, rationale manner should refrain from clinical attendance (see Clinical Learning Lab Scheduling and Attendance policies and Student Scheduling Clinical Intensive policy).
5. When reasonable suspicion of emotional or chemically impairment is present, a student should be removed from the clinical setting immediately by the instructor. Signs that may indicate emotional or chemical impairment include, but are not limited to:
   a. Inability to concentrate or respond appropriately
   b. Hostility or irritability
   c. Sudden verbal aggression toward others
   d. Impaired short term memory
   e. Slurred speech
   f. Odor of alcohol on breath
   g. Unsteady gait
   h. Shaking hands
   i. Runny nose
   j. Frequent trips to bathroom or other unexplained absences
   k. Poor grooming
   l. Pupils either constricted or dilated, face flushed

6. Students must adhere to the impairment policies of the clinical agency/facility as required which may include drug screening. Refusal to comply with clinical agency/facility drug screening requests may result in dismissal from the WGU nursing program.
7. The WGU instructor immediately notifies the state Director of Nursing or designee of student removal from the clinical setting.
The state Director of Nursing or designee confers with both the student and the instructor about the occurrence.
8. If a reasonable suspicion of chemical impairment is present, the state Director of Nursing or designee requests a blood alcohol level or urine drug screening as indicated.
   a. The student is immediately transported (at his or her own expense) or escorted to a nearby urgent care center or emergency department for screening.
   b. The student must consent to drug/alcohol screening. Failure to consent may result in dismissal from the WGU nursing program.
   c. The student must authorize results to be released to WGU MAP RN Program.
d. The student is responsible for all costs incurred for screening.

9. The WGU instructor arranges for student transportation home at the student’s expense.
10. A Disposition Form documenting specific behaviors or confirmed evidence of impairment is submitted electronically by the WGU instructor.
11. The Nursing Disposition Committee collaborates with the state Director of Nursing to develop a corrective action plan that is consistent with state and university policies.
Dispositions of Nursing Students

The mission of WGU’s nursing programs is to prepare caring leaders who are technologically proficient nurses who preserve, promote, and improve the health and well being of individuals, families, groups, communities, and populations.

Nationally accredited, the Nursing programs of WGU adhere to the standards and guidelines of the American Association of Colleges of Nursing (AACN) as well as the core ethical principles outlined by the American Nurses Association (ANA) Code of Ethics. Within these standards and guidelines, the university’s Conceptual Framework defines the foundational dispositions expected of all graduates. All candidates must demonstrate throughout their programs that they have the dispositions consistent with ANA Code of Ethics:

On June 30, 2001, the House of Delegates of the American Nurses' Association adopted a new Code of Ethics. The provisions as follow are for immediate use in teaching and practice. Refer to American Nurses Association Code of Ethics mentioned earlier for additional information on these standards.

Provisions:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

Student behaviors and actions that are counter to these or other accepted nursing dispositions
will result in a level 1, 2, or 3 response from the Disposition Committee. Behaviors that are considered to be dispositional infractions are typically identified or recognized when WGU academic, administrative, or clinical personnel submit a Disposition Concern Form to the Nursing Programs Disposition Committee. Behaviors may also be identified from reports or complaints from the nursing student's colleagues, clinical institution employees, patients, fellow students or other individuals.

Response Levels
If requested, a student may be given a formal or informal opportunity to acknowledge, explain, and improve a disposition prior to the implementation of any of the following levels of response. A discussion with the mentor or other university personnel may avoid the need for a response and should be attempted before escalating the concern whenever possible. Mentors and appropriate WGU personnel may suggest support interventions such as readings, reconciliatory efforts (i.e. notes of apology or meetings with offended parties) personal reflections, additional learning resources, incorporation of additional study methods or techniques, or other appropriate means of redirecting the student's behavior and attitude.

Level 1: Dispositional Warning
Nursing students who fail to demonstrate any of the above dispositions will be warned via email of the concern after the first occurrence and provided an opportunity to demonstrate understanding of the concern and satisfactory improvement.
Examples of Behaviors that may result in Level 1 Warning (list not all inclusive): Arriving late for lab or clinical, not meeting dress code, unprofessional language in written or verbal communication with faculty, staff, or peers, late submission of assigned coursework, or perceived lack of adequate preparation for lab or clinical.

Level 2: Dispositional Probation
A second dispositional offense will result in the student being placed on probationary status. An improvement plan will be provided that addresses the area of concern and provides the nursing student with a directed opportunity to remediate the concern. Probationary status is removed when the plan has been successfully completed. A student placed on probationary status will be notified of the status within 5 business days of the concern being filed with the Disposition Committee. Probationary status must be removed prior to student attending clinical experiences including lab or simulation activities.

Examples of Behaviors that may result in Level 2 Dispositional Probation (list not all inclusive): More than one late arrival at lab or clinical, medication errors or other unsafe patient care, disrespectful or insubordinate language in the clinical setting, or lack of adherence to course progression policy.

Level 3: Dispositional Disciplinary Action
A third offense requires action by the Nursing Programs Disposition Committee even if previous offenses have been cleared. The action may be one of the following:

- Continuation in the program
- Conditional continuation in the program with required improvement plan
- Removal from the program
- Additional information requested (resulting in a postponement of the decision for no more than ten business days)
- Insufficient evidence (results in continuation in the program on probationary status—probationary status must be removed prior to attendance at clinical
The Disposition Committee is the entity that considers the circumstances surrounding a potential dispositional disciplinary action. The Committee is chaired by a WGU Nursing faculty member, and includes representatives from each WGU Nursing Program. At least three members of the Disposition Committee must participate in any proceedings that result in disciplinary action.

The nursing student will be notified at least 5 business days prior to a Disposition Committee meeting. The student is entitled to provide any supporting relevant information for consideration, and/or the student may elect to attend the hearing. The student will be notified of the outcome of the hearing within 3 business days of the decision. If the student disagrees with the Committee’s decision, the student may appeal by submitting a written request within 5 business days to the Director of Nursing to request a hearing with the Academic Standards Committee. Information about the Academic Standards Committee may be found in the WGU Student Handbook and the WGU’s Code of Conduct Policy.

**Egregious Violations of the ANA Code of Ethics**
Any of the following behaviors will result in immediate level 3-action regardless of prior standing:

- Behavior that is threatening or has the potential of harming a patient or any other person including university faculty, employees, or contracted staff;
- Behavior that jeopardizes the well-being of any patient;
- Criminal acts, abuse of patients, use of alcohol or drugs during professional practice, misrepresentation or falsification of information;
- Improper remunerative conduct, use of patient funds or property for personal gain;
- Disclosure of patients’ confidential or private information; Removal for cause from any clinical or lab placement.
Complaints or Grievances
Students who have concerns or complaints about their WGU learning experiences have several resources available to express and resolve issues as they arise. If a student has a complaint, they should discuss it first with their mentor. Mentors can assist students in determining the best resource to access or contact to seek resolution. The following is a partial list of resources for addressing specific nursing program specific concerns. WGU has extensive resources for other concerns. Please see the WGU policy here for other assistance.

- For complaints about a clinical coach, the student should first attempt to resolve the issue with the coach. If the student and coach cannot resolve the issue, the student should contact the clinical instructor.
- For complaints about a lab instructor or clinical instructor, the student should first attempt to resolve the issue with the instructor. If the student and instructor cannot resolve the issue, the student shall contact the State Director.
- For complaints about a mentor, the student should first attempt to resolve the issue with the mentor. If the student and instructor cannot resolve the issue, the student shall contact student services.

Formal Grievance and Complaint Procedure
A grievance is any dissatisfaction, complaint, or alleged injustice that results from an academic or non-academic experience with administrators, mentors, lab instructors, clinical coaches or instructors, staff members or students.

- For information on the WGU formal grievance and complaint procedure refer to the WGU student handbook Article #1041.
RN Licensure Qualifications

Upon completion of WGU’s baccalaureate pre-licensure program, you are eligible to sit for the National Council of Licensure Examination (NCLEX) that is required to become licensed as a Registered Nurse, provided you meet all accrediting body requirements. The Board of Nursing in the state where you reside provides licensure if you pass the NCLEX exam.

Please note that the process for licensure and NCLEX testing takes approximately 4 – 6 weeks following graduation. You are encouraged to apply for a registered nursing position during your last three months of the nursing program, but you should inform your potential employer of the estimated timeframe for licensure.

You may access information regarding licensure on your State Board of Nursing website. If you have a criminal background including a misdemeanor or felony or if you have a history of mental illness or substance abuse, you may not be eligible for licensure through the Board of Nursing, regardless of whether or not you have met all of the requirements for graduation.

Before pursuing nursing education, you should investigate licensure eligibility by contacting your state’s Board of Nursing.

Applying for Registered Nurse Licensure

Important: This process is subject to administrative changes by the Licensure Board of your state or National Council State Boards of Nursing (NCSBN).

Procedure: Follow directions carefully.

1. You may complete application for NCLEX-RN testing within three months of completion of WGU’s Pre-licensure Program. Students are encouraged to begin the process during the Role Transition Course of Study. Applications sent in prior to your last three months of school are typically not processed by the Board of Nursing.

2. Go online to your state board of nursing website to locate and print the application form for Registered Nurse Licensure.

3. Complete the application, then send via ground mail or hand delivery to the address listed on the application.

4. You must send or deliver the requirements for fingerprinting in accordance with state requirements. States may require physical fingerprints or an electronic process. Follow the requirements of the Board of Nursing in your state.

5. The next step in the process is to complete all your remaining coursework with WGU and graduate with a bachelor’s degree in nursing.

6. Request WGU Registrar to send in a copy of your official transcript directly to the Board of Nursing. The transcript must be sealed, and must come directly from the school. WGU may choose to send a packet of all graduating student nurse transcripts to the Board of Nursing at one time. Check with your mentor to verify this.
7. Allow the Board of Nursing two to four weeks to process your application after they have received your college transcript.

8. You will then receive an authorization to test with a phone number to call to schedule your exam time. The time will be within 30 days of your call to schedule. Do not call the Board of Nursing or NCLEX to check on your authorization status; a separate agency schedules your test time.

9. You must accept your test time schedule or risk having to wait for another time.

10. Testing centers are located in every state.
Forms and Documents for the Nursing Programs

Accident and Injury Report Form

Healthcare Forms

I. Provider Physical Examination
II. Provider Attestation of Performance Standards
III. Student Attestation of Performance Standards

Declination Forms for Immunizations must be obtained from your Mentor

Student Liability - Assumption of Risk and Release by Student

Nursing Program Audio/Video Recording – Consent and Release Agreement

Professional Recommendation Form
Western Governors University  
Department of Nursing  
Student Accident/Injury/Exposure Report

This form is to be completed by the student within four hours of an accident, injury or illness occurring while in a clinical setting, including clinical learning lab. Upon completion, this form is submitted to the Operations Manager or designee, state Director of Nursing, and the MAP RN Program Director via e-mail.

If immediate medical attention is needed, the student should go to a hospital emergency room or urgent care center, as appropriate, for treatment. Students are financially responsible for treatment.

**Student Data:**

Student Name:  
Student ID:  
Student Date of Birth:  
Student Address:  
Student Phone Number:  
Student Mentor:  
Clinical Instructor:  
Clinical Coach:  

**Incident:**

Date of Incident:  
Time of Incident:  
Description of Incident:  
Location of incident (specific clinical setting/site):  
Witnesses (include contact phone number):  
Person you first reported incident (include contact phone number):  
Nature of injury:  
Body part affected:  

**Body Fluid Exposure:**

Type of body fluid exposure:  
Approximate amount of exposure fluid:  
Actions taken after exposure:  

**Needle Stick Incident:**

Was needle visibly contaminated with blood?  
Please indicate if needle stick was result of recapping, full needle box, in trash, in linen, during injection, etc:  
Actions taken after needle stick:  

**Splash Incident:**

Body part splashed:
Skin or mucous membrane splashed broken or intact?
Actions taken after exposure:
Type of personal protective equipment worn at time of exposure:

**Source of Exposure:**
Client/patient name:
Client/patient address:
Client/patient phone number:
Client/patient diagnosis:
Client/patient’s primary care provider:
Comments regarding client/patient risk factors for HIV, Hepatitis (include type), STI, TB, Meningitis, other communicable diseases:

**Follow-up**
Did you seek medical attention? Date:
Name of licensed health care provider:
Address of provider:
Telephone of provider:
Insurance provider:

Please provide a copy of the health care provider’s statement with this report.
Date report completed: Time report completed:
Person completing report:
Relationship to student:
Western Governors University
Prelicensure BSN Program
Part I: Healthcare Provider Physical Examination Form

Name in Full _________________________________________________________________________________

LAST NAME    FIRST NAME    MIDDLE NAME

PHYSICAL EXAMINATION (To be filled in by Healthcare Provider)

Height _________    Weight _________    Blood Pressure___________    Pulse __________

Please circle the option that is appropriate. If any area(s) is (are) abnormal please explain.

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Abnormal</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes &amp; Vision</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ears &amp; Hearing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nose</td>
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<td>Gums</td>
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<td>Tongue</td>
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<td>Teeth</td>
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<td>Sinuses</td>
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<td>Posture</td>
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<tr>
<td>Skin</td>
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<td>Thyroid</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Heart: Sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart: Murmur</td>
<td>Absent</td>
<td>Present</td>
<td></td>
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<tr>
<td>Heart: Rhythm</td>
<td></td>
<td></td>
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<tr>
<td>Lungs</td>
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<td></td>
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<tr>
<td>Breasts</td>
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<td></td>
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<tr>
<td>Abdomen</td>
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<td></td>
<td></td>
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<tr>
<td>Nutrition</td>
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<td></td>
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<tr>
<td>Spine</td>
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<td></td>
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<tr>
<td>Upper Extremities</td>
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<td></td>
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<tr>
<td>Lower Extremities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hernias</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there any known health problems that would affect progress in the nursing program or participation in clinical nursing activities? No ( ) Yes ( ). If so, please specify below:

_____________________________________________________________________________________________
_____________________________________________________________________________________________

Are there allergies that could be exacerbated by clinical environment or activities? No ( ) Yes ( ) If so, explain:

_____________________________________________________________________________________________
_____________________________________________________________________________________________

To my knowledge, the information I have supplied on this health form is accurate and complete.

Licensed Healthcare Provider(Printed) (Signature & Date) M.D.    D.O.    P.A.    N.P. (Circle correct title)

Phone Number    Address City    State    Zip Code
Western Governors University
Prelicensure BSN Program
Part II: Provider Attestation of Ability to Meet Performance Standards

Student Name__________________________________________ Date_________________________

Initial the following statements as attestation that the individual is capable of the performance standard described.

<table>
<thead>
<tr>
<th>Provider Initials</th>
<th>Issue</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Thinking</td>
<td>Individual can think critically and focus on patient care priorities in order to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>Individual can demonstrate interpersonal abilities in order to interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Individual can clearly communicate in English, both verbally and in writing, in order to communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.</td>
</tr>
<tr>
<td></td>
<td>Mobility</td>
<td>Individual can maneuver in small spaces and move from one place to another in order to move around in clients’ rooms and bathrooms, into and out of work spaces, access treatment areas, and run short distances quickly to procure needed emergency materials when indicated, within a timeframe acceptable for patient safety.</td>
</tr>
</tbody>
</table>
|                   | Motor Skills           | Individual can demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care in order to move and position clients in and out of bed, calibrate and use equipment, and perform patient care procedures such as IV insertion and cardiopulmonary resuscitation.  
I am able to:  
   a) Walk 5 miles per day  
   b) Lift 50 pounds  
   c) Reach above shoulder level  
   d) Bend and stoop/squat  
   e) Grasp/grip  
   f) Ascend and descend stairs |
|                   | Hearing                | Individual can hear well enough to monitor and assess clients’ health needs in order to hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead announcements and cues.                                                        |
|                   | Visual                 | Individual can distinguish colors and see well enough to observe and assess client health status and changes in condition in order to see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.                                                                 |
|                   | Tactile                | Individual has tactile capabilities sufficient for physical assessment such that the student can successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition. |
|                   | Stamina                | Individual has the physical and mental stamina necessary to adapt to requirements of 12-hour shift work, including rotations on the 24-hour clock.  
   a) Sit for long periods of time  
   b) Stand for long periods of time  
   c) Ability to walk at a reasonably quick pace for extended period of time |

My signature below indicates that all of the above are true based on my observation of this individual.

Licensed Healthcare Provider (Printed) (Signature & Date) M.D.  D.O.  P.A.  N.P. (Circle correct title)

Phone Number__________________________ Address City__________________________ State__________________________ Zip Code__________________________
Western Governors University
Prelicensure BSN Program

Part III: Student Attestation of Ability to Meet Performance Standards

Student Name__________________________________________ Date_________________________

Initial the following statements as attestation that you are capable of the performance standard described.

<table>
<thead>
<tr>
<th>Student Initials</th>
<th>Issue</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>I am able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g) Walk 5 miles per day</td>
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<td></td>
<td></td>
<td>d) Sit for long periods of time</td>
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<tr>
<td></td>
<td></td>
<td>e) Stand for long periods of time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f) Ability to walk at a reasonably quick pace for extended period of time</td>
</tr>
</tbody>
</table>

My signature below indicates that all of the above are true at this time. I will notify my assigned WGU mentor and the Prelicensure Nursing Program State Director if at any time during the program my ability to meet performance standards changes. I recognize that if at any time I am unable to meet the above performance standards, I may not be allowed to progress in the nursing program.

________________________________________________________________ ___________________
Student Signature        Date
Western Governors University
STUDENT LIABILITY
Assumption of Risk and Release by Student

-----------------------------------------------

LIABILITY RELEASE, WAIVER, DISCHARGE AND COVENANT NOT TO SUE

This is a legally-binding Release made by me, ____________________________, to the Western Governors University (Institution).

I fully recognize that there are dangers and risks to which I may be exposed by participating in skills, simulation labs and clinical experiences during my time as a student at Western Governors University (Institution). I am aware that I may encounter risks found in the hospital setting associated with patient care, which include but are not limited to, Air borne diseases, blood borne pathogens, sharp instruments and other possible equipment related injuries. I understand that the university does require me to participate in these activities, and I do so, despite the possible dangers and risks and despite this release.

I therefore agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. In consideration of and return for the services, facilities, and other assistance provided to me by the institution in this activity, I release the Institution (and its governing board, employees, and agents) from any and all liability, claims and actions that may arise from injury or harm to me, from my death or from damage to my property in connection with this activity. I understand that this Release covers liability, claims and actions caused entirely or in part by any acts or failures to act of the Institution (or its governing board, employees, or agents), including but not limited to negligence, mistake, or failure to supervise by the Institution.

I recognize that this Release means I am giving up, among other things, rights to sue the Institution, its governing board, employees, and agents for injuries, damages, or losses I may incur. I also understand that this Release binds my heirs, executors, administrators, and assigns, as well as myself.

I have read this entire Release, I fully understand it and I agree to be legally bound by it.

THIS IS A RELEASE OF YOUR RIGHTS. READ CAREFULLY BEFORE SIGNING.

__________________________
(Releasor's Signature)

________________________________________
Date
I hereby authorize Western Governors University (University), and those acting pursuant to its authority to:

(a) Record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium, alone or with others, in WGU nursing labs ("recordings").

(b) Use my name in connection with these recordings.

(c) Use these recordings solely in the interest of the advancement of nursing programs and for the purpose of professional education or research and not for any other purpose reproduce, exhibit or distribute in any medium.

(d) Use recordings during the term in which they were made unless special permission is granted by me for later use in educational material and/or research.

I release the University and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use.

I understand that all such recordings shall remain the property of the University and that I shall receive no financial compensation for the use of such recordings. I also understand that I will not be penalized in anyway should I not agree to be recorded by execution of this Agreement.

I have read and fully understand the terms of this release.

Name: __________________________________________________________
Address: _________________________________________________________
Street

City State Zip
Phone: __________________________________________________________
Signature: ____________________________ Date: ______________
Name of Applicant: __________________________  Completed by:  __________________________

The above person has applied for admission to Western Governors University Pre-Licensure Nursing Program. The applicant has provided your name as a reference to help the Admission Committee assess his/her eligibility.

This Professional Reference Questionnaire is an information source. It is an important tool in the assessment of the applicant’s experience and his/her character. Please be advised that the information you provide will be treated in strict confidence and will not be shared with anyone outside the university.

For the application to proceed without undue delay, it would be greatly appreciated if you could complete this form at your earliest convenience and email it to admissionscommittee@wgu.edu or fax to 801-904-0148. Thank you for your cooperation in this matter.

Sincerely,

Michelle Winters, MSN, MBA/HCM, RN-BC
Chair, WGU Prelicensure Nursing Admissions Committee

Please rate the applicant’s performance in the following areas:

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Punctuality</td>
<td></td>
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<tr>
<td>Competence</td>
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<tr>
<td>Flexibility</td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Job Knowledge</td>
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<tr>
<td>Productivity</td>
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<tr>
<td>Attendance/Punctuality</td>
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<tr>
<td>Competence</td>
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<tr>
<td>Quality of Work</td>
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</tbody>
</table>

Average

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity</td>
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<tr>
<td>Reliability</td>
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<tr>
<td>Professionalism</td>
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<tr>
<td>Creativity</td>
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<tr>
<td>Written Communication Skills</td>
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<tr>
<td>Oral Communication Skills</td>
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<tr>
<td>Judgment</td>
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<tr>
<td>Supervisory Abilities</td>
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</table>

What have you observed as strengths?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What have you observed as weaknesses?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Describe his/her ability to work in difficult situations.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Describe his/her ability to work with people.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

**Thank you.**

If you have any additional comments or any reservations about this applicant being admitted to Western Governors University Pre-Licensure Nursing Program, please include them in the space provided below. Please provide information for any sections which you rated the applicant either **Excellent** or **Below Average**.

Comments:____________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

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