Application Instructions

Application Checklist: Application and reference forms are available for download from the following link:

http://www.washburn.edu/academics/college-schools/nursing/application.html

_____ 1. Washburn University application completed through the Office of Admissions

http://www.washburn.edu/admissions/apply.html

_____ 2. School of Nursing application packet to include:
- School of Nursing application
- Projection Sheet
- Written Interview
- 2 Reference Statements in sealed envelope (submit with application)
- Signed Essentials Document

_____ 3. Official transcript(s) from ALL colleges/universities attended

Electronic transcripts should be sent to the following address: e-transcripts@washburn.edu

_____ 4. TOEFL scores – International students must submit TOEFL scores
- Students must achieve the following iBT scores (internet based TOEFL) to be considered for admission:
  Writing – 20, Speaking – 20, Reading – 19, Listening – 20

_____ 5. Scholarship Application form - please note qualifications and deadlines on the Scholarship application


Eligibility Requirements:
- Completion of 30 hours of prerequisite coursework as required by the School of Nursing, minimum of 8 hours sciences completed.
- Cumulative GPA of 2.7 (minimum)

Application Checklist:

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Questions? Please contact Louisa Schurig, louisa.schurig@washburn.edu, 785-670-2177

Washburn School of Nursing | 1700 SW College Ave | Topeka, KS | 66621-1117

11/2017
Application For Admission To the Nursing Major:  ☐ BSN Program  ☐ LPN to BSN

Today’s Date: ____________, 20 ____  Semester for which admission is requested: ____________

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<th>Last Name</th>
<th>First Name</th>
<th>Middle</th>
<th>Maiden/ Previously Known</th>
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<tr>
<th>Mailing Address*</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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<tr>
<th>E-Mail Address**</th>
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<table>
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<tr>
<th>Cell Phone</th>
<th>Washburn ID Number</th>
<th>Are you an International Student?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Circle One:  Yes    No</td>
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</table>

| *Decision letters are mailed to this address  **Most correspondence is through e-mail |

1. List below all colleges, universities, or other schools attended:

<table>
<thead>
<tr>
<th>Name of College or University</th>
<th>City or State</th>
<th>Attendance Dates</th>
<th>Hours or Degree</th>
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Official transcripts from all colleges and universities previously attended must be sent to Washburn University by the deadline listed.

Transcripts should be sent to: etranscripts@washburn.edu
PROJECTION SHEET
(for completion of pre-requisite coursework)

Please outline how you will complete your remaining School of Nursing and General Education prerequisite courses. List the course name and number.

Current Semester: (What you are currently enrolled in and where?)
☐ Fall 20____  ☐ Spring 20____  College or University __________________________
List classes:

Next Semester: (What will you be enrolled in NEXT semester(s)?)
☐ Fall 20____  ☐ Spring 20____  ☐ Summer 20_____  College or University __________________________
List classes:

☐ Fall 20____  ☐ Spring 20____  ☐ Summer 20_____  College or University __________________________
List classes:

Please read and initial the box below:

☐ I acknowledge that my application to the School of Nursing at Washburn University requires my official transcript(s), from all colleges & universities attended, by the deadline listed below. If transcripts are not received by the deadline, I understand that my application cannot be fully reviewed.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Packet</th>
<th>Transcripts/TOEFL</th>
<th>Notification by Mail</th>
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</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Sept. 1-Nov. 1, 2017</td>
<td>Jan. 15, 2018 (with fall 2017 grades posted)</td>
<td>after mid-Feb. 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Mar. 1-May 1, 2018</td>
<td>Aug. 15, 2018 (with spring &amp; summer 2018 grades posted)</td>
<td>after mid-Oct. 2018</td>
</tr>
<tr>
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<td>Sept. 1-Nov.1, 2018</td>
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<td>after mid-Feb. 2019</td>
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All qualified applicants for admission will receive consideration without regard to race, color, age, sex, religion, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation. The University is an equal opportunity institution.
WRITTEN INTERVIEW

Please put your written interview into a word document. Type the questions, answer them, put your name and date at the top of the document and staple it to the back of your application.

1. Who/what influenced your choice of professional nursing as a career?

2. What are your reasons for applying to a baccalaureate program?

3. What is your reason for desiring to enter Washburn's School of Nursing?

4. If you are making a complete change of career, please explain.

5. What personal experience have you had with nursing?

6. What strengths/assets do you have that you feel would contribute to the nursing profession?

7. What participation in extracurricular/work/community activities have you had which demonstrate leadership ability? Briefly discuss importance to you of these experiences.

8. How do you propose to provide for any commitments you may have, as well as meet the demands of the nursing program?

9. a) Do you have a dependence on alcohol or drugs? If yes, please explain.

   b) Are you currently participating in a treatment program for drug or alcohol dependence? If yes, please describe.

10. Have you ever been convicted of a crime other than traffic violations? If yes, please explain.

11. Is there anything in your academic record which needs explaining, i.e., incompletes, withdrawals, poor semester, pass/fail scores?

12. Do you have any questions or comments?

(see next page for Essentials signature sheet)
Please sign this form, acknowledging you have read and understand the required Professional Aptitudes, Abilities, Skills and Essential requirements for nursing.

Submit this signed sheet with your School of Nursing application.

Acknowledgement of Essential Requirements for the Washburn University School of Nursing (BSN Program)

I, ______________________________, have been informed of the Essential Requirements of the Washburn University School of Nursing (BSN degree program) and acknowledge the following:

I have carefully reviewed the Essential Requirements and have asked questions if I was unfamiliar with the standards and skills listed.

If I believe I require accommodation, I will request an appropriate accommodation with the Student Services Office (Morgan Hall, Room 135), 785-670-1629 by the application deadline.

I am aware that certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with nursing training or clinical practice. I have also considered any conditions that I may have that may lead to a high likelihood of absenteeism.

I have been informed that deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program.

I have the ability to meet the standards and skills listed in the Essential Requirements and agree to complete the educational requirements for the (BSN degree) if accepted to the program.

_____________________________       _________________________
Signature                        Date

______________________________
Name Printed
Professional Aptitudes, Abilities, and Skills and Essential Requirements for Nursing

Please review the following Nursing requirements, sign the back page and submit with your SON application

School of Nursing admissions are based on academic achievement and additional program specific non-academic criteria that can be referenced in the catalog. Essential Requirements have been established identifying the occupational specific technical skills and standards required of students in the program. Meeting these standards is necessary for students to become successful in both their clinical coursework and later in their profession. Decisions to apply for admission to the School of Nursing BSN program should be made after considering the program Essential Requirements.

It is the responsibility of this program to be concerned with the rights of patients and to only place students that are capable of providing safe, high quality health care in clinical sites. The following list represents reasonable expectations for the student enrolled in the BSN nursing program at Washburn University. It is the responsibility of program applicants to carefully review the essential requirements and ask questions, if not familiar with the standards and skills listed.

Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with nursing skills or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/clinical failure and possible dismissal from the program. All applicants to the program must have the ability to meet the standards and skills listed, with or without reasonable accommodation, if accepted to the program in order to complete the educational requirements for the applicable degree.

If a student cannot demonstrate the following standards and skills without reasonable accommodation, it is the responsibility of the student to request an appropriate accommodation with the Student Services Office (Morgan Hall, Room 135, 785-670-1629) by the application deadline. The School of Nursing is committed to the principle of equal opportunity as defined in the catalog and will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered, does not compromise patient safety, or impose an undue hardship.

Essential Requirements

MOBILITY AND MOTOR ABILITY

The use of motor skills to execute gross and fine motor movements required to provide assessment, general care and emergency treatment of clients. Examples of such skills include but are not limited to the ability to:

- Walk, bend, stand, kneel, sit, stoop or crawl to perform patient care activities and administer patient interventions or assist with equipment or to administer emergency care (CPR).
- Reach above head in standing, to adjust and position equipment.
- Lift, pull, guide; transfer a patient of up to 150 lbs. Lift, pull, guide, and transfer a patient of up to 250 lbs. using a two-man technique.
- Guide; resist and assist adult patients (or classmates) during patient transfers, ambulation, interventions and exercises, using your arms, legs or trunk to provide the necessary stabilization for a patient when performing patient care.
- Walk for extended periods of time; climb stairs & inclines while safely guarding an unstable patient
- Assume a wide base of support, balance to guard, maintain and correct balance of an unstable patient on flat surfaces, inclines and stairs. Perform all patient physical assistance using safe and proper body mechanics.
- Demonstrate bilateral manual dexterity to perform clinical skills such as administering medications, initiating intravenous therapy, catheter insertion and dressing changes and assist with activities of patient care.
- Physical capacity to perform all essential skills and procedures to complete eight hour work days and a 40 hour week during nursing clinical experiences.
SENSORY ABILITIES AND OBSERVATION
The use of assessment skills such as observing faculty demonstrations, obtaining a health history from the client, and directly observing a client’s health condition. Students must be able to perform sensory skills (auditory, visual, and tactile) necessary to assess accurately the health status of clients. Examples of such skills include but are not limited to the ability to:

- See (with or without corrective lenses) patient skin, discriminate color changes, facial expressions and non-verbal communications, normal and abnormal patterns of movement; the environment for up to 20 feet; to read the electronic medical record and set parameters on patient care and monitoring equipment, and detect small calibrations on measuring instruments.
- Hear soft voices, masked voices, patient call systems, alarms, timers, hear with a stethoscope to assess blood pressure, heart, lung and abdominal sounds.
- Feel to discriminate small and large temperature differences; palpate pulses, discriminate sharp and dull, light touch and deep pressure sensation.
- Smell to detect odors related to patient assessment

COMMUNICATION
Communication with patients, members of the health care team and families in settings where communication typically is oral or written and in settings where time span for communication is limited. Examples of such skills include but are not limited to the ability to:

- Speak and express clearly and understandably in the English language, information to peers, faculty, patients, their families and other health care providers; demonstrate active listening skills.
- Read typed, handwritten, chart data and computer generated documents in the English language; at a level of competency that allows safe and timely execution of essential tasks or assignments.
- Understand; interpret medical terminology and information given regarding status, progress and safety of a patient; to follow simple and complex instructions (oral or written) regarding patient care; and respond to non-verbal communication/behaviors of others.
- Follow directions accurately and efficiently, seeking clarification where necessary.
- Write to produce legible handwritten or computer word processed documents; use correct medical terminology, spelling, grammar and punctuation; organize and express thoughts in written form in the English language; to prepare accurate, thorough, legally defensible patient documentation.
- Interpersonal skills to work collaboratively; interact professionally; to establish rapport with patients, colleagues and classmates; to resolve conflicts with individuals from a variety of social, emotional, cultural and intellectual backgrounds; maintain confidentiality in all interactions.

INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES
Critical thinking, problem solving and teaching skills necessary to provide care for individuals, families and groups. Examples of such skills include, but are not limited to the ability to:

- Think critically to identify and solve problems; identify cause/effect relationships; to apply reading, lecture and laboratory information to case study preparation; to employ effective teaching, learning and test taking strategies.
- Comprehend relevant information regarding patient diagnoses, nursing interventions, indications and contraindications from textbooks, medical records and professional literature.
- Prioritize events to provide for patient safety; appropriate patient interventions; multiple tasks; integrate information and make decisions about sequence and progression.
- Calculate to collect and/or interpret accurate patient data.
- Make clinical decisions to respond quickly and appropriately to changes in patient status; to analyze written, observed or verbal data about patients and make decisions to contact health care provider for clarification of orders and modify the nursing care plan; act safely & ethically in the nursing laboratory and clinical settings.
- Demonstrate short-term and long-term memory to accurately and quickly remember data from the chart and information relayed in verbal exchanges with other members of the health care term; to access learned knowledge to include but not limited to diagnoses, indications, contraindications for interventions, safety
precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the curriculum.

- Think quickly and clearly to execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment.

**BEHAVIORAL AND SOCIAL CHARACTERISTICS**

The ability to provide care that is client centered and shown respect for human dignity and the uniqueness of each individual, free from bias and discrimination, and without consideration for personal attributes or the nature of health problems. Students must be emotionally stable. Examples of such skills include but are not limited to the ability to demonstrate:

- Flexibility to adjust to a constantly changing and very demanding full-time schedule.
- Compassion and respect and ability to show empathy for patients and their families; for people of all personality types, backgrounds, ethnic race or socioeconomic backgrounds and medical condition/diagnosis.
- Cooperation to work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patients.
- Recognition of limitations to request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively.
- Tolerance for close physical contact with patients, peers and classmates during the provision of interventions and in lab; for close proximity and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence or other potential exposure to bodily fluids or pathogens during treatment.
- Willingness to participate in lab activities that require palpation, measurement and other forms of therapeutic touching of patients; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect nursing skills.
- Ability to attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to submit to all classroom and clinical rules/policies; to demonstrate respect for other health care providers and the profession of nursing; to comply with all legal and ethical standards of practice.
- Stress management coping skills for fast-paced clinical situations; to manage multiple academic deadlines; deal effectively with psychosocial issues of catastrophic illness, disability and death, respond appropriately in a stressful environment and during impending deadlines; manage personal matters outside of class/clinical work day.
- The ability to plan ahead to arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical centers.
- Self-care to maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
- Initiative, Enthusiasm and appropriate peer and patient interactions
Applicant Reference Statement

To The Applicant:

Please print your name: ________________________________________________________

(First) ____________________________________________ (Last) ____________________

(First) __________ (Middle) __________________________ (Middle) ____________________

The Family Educational Rights and Privacy Act and its amendments guarantee students access to their educational records. Students may, however, waive their right to access to references. The choice of the applicant regarding this reference is to be indicated below.

Please circle your response: I do/ I do not waive my right to inspect the contents of the following reference.

Signature: ____________________________________________________

Please request reference statements from two persons who have recent knowledge about your qualifications. On the first page of each reference form, fill in your name and give to the references.

***Applicant: Please have reference return this statement to you in a sealed envelope and submit with your SON application

To The Reference:

The above named person is applying for admission to the BSN program at Washburn University, and has given your name as a reference.

Please give us a candid assessment of this applicant regarding her/his suitability for our program. You may attach a separate letter with this form, if you prefer.

1. How long and in what capacity have you known the applicant?

Date: _________________ Nature of relationship (employer, co-worker, supervisor etc.) ____________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

(over)
2. Please indicate the applicant’s ability and professional competence in comparison to other individuals whom you have known at similar states in their careers.

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<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Unable to Rank</th>
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<tbody>
<tr>
<td>Intellectual Capacity</td>
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<td>Self-reliance, motivation</td>
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<td>Growth potential</td>
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<td>Skills in relating to others</td>
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<td>Cultural sensitivity</td>
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<td>Creativity</td>
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3. I would:
   - ☐ Highly Recommend
   - ☐ Recommend
   - ☐ Recommend with reservation
   - ☐ Not recommend

Signature: ________________________________ Date: ________________________

Name (print or type): ________________________________ Date: ________________________

Organization: ________________________________ E-mail: ________________________________

Address: ________________________________ Phone: ________________________________
To The Applicant:

Please print your name: _________________________________________________________

(Last)                                              (First)                                     (Middle)

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   □ Not recommend

Signature: ___________________________________________ Date: ________________________

Name (print or type): ___________________________________________ Date: ________________________

Organization: ___________________________________________ E-mail: ________________________

Address: ___________________________________________ Phone: ________________________