College of Nursing
and Health Sciences

UNDERGRADUATE HANDBOOK

2024-2025

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WELCOME

The College of Nursing and Health Sciences (CNHS) is dedicated to researching, educating, and innovating to create a healthier and more equitable world. Our focus is empowering individuals and communities to make positive societal changes so everyone can access the resources and opportunities for better health and wellness outcomes.

MISSION

To create, share and apply health-related knowledge and prepare students to be global citizens who lead and collaborate across disciplines and perspectives with an interprofessional commitment to advancing equity in support of the health of individuals, communities, and societies.

VISION

To be a leading academic community fostering excellence in health research, education, and practice committed to creating a healthier, more equitable world and wellness for all.

DEPARTMENTS AND DEGREE PROGRAMS

UVM's College of Nursing and Health Sciences offers undergraduate and graduate programs in a variety of health disciplines. The curricula include rigorous academic preparation and extensive field experience at selected facilities. All professional programs needing accreditation and/or state approval for licensure eligibility have achieved and maintain such status. More information about the College, its mission and philosophy, faculty and programs can be found on the UVM website and in the University Catalogue. The College of Nursing and Health Sciences consists of the following academic departments:

- Department of Biomedical and Health Sciences
- Department of Communication Sciences and Disorders
- Department of Nursing
- Department of Rehabilitation and Movement Science

UNDERGRADUATE DEGREE PROGRAMS

- Communication Sciences and Disorders (B.S.)
- Exercise Science (B.S.)
- Medical Laboratory Science (B.S.)
- Medical Radiation Sciences (B.S.)
- Nursing (B.S.)
- Public Health Sciences (B.S.)

The College of Nursing and Health Sciences offers undergraduate minors in Communication Sciences and Disorders, Emergency Medical Services, Global Public Health; Integrative Health; Integrative Health and Wellness Coaching; and Medical Diagnostics.

STUDENT POLICIES, STANDARDS, AND REQUIREMENTS

UVM students have certain rights and responsibilities, as outlined in the University of Vermont Catalogue and in this handbook. Students participating in clinical programs may have additional responsibilities associated with

these programs. A plan of study for each program is available online in the UVM Catalogue, on the CNHS website, or from the CNHS Office of Student Services. The academic standards policy for each CNHS undergraduate program is outlined in this handbook.

ACADEMIC INTEGRITY

The standards for academic honesty and integrity established in this policy apply to all students enrolled at the University of Vermont in any work performed in furtherance of a particular course or course of study.

UVM POLICY

In addition to the College of Nursing and Health Sciences policies, all students, faculty and staff must adhere to University of Vermont policies.

UVM UNDERGRADUATE CATALOGUE

The University of Vermont Undergraduate Catalogue is the official publication of undergraduate degree programs, requirements, and course descriptions. Students at the University of Vermont are responsible for knowing and complying with all course requirements for their respective degrees as stated in the catalogue that is in effect at the time of enrollment.

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials in accordance with the requirements of the federal students' records law known as FERPA. In general, the faculty follows the guidelines listed below:

- Only those individual student records necessary for the fulfillment of teaching and advising responsibilities are kept by the faculty.
- Student scores or grades are not displayed publicly.
- Papers, graded exams, books, or lab reports containing student names and grades are not placed in publicly accessible places.
- Student education record information, including grades or grade point averages, are not shared with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
- Information from student educational records, including grades or grade point averages, are not shared with parents or others outside the institution, including in letters of recommendation, without written permissions from the student.

EMAIL POLICY

All students will have a UVM email account. This is the major mode of communication utilized by faculty and staff in the College. Students are expected to use their UVM email account for all UVM correspondence.

Failure to read emails sent from faculty/staff, CNHS, or UVM does not excuse students from adhering to deadlines, assignments, requests, etc.

CHANGE OF ADDRESS

A student's current local address and phone number should be on file through the Registrar's Office. It is essential that there be a way to contact students in case of an emergency. Information may be updated via myUVM.

COURSE EVALUATIONS

All syllabi contain information about how to access and complete course evaluations and the expectations for completion. Students are required to complete the course evaluations as a demonstration of professional responsibility and may not be able to view final grades unless the evaluation is completed.

STUDENT CONCERN POLICY

There are many avenues available for students to discuss concerns or provide suggestions about different aspects of the undergraduate or graduate program. Here are the mechanisms provided to address concerns:

- Discuss your concern with the relevant party. Meeting directly with the person whose classroom, supervisory or administrative policy or action is in question is always the best first step since it addresses the concern where it arises.
- Discuss your concern with your academic advisor. If discussions with the relevant party prove unsuccessful, or if you feel more comfortable speaking to your advisor, they will be happy to speak with you confidentially.
- Discuss your concern with the Department Chair. The Department Chair will be glad to meet with you to discuss concerns that you may have about any aspect of your program. If you wish to discuss concerns that pertain to a specific faculty or staff member your decision about confidentiality will be respected.
- Contact the Office of Student Services in the College of Nursing and Health Sciences.
- You may send an email to the Director of Student Services requesting that your concern be shared anonymously with the chair of your department, undergraduate program director, or both.
- You may request a meeting with the Director of Student Services to share your concern and discuss how to resolve it. This step represents an action that goes beyond the Department and might be helpful if you are concerned about basic Department policy that may differ from the College guidelines, or if you believe the Department mechanism would not be sufficient.
- Complete the online student concern form.
- Students with a grievance about a course grade should follow the instructions outlined in the UVM Grade Appeal Policy.
- If all other avenues are unsuccessful to resolve or to come to a common ground, you may address your concern to the relevant accrediting body. This step can be achieved by contacting the organization and should be used only in cases where very serious concerns are raised about important Departmental policies or the handling of a particular concern.
    - Communication Sciences and Disorders: American Speech-Language-Hearing Association's Council of Academic Accreditation (CAA). 1-800-498-2071 or 301-897-5700 or by e-mail at accreditation@asha.org.
    - Medical Laboratory Science: National Accrediting Agency for Clinical Laboratory Science, 5600 N. River Rd., Suite 720, Rosemont, IL 60018-5119; (773) 714-8880.
    - Nursing: The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at the University of Vermont are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org)
    - Radiation Therapy: Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL, 60606-3182; Phone: (312) 704-5304; Email: mail@jrcert.org.

IDENTIFICATION POLICY

All CNHS students, faculty, and staff must carry identification in the form of a CAT card while in Rowell, Given, the Medical Education Center, and the Health Sciences Research Facility. If you lose your CAT card, be sure to get a replacement.

ADVISING

The College of Nursing and Health Sciences offers a high-quality and distinctive first-year experience. Throughout the first year, students have opportunities to interact with faculty, staff and peers through academic, co-curricular and social programs. At specific times during the academic year, students attend small

group advising meetings with faculty members and peers in their home departments to discuss curricular requirements and progression through the major. Information sessions and workshops are offered to students throughout the academic year. Students are assigned faculty advisors within their department and major before their third year. An advisor may be changed when: (a) the advisor or advisee believes that another faculty member could serve the student better, (b) the faculty member's workload warrants readjustment, or the advisor is on leave or terminates employment. Requests for change of advisor should be made to the Office of Student Services. Advisement is the responsibility of both students and faculty.

Students are encouraged to initiate meetings with their advisors each semester to discuss progression and graduation requirements, changes in courses, and concerns about classes. Advisors are available either during scheduled office hours or by appointment throughout the semester to discuss issues or questions advisees may have.

ESSENTIAL FUNCTIONS REQUIREMENTS

Essential functions refer to criteria for behavior that must be demonstrated by students in professional programs. These criteria are based on standards set by professional bodies and include professional codes of ethics and/or standards for professional behavior.

BASIC REQUIREMENTS

The nature of the professions for which students in our College are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical diagnostic examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems. Specific essential functions and professional standards requirements for each major and department can be found in this handbook. Students must be able to perform the essential functions and meet the professional standards of the program in which they are enrolled. Students are responsible to know and adhere to these standards; and faculty are responsible for reviewing students' performance in accordance with the essential functions and professional standards. Students who cannot perform the essential functions in the manner outlined by their departments will not necessarily be precluded from participating in their programs but will need to be able to perform all essential functions with reasonable accommodation (a modification or adjustment within the university's programs and activities to enable a student with a disability to have the same opportunity to meet the academic and essential functions as nondisabled student). Progression may be affected for students who cannot perform essential functions or meet professional standards outlined by their departments.

CLINICAL REQUIREMENTS

Students in clinical programs must realize there is always an element of risk of exposure to infectious disease. Faculty and clinical staff make every effort to educate all students in appropriate modes of infection control to minimize these risks. Students are required to have a yearly physical exam, and certain immunizations and to participate in health safety training workshops. Immunizations are available through UVM Student Health Services for a fee. Additionally, students are required to have and maintain health insurance. UVM Student Health Services offers an insurance plan for students who need health insurance. Students engaged in CNHS clinical programs must recognize the risk of exposure to infectious disease. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

CLINICAL MANDATORIES

Students are required to prove immunity to certain diseases. The College of Nursing and Health Sciences will collect immunization information from students prior to the start of their clinical experiences. Prior to beginning a clinical education experience, a consent/dissent form will be sent to the affiliation sites to document

student's inoculation status. For detailed information regarding the immunization requirement please refer to the College of Nursing and Health Sciences clinical mandatories website:
http://www.uvm.edu/cnhs/clinical_mandatories

OSHA BLOODBORNE PATHOGENS TRAINING

The UVM Exposure Control Plan outlines the University's general policy regarding training and retraining for OSHA blood borne pathogens.

CRIMINAL BACKGROUND CHECK

Students may be required to undergo a satisfactory criminal background check before starting a clinical affiliation or experience. Students must carefully review and comply with all requirements of any site with which they wish to affiliate. All costs for criminal background checks will be borne by the student. Students are strongly encouraged to review the licensure requirements of any state in which they intend to seek licensure and to review all information available from a state's licensing agency regarding the effect of criminal convictions on licensure. State licensing agencies and clinical sites may have differing standards and a decision by CNHS to admit a student or to allow a student to remain in the program after review of a criminal history report does not necessarily mean that the student will be allowed to participate at a clinical site or to obtain licensure.

CONFIDENTIALITY OF CLIENT/PATIENT INFORMATION

For students engaged in academic and clinical education experiences, there are many opportunities to access client /patient information both verbally and through written and/or electronic records, on a need- to-know basis. This is termed a clinical privilege. Inherent in this privilege is a responsibility to maintain the confidentiality of this information and prevent disclosure of this information to others who do not need to know, nor should know, this information. HIPAA (The Health Insurance Portability and Accountability Act) represents national legislation enacted to protect individuals' rights to privacy and confidentiality. CNHS students must complete training in HIPAA regulations and are required to pass a HIPAA exam. This training is provided by departments.

ADDITIONAL REQUIREMENTS

Students are responsible for their own transportation to and from clinical sites and, where relevant, the costs of housing for clinical experiences. This includes clinical placements outside of the Burlington area and, in some cases, out-of-state. All students must carry professional liability insurance during clinical rotations and will be billed approximately $40 per year for this insurance. The University is not responsible for medical costs resulting from injury during clinical rotation, or during any other curricular activity, unless this injury is due to negligence by the University.

ACADEMIC POLICIES

LOW SCHOLARSHIP POLICY

The faculty in the College of Nursing and Health Sciences (CNHS) establish the standards for academic trial and dismissal for students in the college. When students do not achieve these standards, they will receive written notice.

ACADEMIC STANDARDS

Academic standards refer to the requirements for minimum course, semester, or cumulative grades or grade point averages (GPA). The faculty in each department of the College of Nursing and Health Sciences (CNHS) establish the standards for students' academic achievement within the department or program (major). These standards are outlined in the departmental student handbooks.

ACADEMIC TRIAL

In situations where undergraduate students' performances are marginally unsatisfactory, the students will be placed on "academic trial." As noted in university policy, "academic trial" is an intermediate status between good standing and dismissal in which the student remains enrolled according to the stated academic conditions of the department. If students' performances are wholly unsatisfactory, the students will be dismissed from the university. Students will be notified by email when their status has been determined to be "on trial." A departmental standards committee may place a student on trial at the end of a semester in which the GPA was less than the program academic standard for progression. Academic trial may also be used when students are readmitted to a program after discontinuance. Placement on academic trial is not appealable. A student on academic trial should register for courses recommended by the student's academic advisor, the departmental standards committee, or the chair of the department. Students will be removed from academic trial when the GPA is equal to or greater than the departmental standard. Students will be notified by email that they have been removed from academic trial status no earlier than one semester following placement on trial, but no later than the earliest practicable time when a determination can be made that the student has met the academic standard for progression in the program (e.g., at the beginning of the fall term if summer courses have been approved to meet the academic standard and the student has shown evidence of satisfactory completion of those courses). Students who fail to meet program academic standards after having been on academic trial may be discontinued from their programs.

DISCONTINUATION

Discontinued status means that students will not be allowed to register for courses in their academic programs in CNHS. Students remain enrolled at UVM and may register for classes outside their original programs. Discontinued students have two (2) semesters to affect a transfer to another major. Students are responsible for determining the programs into which they are eligible to transfer and for completing application requirements to accomplish the transfer. Students who fail to transfer within two (2) regular semesters will be notified by letter of their status in the CNHS or the University.

DISMISSAL OR SEPARATION FROM THE UNIVERSITY

Dismissed students are no longer students at UVM and may not register for classes. Students may be dismissed from the University upon receiving failing grades in one-half or more of their semester hours in any semester (if only one class is taken and failed then this criterion is met). Students who fail to meet requirements set for academic trial periods and students who exhibit consistently low scholarship below the average required for graduation may be dismissed even if they do not meet the requirements for academic trial. Students dismissed from UVM for low scholarship must direct their appeals for readmission to the Dean of CNHS and receive written permission before they will be permitted to enroll in any UVM course. Students dismissed for disciplinary reasons must receive written approval from the Vice President for Student & Campus Life before being permitted to enroll in any UVM course.

DETERMINATION AND NOTICE OF PROFESSIONAL/ACADEMIC DISCONTINUANCE OR DISMISSAL

ACADEMIC STANDARDS

At the end of each semester, each student's academic performance is reviewed by the departmental faculty or the faculty designee (departmental student standards/progression committee). The faculty apply the relevant academic standards for the program in which the student is enrolled. The Office of Student Services is responsible for collecting any additional information that may influence student progression decisions, and shares this with the departments prior to action.

NOTIFICATION

Students who have been placed on academic trial, discontinued from their programs, or dismissed from UVM will receive written notice from the Office of Student Services.

PROFESSIONAL STANDARDS AND ESSENTIAL FUNCTIONS

At the end of each semester, department faculty or their designee may also review allegations related to any individual student's behavior/performance based on the Professional Standards/Essential Functions. Decisions to discontinue or dismiss students based on Professional Standards/Essential Functions are forwarded to the CNHS Dean's Office for action.

APPEAL

Students have the right to appeal discontinuation from a program or dismissal from the University. They may not appeal a decision of academic trial status.

Appeals may be brought only on the following grounds: (1) procedural error; (2) error of fact; (3) perception of bias; (4) failure of faculty or designated progression committees to adhere to published standards; and (5) health/medical reasons. Letters of appeal must state clearly and precisely the basis for appeal and provide supporting evidence of infringement of the student's rights. Personal issues or other extenuating factors do not generally constitute grounds for appeal.

PROCESS FOR APPEAL

Appeals must be submitted to the Office of Student Services by the deadline indicated in the notification letter. Appeals must include the student appeal form and a statement detailing the reasons an exception to policy should be made. Students may wish to submit additional documentation from other individuals. All materials must be received by the deadline. Office of Student Services staff will then route the appeal to the appropriate reviewing body.

STUDENT STATUS CHANGE GUIDELINES

WITHDRAWAL PROCEDURE

Students who wish to withdraw from the University must notify their Program Director and the Office of Student Services. Students failing to register at the University for coursework for a period of more than one calendar year without notifying their department in writing will be considered to have withdrawn from the degree program. Students who withdraw will be readmitted to their programs only as space is available. Students should see the relevant undergraduate process for readmission.

LEAVE OF ABSENCE PROCEDURE

Officially registered and matriculated students may apply for a leave of absence if they are in good academic standing according to the policies on student standards in the department and CNHS. Students are encouraged to seek leaves rather than withdraw to keep options open for returning. Leaves are for professional, academic, or personal circumstances, and are subject to approval by the department chair in accordance with department and program policies. No more than a one-year leave of absence is normally granted. Students who successfully petition for leaves of absence are expected to understand the relationship between their leave and program of study. Therefore, petitions for leaves are sought only by students who have, in consultation with their academic advisor, carefully planned a sequence of courses, understand when particular courses are normally offered, and know the date by which degree requirements must be completed. Students who take leaves of absence without a plan will not be guaranteed a position in a class upon their return. When students plan to return from leaves or to repeat required classes, they must notify the department chair in writing one month prior to the scheduled date of return and complete a Re-entry

Application found on the CNHS website. Students who do not enroll at the end of leaves of absence periods will be considered withdrawn.

OUT OF SEQUENCE PROCEDURE

Students who fall out of sequence with their original class cohort due to academic difficulty may return to repeat classes needed for progression in their programs. Students will have a limited time to get back in sequence or risk being moved to a lower cohort or discontinued from their academic program. As curricula change, returning students may need to take courses that were not required when the leaves of absence were granted or when they were required to step out of sequence to repeat courses.

COHORT ASSIGNMENT

All students are assigned to a cohort at the time of admission. Students may request a review of their assigned cohort if they would like to plan for an earlier graduation. The student can initiate this request by contacting Office of Student Services. Changes to a student's assigned cohort require departmental approval and are not guaranteed. Approval of requests will be determined based on a review of the student's transcript and space availability in the cohort.

RE-ENTRY POLICY

Students who wish to request re-entry to the College of Nursing and Health Sciences may contact the CNHS Office of Student Services for instructions. Re-entry applications are due November 1 for the spring semester and May 15 for the fall semester. Priority for re-entry to CNHS programs will be given in the following order:

1. Students who left a program under specific conditions other than dismissal and have met the conditions for readmission will be considered for re-entry in the following priority sequence:
    a. students returning from a formal leave of absence;
    b. students who have repeated or completed courses or remedial work as required before continuing the course curriculum sequence.

Though re-entry is guaranteed for students in the above categories (provided the conditions were met), class placements are contingent upon the availability of seats. If no seats are immediately available, the students will be awarded the first available seats in a subsequent class, according to the defined order of priorities (a, b). In the event the pool of qualified students seeking re-entry under condition a or b exceeds the number of seats available, the seats will be allocated by lottery.

2. Students who were formally dismissed from a program, or who voluntarily withdrew from a program by ceasing to follow the prescribed course sequence without departmental consent, must apply for readmission to their departments as internal transfer students.

CNHS COURSE TRANSFER/SUBSTITUTION POLICIES

COURSE TRANSFER CREDIT

Courses to be considered for transfer credit are formal academic courses completed outside of UVM at another accredited institution. Students wanting to transfer undergraduate course credit from other institutions into undergraduate programs at UVM should follow the policies and procedures outlined for transfer credit in the UVM Undergraduate Catalogue. Questions regarding credit transfer should be directed to the UVM Office of Transfer Affairs.

COURSE SUBSTITUTION

In some cases, a supervised independent study or alternate coursework may be used to substitute for a required course within the program, with prior approval from the department. Students currently within the

undergraduate program wanting to request either a course waiver or course substitution should do the following:

- Meet with an advisor to discuss substitution or waiver
- Complete the Course Waiver or Substitution Form
- Obtain the following documentation: evidence to support the request (e.g. course description/syllabus) and evidence of success in acquiring relevant content knowledge/competency (official transcript)
- Submit the form and supporting documents to the instructor of the relevant course
- Together with an advisor, request a degree audit update

CNHS AWARDS, HONORS AND SCHOLARSHIPS

DEAN'S LIST

At the end of each semester the students who stood in the top 20% percent of their class will be recognized on the Dean's List. The Dean's List is determined by the UVM Registrar's Office.

HONORS DAY

Honors Day is held each spring to recognize students for excellence in scholarship, leadership, clinical performance, and community service. Students are nominated for awards by their departments and by the College.

SCHOLARSHIPS

Contact the Office of Student Services for scholarship information.

DEPARTMENT OF BIOMEDICAL AND HEALTH SCIENCES (BHSC)

BHSC MISSION

To contribute to the health sciences through the creation of new knowledge and educating and training the next generation of biomedical scientists and health professionals.

BHSC RESEARCH AND SCHOLARSHIP

The Department places a high value on research and scholarship. The department faculty contribute to the body of knowledge by disseminating work in the basic and applied health sciences. Our research programs in scholarly work:

- promote the application of evidence to teaching and professional practice
- encourage the inclusion of students in the research process, allowing them to contribute to the completion of projects and dissemination of new knowledge
- provide mentorship in the development of our students' research careers
- promote intellectual curiosity and the freedom to pursue ideas
- provide intellectual stimulation and sharing among colleagues locally, nationally and internationally

BHSC UNDERGRADUATE DEGREE PROGRAMS

- Medical Laboratory Science B.S., Clinical Laboratory Science Concentration
- Medical Laboratory Science B.S., Public Health Laboratory Science Concentration
- Medical Radiation Sciences B.S., Radiation Therapy Concentration
- Public Health Sciences B.S.

BHSC DEPARTMENT EDUCATIONAL GOALS

Students in the Department of Biomedical and Health Sciences study and work at the intersection of human health, medicine, and technology. The department's majors focus on health science disciplines, offering degrees in medical laboratory science, medical radiation sciences (radiation therapy), and public health sciences. All of our programs offer an integrated curriculum with courses in the liberal arts; basic health and medical sciences; and direct hands-on experience through clinical practica, research, or field work. Graduates of all three degree programs are prepared for immediate employment in the healthcare arena or graduate study. In addition our graduates will demonstrate problem-solving and critical thinking skills, effective written and verbal communication skills, and achieve the highest professional and ethical standards.

BHSC DEPARTMENT ESSENTIAL FUNCTIONS

All BHSC students are responsible for meeting the essential functions outlined below. The essential functions include additional requirements of our programs, comprising the physical, emotional and professional demands of the majors. If at any time you do not meet essential functions, you may be discontinued from the program and the major.

COGNITIVE FUNCTIONS

The student must be able to thoroughly, efficiently, and reliably:

- interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, laboratory, discussion, patient observation, examination and evaluation/assessment;
- possess and apply mathematical skills to determine what data are needed to solve problems;

- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, laboratory, discussion, and patient evaluation/assessment;
- apply knowledge, skills, and values learned from course work and life experiences to new situations.

AFFECTIVE FUNCTIONS

The student must be able to:

- establish professional, trusting, empathetic relationships with a variety of individuals;
- consistently demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life- style, and/or culture;
- work independently and effectively in groups under time constraints;
- meet externally established deadlines;
- be an active and engaged learner demonstrating cognitive, communication and psychomotor skills in the classroom, laboratory, and clinical settings;
- maintain professional behavior at all times even during stressful situations;
- recognize and respond appropriately to potentially hazardous situations;
- prioritize requests and work concurrently on at least two different tasks;
- demonstrate professionalism including appearance, dress, and confidence;
- possess and maintain the psychological health required to make sound decisions;
- recognize emergency situations and take appropriate action.

Communication Functions

The student must be able to:

- recognize and respond in a controlled and respectful manner to various types of communication including written, verbal, and non-verbal communication;
- relay and receive information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language; and
- convey information accurately with relevance and culture sensitivity.

MEDICAL LABORATORY SCIENCE PSYCHOMOTOR FUNCTIONS

The student must be able to:

- perform assigned activities throughout a normal work period;
- move freely from one location to another in physical settings such as the clinical laboratory, patient care areas, corridors, and elevators;
- possess sufficient eye-motor coordination to allow delicate manipulation of specimens, instruments, and tools;
- grasp and release small objects (e.g., test tubes, pipette tips, microscope slides and coverslips); twist and turn dials/knobs (e.g., on microscopes, balances, centrifuges, spectrophotometers);
- manipulate other laboratory materials/equipment (e.g., reagents, manual and automated pipettes);
- identify and distinguish objects macroscopically and microscopically;
- accurately read charts, graphs, and instrument scales/readout devices;
- lift and move objects of at least 20 pounds;
- possess a sense of touch and temperature discrimination;
- work safely with potential chemical, radiologic, and biologic hazards using standard precautions; and
- develop algorithms and suggest appropriate follow up tests to providers of laboratory information.

Medical Radiation Science Psychomotor Functions

The student must be able to:

- accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- examine and evaluate/assess blood pressure, and lung and heart sounds;
- accurately and reliably read equipment dials and monitors;
- feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
- lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
- move from one surface level to another (e.g., floor to stand, stand to treatment table);
- react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
- manipulate dials, knobs, and other small to large parts and pieces of equipment;
- maintain activity throughout an eight to ten-hour work day;
- transport self/patients from one room to another, from one floor to another;
- put on and take off clothing, including gowns, masks and gloves;
- exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
- manipulate another person's body in transfers, positioning, and other treatment or diagnostic techniques move dependent real or simulated patients, generating lifting forces of up to 75 pounds;
- lift or carry up to 34 pounds;
- reach above, reach out, and reach below to accomplish treatment; and
- Work safely with potential chemical, radiologic, and biologic hazards using universal precautions.
- Vision: Must be able to see far/near, color vision, depth vision, and see fine details. Must be able to read monitors close and at a distance in changing room light conditions.
- Hearing: Must be able to hear normal speech patterns.
- Environment: Student will work in environmental conditions which include infectious diseases, chemical agents and hazardous/moving equipment.

BHSC DEPARTMENT ACADEMIC STANDARDS

Students in Biomedical and Health Sciences (BHSC) programs must maintain a cumulative grade point average of 2.3 or higher. Students with a cumulative grade point average below 2.3 will be placed on academic trial.

First-year students must achieve a cumulative GPA of 2.3 or higher by the end of two subsequent semesters to be removed from trial. Students who fail to raise their cumulative GPA to 2.3 after the trial semesters may be discontinued from the program.

Students beyond the first year must achieve a cumulative GPA of 2.3 or higher by the end of the subsequent semester to be removed from trial. Students who fail to raise their cumulative GPA to 2.3 after the trial semester may be discontinued from the program.

Students who earn one grade below a C in any non-practicum, non-internship, professional /core course will be placed on academic trial. Professional or core courses are identified in the UVM Undergraduate Course Catalogue and listed below. In order to remain in good standing within the BHSC programs, students must

also be consistently progressing in the program curriculum. Failure to follow the required sequence of courses outlined in the BHSC program of study for more than one semester is grounds for discontinuation from the major.

BHSC Discontinuation

A BHSC student may be discontinued from a program (major) for any of the following reasons:

- Two grades below C in any non-practicum professional or non-capstone core courses
- One grade below C in any practicum or capstone course
- Failing to meet the GPA standards as described above
- Being out of sequence in a professional/core course

Medical Laboratory Science Professional/Practicum Courses

BHSC 2970	Leadership & Mgt in Hlth Care
MLS 3100	Clinical Chemistry I
MMG 3220	Adv Medical Microbiology w/lab
BHSC 3420	Immunology
MMG 3230	Immunology
BHSC 3440	Immunology Lab
MLS 3110	Clinical Chemistry II
BHSC 3810	Applied Molecular Biology
BHSC 3820	Applied Molecular Biology Lab
MLS 3200	Hematology
MLS 3300	Clinical Microbiology II
MLS 3400	Immunohematology
MLS 3900	Topics in Medical Lab Science
MLS 3910	Foundations of Interprofessionalism
MLS 3192	Clinical Practicum: Chemistry
MLS 3292	Clinical Practicum: Hematology
MLS 3392	Clin Practicum: Microbiology
MLS 3492	Clin Practicum: Immunohematology

Medical Radiation Sciences Professional/Practicum Courses

BHSC 1340	Human Cell Biology
BHSC 2400	Radiation Science
RADT 2520	Prin of Radiation Therapy
RADT 3700	Dosimetry Concepts
BHSC 2750	Cross Sectional Imaging
RADT 2850	Intro to Clinical Practice
RADT 3710	Dosimetry
RADT 2760	Clinical Radiation Oncology
RADT 3150	CT Procedures

RADT 2870	Clinical Practicum II
RADT 3440	Essentials of Patient Care
BHSC 2970	Leadership & Mgt in Hlth Care
RADT 3770	Techniques Radiation Therapy
RADT 3850	Clinical Practicum III
RADT 3780	Senior Seminar in Rad Therapy
RADT 3880	Final Clinical Pract Overview
RADT 3870	Clinical Practicum IV
RADT 3890	Qual Assurance & Treatment Plan

Public Health Sciences Core/Capstone Courses

HSCI 1100	Introduction to Public Health
BHSC 1340	Human Cell Biology
HSCI 2200	Research Methods in Public Health
HSCI 2100	Foundations of Global Health
STAT 1110 or STAT 1410	Elements of Statistics or Basic Statistical Methods 1
NH 2200	Health Care Ethics
HSCI 2300	Health Promotion
HSCI 2400	Healthcare & Pub Health Syst US
HSCI 2500	Health Communication
HSCI 3100	Epi, Pub Health & Emerg Disease
HSCI 3300	Health Promotion Prog Plan/Eval
HSCI 3400	Writing for Health Profess.
HSCI 3500	Capstone

Students who are discontinued from a BHSC program, but not UVM, will be given two semesters to transfer into another major at UVM. They will not be allowed to continue taking courses restricted to their former BHSC major. Fourth-year students who are discontinued from their program will not be allowed to graduate in their BHSC major.

BHSC DIS-INVITATION

It is the student's responsibility to be fully aware of the policies and procedures of our educational and community partners where the student may be participating in clinical practica, clinical internship, service learning, or internships. Any violation of the policies and/or procedures of our educational and community partners may result in the student being uninvited from returning to the affiliate location and receiving a failing grade in the associate course and dismissal from the student's respective program.

BHSC STUDENT FEES

There are fees associated with certain MLS, BHSC and RADT courses, which will be listed in the course descriptions. These fees are listed in the UVM Course Catalogue within the appropriate courses.

BHSC DEPARTMENT CURRICULUM

The full curriculum for each program is available in the UVM Undergraduate Catalogue and on the CNHS website: http://www.uvm.edu/cnhs/curricula. Professional courses are noted in the UVM Undergraduate Catalogue and on program curriculum sheets.

BHSC CLINICAL PRACTICA/SERVICE LEARNING/INTERNSHIP

Medical Laboratory Science (MLS): MLS majors include seven semesters of didactic courses held on campus at the University of Vermont or clinical courses held at the University of Vermont Medical Center adjacent to UVM. In addition, the MLS majors have a one semester practicum in the spring semester of the fourth year that is located at one of our affiliated institutions. Participation and successful completion of the practicum is a requirement for graduation. Given the limited number of spots at clinical affiliates, students are placed by a lottery system. No outside requests will be taken into consideration. **Living, housing, and travel arrangements during these semesters are the responsibility of the student.** If you have a medical condition or disability that you feel will require an accommodation for the clinical practicum, it is important you schedule a meeting with Student Accessibility Services (SAS) as soon as possible. If you are unsure about eligibility you can meet with SAS to discuss.

Medical Radiation Sciences (MRS): MRS majors include seven semesters of didactic courses of which two semesters include a clinical practicum held on campus at the University of Vermont or clinical courses held at the University of Vermont Medical Center adjacent to UVM. In addition, the MRS majors have a one semester practicum in the spring semester of the fourth year that is located at one of our affiliated institutions. Participation and successful completion of the practicum is a requirement for graduation. Given the limited number of spots at clinical affiliates, students are placed by a lottery system. No outside requests will be taken into consideration. **Living, housing, and travel arrangements during these semesters are the responsibility of the student.** Starting in the third year of the Program, students will be required to have a reliable vehicle on campus to attend clinical practica off campus. If you have a medical condition or disability that you feel will require an accommodation for the clinical practicum, it is important you schedule a meeting with Student Accessibility Services (SAS) as soon as possible. Please allow at least 4-6 weeks for accommodation requests to be processed. If you are unsure about eligibility you can meet with SAS to discuss.

Public Health Sciences (PHS): PHS majors participate in a service learning and capstone experience as a requirement of the program. If you have a medical condition or disability that you feel will require an accommodation for the service learning, it is important you schedule a meeting with Student Accessibility Services (SAS) as soon as possible. If you are unsure about eligibility you can meet with SAS to discuss.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS (CSD)

CSD MISSION

The Department of Communication Sciences and Disorders prepares professionals for meaningful careers in speech-language pathology, audiology, and related fields. Through exceptional research and education, we will create and apply new knowledge and evidence-based practices in inclusive and supportive learning environments while fostering a sense of belonging for all.

CSD VISION

Advancing communication so everyone is a part of the conversation, through:

- Preparing students to be critical thinkers and to apply evidenced-based practice
- Providing exemplary opportunities for students to participate in research and scholarship
- Creating opportunities for interprofessional and community collaboration
- Expanding and fostering a diverse academic community
- Advocating for the individuals with whom we work

CSD CORE VALUES

Caring, Collaboration, Compassion, Connectedness, and Community

CSD RESEARCH AND SCHOLARSHIP

The Department places a high value on scholarship and expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied, and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment:

- promotes the application of evidence to teaching and professional practice;
- encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge;
- mentors students in the development of their research careers, should they choose this route;
- provides intellectual stimulation and sharing among colleagues locally, nationally and internationally;
- provides opportunity and freedom to pursue ideas;
- recognizes the quality of scholarship as well and the quantity.

CSD UNDERGRADUATE DEGREE PROGRAM

- Communication Sciences and Disorders B.S.

CSD DEPARTMENT ESSENTIAL FUNCTIONS

The following list of core functions is based upon a document prepared by the Council of Academic Programs in Communication Sciences and Disorders, updated in 2023. As stated in that document:

> This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status. For the sake of this document, the term "core functions" refers to behavioral or cognitive functions that an individual must be able to

perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

Many of these skills are not expected to be mastered before entry into the undergraduate program; they can be acquired during the undergraduate and/or graduate program[s] through courses and clinical experiences. Some will not be fully developed until graduate school. The items that are starred (*) items, however, are more inherent skills. They should be at least emerging when the student begins the undergraduate program.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies*
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies*
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills*
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions*
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities*

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

Glossary

• Cultural responsivity involves "understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction" (ASHA, 2017) and includes "incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices".

• Evidence-based practice involves "integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (Evidence-Based Practice in Psychology, n.d.).

American Speech-Language-Hearing Association. (n.d.). Cultural responsiveness [Practice Portal]. https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/.

Evidence-Based Practice in Psychology. (n.d.). Https://www.apa.org. Retrieved March 3, 2023, from https://www.apa.org/practice/resources/evidence

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions. www.capcsd.org. https://growthzonesitesprod.azureedge.net/wpcontent/uploads/sites/1023/2023/04/Core-Functions-for-AUD-and-SLP.pdf

CSD DEPARTMENT ACADEMIC STANDARDS

Students with a semester and/or cumulative grade point average below 2.5 will be placed on trial for one semester. Students who fail to raise both their semester and cumulative grade point averages to at least 2.5 during the trial semester will be discontinued from the program.

Students are allowed one trial period while in the Communication Sciences and Disorders program and must maintain semester and cumulative grade point averages of 2.5 or higher for the duration of the program following a semester on trial. Failure to do so will result in discontinuation from the program.

CSD DEPARTMENT CURRICULUM

The Communication Sciences and Disorders program provides undergraduate students with expertise in a uniquely human endeavor: the use of complex systems of communication (language, speech, and hearing) across the life span.

CSD UNDERGRADUATE PROGRAM COURSEWORK

Students are introduced to the discipline through a series of courses dealing with the typical processes of speech, language, and hearing and introducing communication disorders and clinical processes in the field. These courses deal with physical, neurophysiological, cognitive, and linguistic bases of typical speaking, hearing, and language use; the acoustics of sound and of speech; the development of speech and language in children; how communication is effected throughout the lifespan; and overviews of communication differences, delays, and disorders and how communication differences, delays, and disorders are identified and addressed by CSD professionals.

CSD CURRICULUM

The program curriculum can be found in the UVM Undergraduate Catalogue and on the CNHS website: http://www.uvm.edu/cnhs/curricula

CSD CLINICAL EXPERIENCE

Students are exposed to guided speech-language pathology and audiology observations in the Eleanor M. Luse Center for Communication: Speech, Language and Hearing, which is housed within the Department in Pomeroy Hall on campus.

CSD CLINICAL INTERNSHIP

Junior or senior students who wish to obtain some practical experience in this area of study can be invited to participate in the audiology or speech-language pathology clinic at the Eleanor M. Luse Center. The purposes of these internships are to increase students' confidence and knowledge in the areas of hearing assessment and habilitation prior to beginning graduate school in audiology (seniors only) or to increase students' confidence and knowledge in the area of speech-language habilitation prior to beginning graduate school in speech-language pathology (juniors with a GPA of 3.5 or above). If you are interested in one of these opportunities, let your audiology professor or your advisor know that you would like to be considered for a clinical internship experience.

DEPARTMENT OF NURSING

NURSING PHILOSOPHY AND MISSION

The mission of the Department of Nursing reflects the mission of the University. The University mission, "...is to create and share knowledge. UVM prepares its students to live productive, responsible, and creative lives through a high-quality liberal education. As a research university, UVM endorses the intrinsic value of the creation of new knowledge and promotes the application of relevant knowledge to benefit the State of Vermont and society as a whole. As a research university, UVM is distinguished by the comprehensiveness of its academic mission, its range of graduate and undergraduate programs and its commitment to research-based lifelong learning. As a community of scholars, students, both undergraduate and graduate, are involved in the generation of knowledge. As a member of its local and global community, the University has an obligation to share its knowledge, to assist with relevant applications of that knowledge, and to understand and respond to a changing and diverse world" (UVM Undergraduate Catalogue).

The Department of Nursing is an integral part of the University of Vermont and College of Nursing & Health Sciences endorses the principles of the University and College in teaching, research, and service.

The Department of Nursing's mission is to:

1. Provide high-quality education to undergraduate and graduate students who will demonstrate competent, inclusive nursing practice and innovative leadership in health care.
2. Use our expertise, practice, research findings, and service, to improve the health of a diverse society.
3. Conduct research and participate in healthcare system changes with our academic and healthcare partners to improve the quality of health care in our state, nation, and world.

The Department of Nursing carries out its mission of preparing qualified individuals for professional and advanced nursing practice by offering the following educational programs:

- Bachelor of Science in Nursing
- Master of Science in Nursing (Clinical Nurse Leader)
- Direct Entry Program in Nursing (DEPN) (Pre-Licensure)
- Doctor of Nursing Practice (Primary Care Nurse Practitioner)
- Doctor of Nursing Practice (Executive Nurse Leader)
- Post-Master's Doctor of Nursing Practice (Primary Care Nurse Practitioner, Executive Nurse Leader)

The Department carries out its mission of improving the quality of nursing education and service through the following activities:

- Research and scholarly activities, which contribute to the development of clinical practice, nursing education, and further the development of the science of nursing.
- Outreach to the community.
- Participation in local, state, regional, and national nursing organizations.
- Provision of consultation to agencies providing nursing care and nursing education.

The Department carries out its mission of improving the quality of health and health care through the following activities:

- Preparing qualified individuals for nursing practice at entry and graduate levels.
- Undertaking research and scholarly activities, which contribute to the improvement of health care.
- Participation in the activities of health-related organizations.
- Educating consumers of health care.

PHILOSOPHY OF THE DEPARTMENT OF NURSING

As Nursing faculty, we believe:

Learning and discovery are life-long processes. Nursing curricula inclusive of the arts and sciences facilitates students' development of clinical reasoning and critical thinking skills. Nursing education advances, inclusivity, interprofessional collaboration, health equity, and the use of sustainable practices.

Health across the lifespan is a dynamic process requiring holistic approaches, which are safe and effective. Health values are influenced by personal, spiritual, cultural, and societal beliefs and practices.

Nursing practice responds to the health needs and values of a global society by respecting age, disability, gender identity, genetic information, national origin, race, religion, sexual orientation or socioeconomic factors, and transcends national boundaries.

Evidence-based practice derived from research is essential to optimal health promotion and foundational to nursing practice. Interprofessional and consumer communication, enhanced by technology is vital to quality and optimal consumer- based healthcare outcomes.

Participation in healthcare policy and legislative processes are requisite to influence and protect the public's health and the nursing profession.

Approved by the Department of Nursing Faculty 5/16/17

UNDERGRADUATE DEGREE PROGRAM

- Nursing B.S.

THE ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE

The "Essentials" serve to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These Essentials address the key stakeholders' recommendation and landmark documents such as the IOM's (Institute of Medicine, AACN Essentials of Baccalaureate Education and the Commission on Collegiate Nursing Education) recommendations for the core knowledge required of all healthcare professionals. The essentials listed below emphasizes such concepts as patient centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever changing and complex healthcare environment.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, are sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

NURSING DEPARTMENT ACADEMIC STANDARDS AND PROGRESSION POLICY

1. **Cumulative GPA of 2.8 or better is required to remain in the nursing major.** Students who do not meet the requirement are placed on academic trial for one semester. Failure to raise the cumulative GPA to 2.8 upon completion of the "on trial" semester is grounds for discontinuation from the major.
2. **A grade of C or better is required in all nursing prerequisite courses, all PRNU courses, and NURS courses.** If the standard is not met, the course must be repeated. Academic progression to the next semester may be affected. A student who receives their first grade of C- or below in any nursing prerequisite course, PRNU or NURS course is required to develop an Academic Success Plan, initiated with their Academic Advisor.
3. **The following is grounds for discontinuation from the nursing major, even when courses are repeated for a passing grade:**
    a. Receiving a grade of C- or below in two or more nursing prerequisite courses and/or PRNU/NURS courses; and/or
    b. Receiving a W twice in the same nursing prerequisite course and/or PRNU/NURS course

4. **For all PRNU courses with a clinical component, the student must achieve a passing grade AND satisfactory final evaluation in the clinical setting in order to pass the course.** Students who do not achieve a passing grade or satisfactory evaluation in the clinical portion of the course will receive a final course grade of F, even if the student achieved a passing grade in the theory portion.
    a. If a student does not pass a clinical rotation, they cannot progress in any concurrent or subsequent PRNU courses with a clinical component until they repeat the failed clinical rotation.
    b. If a student is enrolled in a concurrent PRNU course with a clinical rotation scheduled to occur in the second half of the semester, the student will need to withdrawal or will receive an overall course grade of F for the second PRNU clinical course, as they cannot proceed until the preceding clinical course failure is repeated. nursing course twice or in two different courses is grounds for discontinuation from the major.

NURSING CURRICULUM

The framework of the baccalaureate program in nursing is derived from a holistic-humanistic perspective. An understanding of the human experience of health forms a focal point of the curriculum. The curriculum is comprised of general education courses, nursing course prerequisites, and theory and clinical courses specific to the major. Many of the major nursing course have both theoretical and practical components, both of which must be completed successfully to pass the course. Credit for allocation for class, laboratory, and practicum components of the course is described below:

- One course credit is equivalent to 1 class hour/week (50 minutes)
- One course credit is equivalent to 2 laboratory hours/week
- One credit is equivalent to 3 practicum hours/week (42 hours)

The full nursing major curriculum is available on the Department of Nursing Undergraduate Nursing Handbook Addendum; https://www.uvm.edu/cnhs/handbooks_forms_and_policies

NURSING CLASSROOM AND CLINICAL PRACTICUM ATTENDANCE POLICY

CLASSROOM ATTENDANCE

The profession of nursing requires, even mandates, lifelong learning. Therefore, your presence and attention in class, regardless of method of instruction, is important. It is your responsibility to practice courteous and professional behaviors as a nurse. Our job is to teach and serve as role models to facilitate your learning and socialize you into the profession. In short, you are expected to attend class. If unable to attend due to illness, contact the Student Health Services and make an appointment for assessment and treatment or heed their advice as phone triage indicates. On occasion, absences can be anticipated, such as religious holidays, family emergencies, UVM sanctioned athletic and student committees/groups/officers.

CLINICAL EXPERIENCE ATTENDANCE

Many of the nursing courses have both the theoretical (classroom) and practicum component. Practicum experiences are designed to provide an opportunity to apply knowledge and skills learned in the classroom. Many of these experiences take place away from the UVM campus, thus, access to a car or public transportation is necessary. In addition, please note that some practicum experiences may occur during the evening and on the weekend. The semester Schedule of Courses (SOC) will indicate clinical schedules. Attending clinical experiences is your professional responsibility. Agencies are expecting you as planned by your clinical faculty. In the event of an absence, planned or otherwise, notify your clinical faculty. This is a chance to discuss your situation, provide support and explore options. Given the nature of COVID-19, you may be strongly advised to go to Student Health. Receiving clearance from Student Health will ensure a quick and appropriate return to the clinical site.

Missed clinical time may result in a clinical warning, failure or inability to progress in the program. Make up for unit based clinical is typically not an option. To support student learning, online learning modules specific to the area of practice will be assigned to students who are absent from clinical. A clinical warning is a written evaluation summarizing and providing examples of student progress, which at this time is not meeting expected attainment of clinical objectives. A written clinical warning will be provided to a student for demonstration of any activities that violate agency or university policies and procedures that place a patient at risk, and/or are inconsistent with the expectations set forth by faculty. The clinical instructor may immediately remove the student from the clinical setting based on the severity of the situation. Receiving a clinical warning could potentially result in failure of the course and clinical. Examples of situations warranting a clinical warning could include, but not limited to:

- No call or no show to the clinical experience
- Repeated tardiness to clinical
- Absences from clinical, lab and/or simulations
- Unprepared for clinical experience
- Lack or late submission of required assignments
- Unprofessional communication or behavior
- Failure to adhere to agency infection prevention and PPE use

Please refer to individual course clinical syllabi for further information that guides and supports your academic success. Clinical experiences are often challenging, dynamic and rewarding. Our collective attention to detail supports the students as they develop requisite skills, professional behaviors, and confidence.

NURSING PROGRAM OUTCOMES

1. Provide safe, effective, and culturally-sensitive, relationship-centered care across the lifespan to diverse populations.
2. Collaborate and communicate effectively with the interprofessional health care team and client.
3. Use information and technology to enhance health care outcomes.
4. Integrate reliable evidence from the multiple ways of knowing to inform practice and make clinical judgments.
5. Promote safety and minimize risk of harm to clients and providers through both individual performance and system effectiveness.
6. Demonstrate accountability for practicing nursing using established moral, legal, ethical, regulatory, and humanistic principles.
7. Promote health behavior of clients and facilitate the establishment and achievement of shared health goals.
8. Advocate for a healthy, sustainable and equitable environment through individual and collective action.
9. Respect the dignity and privacy of clients while maintaining confidentiality in the delivery of care.

REGISTERED NURSE LICENSING EXAMINATION (NCLEX)

Upon successful completion of the program, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The licensing examination is administered by Pearson Vue (http://www.pearsonvue.com/nclex/) and is a Computerized-Adaptive Test (CAT). State boards of nursing have the sole authority to grant graduates the opportunity to take the NCLEX-RN examination.

To practice as a nurse anywhere in the United States, licensure in the state where you are employed is required by law. Each state establishes its own laws and regulations. Graduates from the baccalaureate degree program are eligible to apply for licensure by examination in Vermont or any other state. Approval of the application is the prerogative of the state board of nursing (BON). Each student should refer to the state in which they plan to apply for licensure for specific requirements. Please be aware that Pearson Vue is a

separate fee from the license fee charged by the state BON. Students will receive detailed information about this entire process in PRNU 3243.

ADDITIONAL NURSING PROGRAM REQUIREMENTS AND EXPECTATIONS

Additional Nursing program requirements and expectations are outlined in the Department of Nursing Student Handbook Addendum, which is available from the Department or the CNHS website.

DEPARTMENT OF REHABILITATION AND MOVEMENT SCIENCE (RMS)

RMS MISSION

To serve society by creating and sharing knowledge, by preparing graduates to provide ethical, evidence-based, and client-centered services, and by promoting interprofessional leadership and practices to enhance health.

UNDERGRADUATE DEGREE PROGRAM

- Exercise Science B.S.

RMS EDUCATIONAL GOALS

The curricula of the program and the learning environment for students are designed to develop graduates who demonstrate the knowledge, skills and behaviors essential for those who participate in exercise and physical health promotion, and prescription necessary to improve health outcomes. To this end, the learning environment:

- is collaborative, provides access to, and teaches assessment and application of the expanding body of exercise and health-related knowledge;
- enhances students' capacity for sensitive and empathetic communication when interacting with individuals from a variety of backgrounds;
- encourages faculty to serves as mentors and role models for professional excellence and service;
- enhances enthusiasm for life-long learning and on-going professional development that is supported by self-assessment;
- optimizes the use of technology to enhance learning experiences;
- promotes expression of a variety of opinions and perspectives;
- supports interprofessional interactions;
- facilitates students' capacity to utilize theoretical and research-based knowledge in their professional practices;
- enhances students' capacity to solve problems that have critical outcomes for clients;
- facilitates students' ability to integrate their understanding of legal, ethical, cultural, and policy issues in decision-making;
- encourages flexible, creative, and innovative thinking so that students graduate with the ability to manage the complex systems in which they will practice.

RMS RESEARCH AND SCHOLARSHIP

The Department places a high value on scholarship. The department expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment:

- promotes the application of evidence to teaching and professional practice
- provides intellectual stimulation and sharing among colleagues locally, nationally and internationally
- encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge
- provides opportunity and freedom to pursue ideas
- recognizes the quality of scholarship as well as the quantity

RMS GUIDELINES AND EXPECTATIONS

Faculty expect students to show respect to their peers and professors at all times and to follow the rules for the program laboratories and equipment as published. Some specific expectations include:

- approaching professors with courtesy and respect for their position;
- setting up appointments and using office hours to discuss issues with faculty;
- attending all required classes and entering on time;
- avoiding getting up and leaving the room during lectures unless there is an emergency (we try not to keep you sitting longer than 1 ½ hours at a time);
- turning off cell phones prior to class, lab, tutorial, or meetings with professors or peers;
- avoiding running over electric cords with equipment;
- placing equipment in designated containers, cupboards or closet after use;
- returning furniture to original positions at end of sessions;
- throwing away any trash generated during lab and classroom sessions; cleaning surfaces as needed after use.

Professionalism in appearance is defined as the following:

- wear clothing that is not revealing (underwear should not show, clothing should provide full coverage of the abdomen and chest);
- during labs expose skin only as needed to conduct examinations or interventions;
- when necessary, protect the modesty of your lab partner;
- do not wear hats to class or labs (except for religious adherence).
- Students are encouraged to remind one another of these responsibilities and obligations when lapses are observed. Faculty will also provide reminders.

POTENTIAL RISKS IN CLINICAL SETTINGS AND LABS

As a student in the Exercise Science program, you must learn to serve a variety of individuals as well as participate in exercise testing and prescription. The type of practice involved in this endeavor is largely "hands-on." In order to assure your learning, you will be asked to practice various hands-on skills and safely use various pieces of equipment. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. You may also apply various examinations and interventions to clients/patients during clinical education experiences. Additionally, your clinical experiences may expose you to clients/patients who have health conditions. Manual techniques may involve assistive exercises, positioning, mobility, and other active body movements. Use of machinery may include the use of motorized treadmill, stationary bicycles, and isokinetic resistance devices.

METHODS USED TO REDUCE POTENTIAL RISKS

In all scheduled learning formats and environments, you will have faculty members (academic or clinical) as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize injury and faculty will indicate the appropriate use of any protective equipment, including gloves and eyewear. You may refuse to be the subject or to practice in any case in which you feel you will not be safe or which violates an important religious tenet. If you feel the environment is unsafe, you may request that the faculty member make modifications that will improve the safety of the environment.

RMS DEPARTMENT ESSENTIAL FUNCTIONS

Rehabilitation and Movement Science students in the Exercise Science program must be able to perform the following essential functions.

COGNITIVE FUNCTIONS

The student must be able to thoroughly, efficiently and reliably:

- recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, client observation, examination and evaluation/assessment;
- determine what data are needed to solve problems; and
- analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment.

AFFECTIVE FUNCTIONS

The student must be able to:

- establish professional, trusting, empathetic relationships with a variety of individuals;
- demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
- work effectively in groups;
- meet externally established deadlines;
- be an active and engaged learner in classroom, lab and clinical settings;
- attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
- identify sources of stress and develop effective coping behaviors; and

COMMUNICATION FUNCTIONS

The student must be able to:

- attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
- relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;

PSYCHOMOTOR FUNCTIONS

The student must be able to:

- accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
- examine and evaluate/assess blood pressure, and lung and heart sounds;
- accurately and reliably read equipment dials and monitors;
- feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
- lead clients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
- move from one surface level to another (e.g., floor to stand, stand to treatment table);
- exert moderate resistance to limb and body movements of patients/classmates while maintaining one's own balance in a variety of positions;
- manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment;
- provide support and resistance as needed through complex exercise movements;
- manipulate another person's body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques.

EXERCISE SCIENCE PROGRAM AND POLICIES

The Exercise Science program comprises the in-depth study of theory and application of exercise and movement sciences in health, fitness, and disease prevention in diverse populations. The EXSC program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for the Exercise Sciences (CoAES). Accreditation ensures adherence to established standards and guidelines centered upon providing students a high-quality, educational experience to facilitate preparation for employment in the health, fitness, and exercise industry and/or for future graduate studies. Students can tailor their educational experience to individual goals, including mentored internship and research experiences. Graduates of the EXSC major may pursue careers in related areas of fitness and health, such as health promotion, adapted physical activity, and corporate wellness. They may also pursue one of several professional certifications, such as the American College of Sports Medicine (ACSM) certified exercise physiologist, or the National Strength and Conditioning Association (NSCA) strength and conditioning specialist. Students may also elect to pursue graduate work in exercise and movement science, physical therapy, or other health care programs. The option to pursue graduate studies requires careful planning in courses and curriculum and should be discussed with an academic advisor early in the student's academic career.

EXERCISE SCIENCE PROGRAM ACADEMIC STANDARDS

Exercise Science students must maintain a cumulative 2.5 grade point average. Students who miss more than one semester of required sequenced coursework will be discontinued from the major.

Students with a cumulative grade point average below 2.5 will be placed on trial for one semester. To be removed from trial, students must achieve a cumulative GPA of 2.5 by the end of the trial period. Students who fail to raise their cumulative GPA to 2.5 during the trial semester will be discontinued from the program.

EXERCISE SCIENCE CURRICULUM

The full program curriculum is available in the UVM Undergraduate Catalogue and on the CNHS website: http://www.uvm.edu/cnhs/curricula

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services provides accommodations to students with documented disabilities. Among our programs and services, SAS offers: exam accommodations, meetings with Accessibility Specialists to receive advisement and advocacy around disability-related matters, eBooks, deaf and hard of hearing services, notetaking and adaptive technology. To learn more about available accommodations or discuss your circumstances, call (802) 656-7753 or email access@uvm.edu to schedule an appointment.

CONTACT THE COLLEGE OF NURSING AND HEALTH SCIENCES

- Office of the Dean: 105 Rowell Building, (802) 656-2216
- Office of Student Services: 002 Rowell Building, (802) 656-3858, cnhs@uvm.edu
- Department of Biomedical and Health Sciences: 302 Rowell Building, (802) 656-3811, bhsc@uvm.edu
- Department of Communication Sciences and Disorders: Pomeroy Hall, (802) 656-3861, communication.sciences@uvm.edu
- The Eleanor M. Luse Center for Communication - Speech, Language and Hearing: (802) 656-3861, Luse.Center@uvm.edu
- Department of Nursing: 216 Rowell Building, (802) 656-3830, nursing@uvm.edu
- Department of Rehabilitation and Movement Science: 305 Rowell Building, (802) 656-3252, rms@uvm.edu

ACKNOWLEDGMENT OF HANDBOOK CONTENTS

The purpose of this handbook is to inform CNHS students, faculty, and staff of academic policies, standards and procedures that impact student progression and program completion.

Student Name:

STUDENT HANDBOOK ACKNOWLEDGMENT

I have reviewed the student handbook, understand its content, am aware of its location, and agree to abide by the policies and procedures outlined in it.

PROFESSIONALISM ACKNOWLEDGMENT

I have read the expectations for professionalism and will meet my responsibilities by demonstrating the outlined behaviors.

ESSENTIAL FUNCTIONS ACKNOWLEDGMENT

I have read and understand the essential functions of the program to which I have been accepted. I understand that I am expected to be able to accomplish, with or without reasonable accommodations, these essential functions. I understand my rights with respect to such accommodations, and that if I seek such accommodations, it is my responsibility to disclose the disabilities for which I am seeking accommodations to the appropriate certifying office (Student Accessibility Services, the Center for Health and Wellbeing Student Health/Medical Clinic or the Counseling Center). I understand that once the certifying office notifies the faculty of my need for accommodations, the program in which I am enrolled will provide reasonable accommodations in the classroom and laboratory setting. In addition, efforts will be made to arrange clinical experience in environments where appropriate accommodations can be made; however, such accommodations in the clinical environment may be beyond The University of Vermont's control. I understand that standards and requirements might change and that I am expected to remain compliant with updated standards and requirements.

Signature: **Date:**

Return this form to the CNHS Office of Student Services:

002 Rowell Building, 106 Carrigan Drive, Burlington, VT 05405

cnhs@uvm.edu