



UNIVERSITY  
*of* MARY

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*Larry and Eileen Weigum*  
*Division of Nursing*

# Graduate Nursing Student Handbook

2025-2026

Dear Students,

Congratulations on your acceptance into graduate nursing studies at the University of Mary! You are to be commended for seeking a graduate degree in nursing. Your degree will prepare you for future leadership roles within the profession.

Your successful progression within this program will require considerable effort; however, the faculty wishes that your learning will be stimulating and enjoyable as you embark on this important venture. Please dedicate yourself to the effort required to become a nurse leader with advanced education.

This Graduate Nursing Student Handbook is intended to be used as a guide related to expectations required by the faculty in the Larry and Eileen Weigum Division of Nursing. Please understand that no document ever contains all the answers. We appreciate that each of you has individual needs and questions. Towards that end, we have assigned you an advisor, who along with your faculty, are good listeners and available to respond to your concerns.

Best wishes as you set out on this most important journey.

Sincerely,

Billie Madler, DNP, APRN, FNP-C, FAANP  
Associate Dean of Nursing

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*The Associate Dean of Nursing and Program Coordinators review all contents of the graduate student handbook annually, those policies that undergo revision are delineated by the month and year in a footnote below that respective section.*

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# University of Mary and Graduate Nursing

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Graduate nursing students are obliged to comply with expectations set forth in the University of Mary Catalog and the Graduate Nursing Handbook as published annually. *Students are subject to the policies of the **most current** Graduate Nursing Handbook.* Students must be continuously enrolled and are expected to satisfy curricular program requirements in effect at the time of their admission to a specific graduate nursing program. If a student does not meet satisfactory academic progression of his/her program of study that student may be subject to curricular requirements published in the most current University Catalog.

## University of Mary General Policies

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Several general policies applicable to any University of Mary student are available online. To access these policies, visit this [link](#).

## University of Mary Catalog

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The Office of Academic Affairs regularly updates and publishes the University of Mary Catalog. This catalog serves as the foundation for a variety of general and program specific information. Please visit the [University of Mary Catalog](#) for details. Graduate nursing students will find more detailed program specific information in this document, the Graduate Nursing Handbook.

## University of Mary Mission

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The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

## Saint Gianna School of Health Sciences Mission and Vision

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### MISSION STATEMENT

Prepare health care professionals, anchored in moral courage, who respect and defend the dignity of the human person.

*Revised 12/19*

### VISION

In the spirit of St. Gianna, we envision a thriving center of excellence that prepares servant leaders who will transform healthcare for everyone at all stages of life.

*Revised 3/21*



## Larry and Eileen Weigum Division of Nursing Mission and Vision

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### INTRODUCTION

By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University and St. Gianna School of Health Science's mission by preparing leaders in the service of truth with moral courage who respect and defend the dignity of the human person. Academic preparation and nursing practice opportunities in various healthcare settings prepare students to achieve professional competence.

### MISSION STATEMENT

The Nursing Division prepares nurses, with a foundation in moral courage, to protect the dignity of the human person and to provide safe, quality, compassionate, patient-centered healthcare to the people in the region and beyond.

### VISION

Graduates of the St. Gianna School of Health Sciences, Nursing Division, will be successful leaders, effective collaborators, sophisticated consumers of research, and compassionate providers of care. These graduates will be socially and ethically accountable, culturally sensitive, value the sanctity of life, respectful of diverse populations, and responsive to the changing healthcare environment.

*Revised 4/21*

### IDENTITY STATEMENT

As a flagship program of the University of Mary, we sustain the pioneering courage of our Founders, the Benedictine Sisters of Annunciation Monastery. We are a devoted community of faculty, students, and professional support staff who engage in rigorous teaching and learning experiences delivered in a nurturing environment to support our individual and collective professional discovery, growth, and development. We are a prayerful, faith-filled group serving the vocation of nursing. We are Mary Nurses for life.

*Developed 10/21*

## Larry and Eileen Weigum Division of Nursing Philosophy

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In the spirit of St. Gianna, the Larry and Eileen Weigum Division of Nursing prepares nurse leaders to meet the healthcare needs of persons throughout the lifespan in an ever changing and complex healthcare environment to promote safe, ethical, transparent, and equitable care to diverse populations in various settings. We believe the essence of nursing is caring. Nurses are in the privileged position of witnessing life's most intimate events when patients and families are most vulnerable and, therefore, are charged to utilize the art and science of nursing to create an atmosphere of mutual respect and trust. Fundamental beliefs concerning Teaching and Learning, Clinical Judgement, Informatics and Healthcare Technologies, Diversity, the Nursing Meta-paradigm (Nursing, Health, Person, and Environment), and the Rule of Saint Benedict guide the endeavors of the faculty.

## **SAINT GIANNA**

Saint Gianna's noble work as a doctor as well as her incredible sacrifice of love - to not only save the life of her child, but also witness to the dignity and sanctity of every human life - sets a radiant example for healthcare practitioners who are servants of truth, compassionate in their care, and impressively prepared for the complexity of modern medicine. It is no secret that there is a vital need for nurses who understand the consequences of new medical technology and treatment. The Larry and Eileen Weigum Division of Nursing intends to hold up Saint Gianna as the standard for the kind of competent, morally courageous, and compassionate professionals we strive to produce.

## **TEACHING AND LEARNING**

The creation of an active learning environment encourages students to achieve their highest levels of personal and professional growth. Faculty facilitate the acquisition of knowledge, skills, and attitudes which are integral components of the teaching learning environment leading to changes in behavior. Faculty cultivate opportunities for self-reflection that foster personal health, resilience and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership. We believe nursing knowledge, as well as relevant knowledge from the arts and sciences, is foundational to encourage lifelong learning essential for the professional nurse.

## **CRITICAL JUDGEMENT**

Faculty encourage students to engage in effective clinical reasoning and critical analysis of information and actions to improve patient care and advance the scholarship of the profession of nursing. We believe students who engage in clinical reasoning use concepts, ideas, and theories to interpret multiple sources of data and experiences to answer questions, solve problems, prioritize, and resolve issues. Students develop intellectual curiosity, rational thought processes, self-awareness, openness to diversity, and reflective clinical judgement.

## **INFORMATICS AND HEALTH TECHNOLOGIES**

Nurses, as essential members of the healthcare team, use information, communication technologies, and informatics in their direct and indirect care roles. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional regulatory standards. Nurses, at all levels, understand and value their role in health information technology analysis, planning, implementation, and evaluation. Nurses have a responsibility to advocate for equitable access, while assisting patients and consumers to use these tools and technologies to promote engagement in care, improve health, and contribute to the management of health conditions.

## **DIVERSITY**

We believe diversity among faculty, students, and members of society enriches the educational experience; the curriculum is designed to meet diverse learning needs. Cultural competence is grounded in an appreciation of the profound influence of culture in people's

lives, and the commitment to encourage positive responses of healthcare providers to these differences. Graduating nursing professionals are prepared to respond with openness to the varying healthcare needs of diverse populations in relation to human values including life, justice, personal freedom, health, and well-being.

### **RULE OF ST. BENEDICT**

St. Benedict mandated, “Care of the sick must rank above and before all else.” (RB 35:1). The Rule of St. Benedict encompasses values foundational in the development of ethical decision making and integrity essential to the nursing profession. These values permeate the nursing curriculum at the University of Mary with emphasis of the Benedictine values: hospitality, respect for person, prayer, service, moderation, and community. These values guide students to integrate spiritual, emotional, physical, and intellectual characteristics into their personal and professional lives.

*Revised 3/13, 4/21*

## **Nursing Meta-Paradigm**

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### **NURSING**

Nursing is guided by professional standards, is characterized by caring, accountability, clinical judgement, and the integration of evidence-based findings. Through the application of the art and science of nursing, nurses advocate for and empower individuals, families, and communities to promote healthful living while preventing or minimizing negative effects of disease and treatments of both acute and chronic conditions.

### **PERSON**

Persons are holistic individuals who evolve through the influence of culture and environment. All persons, comprised of body, mind, and spirit possess inherent dignity and value and have the right for self-determination.

### **HEALTH**

Health is not merely the absence of disease; it is an optimal adaptation achieved through a balance of physical, psychological, social, cultural, developmental, and spiritual components. Perceptions of health are individually determined within socio-cultural contexts that are influenced by knowledge, experiences, and values. Within a collaborative environment, nurses promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the lifespan.

### **ENVIRONMENT**

Persons are continually adapting to their environments to meet biological, psychological, social, and spiritual needs. Nurses promote safe, healthy environments through practice, education, and inter/intraprofessional partnerships. Nursing practice at the individual, organizational, and population levels, is intended to support safe, equitable, and quality healthcare within complex systems. Using evidence-based methodologies, nurses lead

innovative solutions to address complex health problems. Committed to the just allocation of healthcare resources, nurses exert influence with their wisdom in key principles of patient-centered care, organizational behaviors, and sources of healthcare financing. Nurses influence the patient care environments through health policy efforts.

*Revised 3/13, 4/21*

## Graduate Nursing Overview

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The complex healthcare delivery system and the evolving academic setting places high demand for nurses with advanced education. University of Mary Graduate Nursing Programs continue to recognize and respond to this need by preparing competent and compassionate nurse leaders.

The Larry and Eileen Weigum Division of Nursing at the University of Mary offers a Master of Science in Nursing with specialization opportunities in three areas: Nurse Educator, Nursing Leadership & Management, and Nurse Informatics. Dual degrees of MSN/MBA in Healthcare Administration, MSN Leadership/MS Bioethics, and MSN Informatics/MS Bioethics are offered. A Doctor of Nursing Practice degree is available in the specialization of Family Nurse Practitioner (BSN to DNP) and Nursing Organizational Leadership (MSN to DNP).

Through one of the specialized concentrations offered at the University of Mary, Bioethics, Health Care Informatics, or Teaching and Learning in Nursing, nurses may broaden their skill sets and deepen their knowledge

## Larry and Eileen Weigum Division of Nursing Accreditation

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The Master's degree programs in Nursing and Doctor of Nursing programs at the University of Mary are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, (202) 887-6791.

The University of Mary has been accredited by [The Higher Learning Commission](#) of the North Central Association of Colleges and Schools since 1969. HLC is recognized by the U.S. Department of Education.

## Organizational Structure: Larry and Eileen Weigum Division of Nursing

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The Larry and Eileen Weigum Division of Nursing is within the St. Gianna School of Health Sciences. Please refer to the *Organizational Chart: Larry and Eileen Weigum Division of Nursing* in the appendix section of this handbook (Appendix A).

Operations with graduate nursing programs are guided by multiple sources. Sources of input that shape graduate nursing program curriculum, delivery, and ongoing continuous improvement come from our community of interest, graduate nursing advisory groups, national nursing accreditation standards, and professional nursing specialty standards (respective to graduate program type as outlined below).

## Community of Interest

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The internal community of interest within the University of Mary includes faculty, students, and administration (Dean of the School of Health Sciences, VP of Academic Affairs, Academic Affairs Council, etc.). The external communities of interest include alumni, potential and current employers of graduates, clinical organizations where students engage in coursework activities, professional organizations, and accrediting bodies.

## Graduate Nursing Advisory Boards

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The purpose, membership, officers, and meeting interval of graduate nursing advisory boards are outlined in the *Graduate Nursing Advisory Board Operational Principles* document found in Appendix B. Graduate programs supported by similar stakeholders share an advisory board, whereas programs with unique stakeholder membership have their own advisory board. For example, the FNP Program has a distinct Advisory Board, whereas the Nursing Organizational Leadership, Nursing Leadership and Management, and the MSN/MBA in Healthcare Administration share an advisory board.

## National Accreditation and Professional Specialty Nursing Standards

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Professional nursing specialty standards are utilized to guide graduate nursing program curricula. The University of Mary Graduate Nursing programs are currently transitioning to *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) and apply the following additional professional nursing standards in applicable programs:

- National League of Nursing (NLN) Novice Nurse Educator Core Competencies (NLN, 2020)
- American Organization for Nursing Leadership (AONL) Nurse Manager Competencies (AONL, 2022)
- American Organization for Nursing Leadership (AONL) Nurse Executive Competencies (AONL, 2022)
- Criteria for Evaluation of Nurse Practitioner Program (National Task Force on Quality Nurse Practitioner Education [NTF], 2022)
- Nurse Practitioner Core Competencies (National Organization of Nurse Practitioner Faculties [NONPF], 2022)

Table 1 illustrates how professional nursing standards are used between and among graduate nursing programs at the University of Mary. A legend of each standard follows the table.

Table 1  
*Professional Nursing Standards*

Program	QSEN	AACN Master's Essentials	AACN Doctorate Essentials	NLN Core Competencies of Nurse Educators	AONL Nurse Manager Competencies	AONL Nurse Executive Competencies	Criteria for Evaluation of Nurse Practitioner Program	Nurse Practitioner Core Competencies
Nurse Educator	✓	✓		✓				
Nursing & Healthcare Informatics	✓	✓						
Nursing Leadership & Management	✓	✓			✓			
MSN/MBA in Healthcare Administration, Dual Degree	✓	✓			✓			
MSN Leadership /MS Bioethics, Dual Degree	✓	✓			✓			
MSN Informatics /MS Bioethics, Dual Degree	✓	✓			✓			
Family Nurse Practitioner	✓		✓				✓	✓
Nursing Organizational Leadership	✓		✓			✓		

### Quality and Safety in Nursing Education (QSEN) Competencies

Quality Improvement (QI):	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.
Safety:	Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Teamwork and Collaboration:	Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Patient-centered Care:	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Evidence-Based Practice (EBP):	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Informatics:	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

### AACN Master's Essentials

- I. Background for Practice from Sciences and Humanities
- II. Organizational and Systems Leadership
- III. Quality Improvement and Safety
- IV. Translating and Integrating Scholarship into Practice
- V. Informatics and Healthcare Technologies

- VI. Health Policy and Advocacy
- VII. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VIII. Clinical Prevention and Population Health for Improving Health
- IX. Master's Level Nursing Practice

#### **AACN Doctorate Essentials**

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

#### **NLN Novice Nurse Educator Competencies**

- 1. **Facilitate Learning:** Novice nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the meeting of identified cognitive, affective, and psychomotor outcomes.
- 2. **Facilitate Learner Development and Socialization:** Novice nurse educators recognize the responsibility for helping learners develop as nurses and integrate the values and behaviors expected of those in the role.
- 3. **Use Assessment and Evaluation Strategies:** Novice nurse educators use a variety of strategies to assess and evaluate learning in classroom, laboratory, and clinical settings.
- 4. **Participate in Curriculum Design and Evaluation of Program Outcomes:** Novice nurse educators are responsible for assisting to develop program outcomes and design of curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.
- 5. **Function as a Change Agent and Leader:** Novice nurse educators function as change agents and leaders in the creation of the preferred future for nursing education and practice.
- 6. **Pursue Continuous Quality Improvement in the Role of the Nurse Educator:** Novice nurse educators begin to recognize that the role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.
- 7. **Engage in Scholarship:** Novice nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching is a scholarly activity.
- 8. **Function within the Educational Environment:** Novice nurse educators become knowledgeable of the educational environment and recognize how political, institutional, social, and economic forces impact the role.

*Revised 7/24*

### AONL Nurse Manager Competencies

- I. **Leader Within:** Reflective Practice, Foundational Thinking, Career Development, Personal and Professional Accountability
- II. **Professionalism:** Profession Accountability, Organizational Accountability, Health Equity and Social Determinants of Health, Governance
- III. **Communication & Relationship Building:** Relationship Management, Effective Communication, Influencing Behaviors
- IV. **Knowledge of the Health Care Environment:** Nursing Practice and Application, Economics and Policy, Regulation, Evidence Based Practice, Patient Safety and Quality
- V. **Business Skills and Principles:** Financial Management, Strategic Management, Human Resource Management
- VI. **Leadership:** Systems and Complex Adaptive Thinking, Change Management, Diversity, Belonging and Inclusion, Decision Making, Transformation and Innovation

*Revised 7/24*

### AONL Nurse Executive Competencies

- I. **Leader Within:** Reflective Practice, Foundational Thinking, Career Development, Personal and Professional Accountability
- II. **Professionalism:** Profession Accountability, Organizational Accountability, Health Equity and Social Determinants of Health, Governance
- III. **Communication & Relationship Building:** Relationship Management, Effective Communication, Influencing Behaviors
- IV. **Knowledge of the Health Care Environment:** Nursing Practice and Application, Economics and Policy, Regulation, Evidence Based Practice, Patient Safety and Quality
- V. **Business Skills and Principles:** Financial Management, Strategic Management, Human Resource Management
- VI. **Leadership:** Systems and Complex Adaptive Thinking, Change Management, Diversity, Belonging and Inclusion, Decision Making, Transformation and Innovation

*Revised 7/24*

### NONPF Nurse Practitioner Core Competencies

NONPF competencies can be found [here](#).

1. Knowledge of Practice
2. Person-Centered Care
3. Population Health
4. Practice Scholarship and Translational Science
5. Quality and Safety
6. Interprofessional Collaboration in Practice
7. Health Systems
8. Technology and Information Literacy
9. Professional Acumen
10. Personal and Professional Leadership

*Revised 2021, 8/22*



## Graduate Nursing Committees

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### Graduate Nursing Committees Overview

The Graduate Nursing Committee (GNC) is the central governance body for graduate nursing education at the University of Mary. In addition to this committee, there are two key standing subcommittees: the Graduate Nursing Curriculum Committee and the Graduate Nursing Assessment Committee.

Two additional relevant to nursing faculty include:

- Faculty Development Committee
- Student Development Committee

These committees are described in detail in the Faculty Handbook. All committee agendas and minutes are stored on the shared Nursing Network Drive.

### Committee Membership

- Graduate Nursing Committee Membership
- Associate Dean of Nursing (Chair)
- Program Coordinators
- St. Gianna School of Health Sciences Graduate Enrollment Representative
- Graduate Nursing Faculty and Staff
- Student Representatives
- Invited Guests

### Curriculum and Assessment Committee Membership

- Associate Dean of Nursing
- Program Coordinators (Chair appointed from this group)
- Graduate Nursing Faculty
- Invited Guests

### Meeting Schedule and Reporting

Graduate Nursing Committee and subcommittee meetings are held on a regular basis. Special meetings may be called by the Associate Dean of Nursing as needed. The purpose of these meetings is to conduct essential programmatic business that supports and enhances the quality of graduate nursing education.

### Graduate Nursing Committee: Roles and Responsibilities

The GNC, chaired by the Associate Dean of Nursing, serves as the leadership forum for matters related to graduate nursing education. It acts as a conduit for communication between the Larry and Eileen Weigum Division of Nursing, the St. Gianna School of Health Sciences (SGSHS), and the larger university community. Pertinent academic program updates and committee reports are discussed during GNC meetings.

Key responsibilities of the committee include:

- Disseminating University, SGSHS, and Division updates
- Receiving and addressing suggestions related to curricular and non-curricular matters
- Reviewing and recommending revisions to student policies and procedures
- Supporting and encouraging personal and academic student development
- Recognizing faculty and student achievements
- Supporting faculty development initiatives
- Publishing and maintaining the Graduate Nursing Student Handbook

### **Graduate Nursing Curriculum Committee**

The Curriculum Committee is responsible for the continuous review and development of graduate nursing curricula. This includes:

- Monitoring curricular trends
- Reviewing course content and sequencing
- Evaluating input from accrediting bodies, specialty nursing organizations, advisory boards, faculty, and students

All programmatic changes are either generated through or reviewed by this committee. Curriculum committee recommendations are brought to GNC for decision making.

Recommended nursing program changes are approved through the following process: 1) Larry and Eileen Weigum Division of Nursing, 2) Dean, St. Gianna School of Health Sciences, 3) Graduate Council, 4) University Senate\* (when necessary), 5) University President and 6) if a new program, University Board of Trustees.

\*Graduate Council proposals related to curriculum and programmatic changes are referred to University Senate for approval except for the following which are referred directly to the President of the University of Mary: 1) Recommendations for appointments to graduate faculty. 2) Changes in program outcomes; addition and deletion of courses; and graduation requirements that do not significantly alter other courses in the program.

Upon approval, changes are forwarded through the University's governance process, which may include the:

- St. Gianna School of Health Sciences
- University Graduate Council
- University Senate (when required)
- University President
- Board of Trustees (when required)

### **Graduate Assessment Committee**

The Assessment Committee is responsible for monitoring and evaluating the quality of graduate nursing education. It oversees the implementation and continuous improvement of

the Graduate Nursing Assessment Plan, which is aligned with the University's overall Graduate Assessment Plan.

The committee collects input through various means, including:

- Formal course evaluations (completed by students)
- End-of-course reports (completed by faculty)
- Informal student feedback
- Program exit evaluations
- One- and three-year alumni surveys
- Advisory Board recommendations

The committee's work is guided by the Associate Dean of Nursing and Program Coordinators to ensure data-driven program improvement.

*Revised 9/24, 9/25*

## Competencies and Outcomes

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The University of Mary Mission, Vision, and Values offer distinction to the education, preparation, and formation of graduates. Unique University Graduate Competencies and Graduate Nursing Program Outcomes have been formulated not only in accordance with national accreditation standards and professional nursing specialty standards, but also significantly influenced by the University of Mary Mission, Vision, and Values. The University Graduate Competencies and Program Outcomes identify the knowledge, skills, and abilities an individual from a University of Mary graduate nursing program will possess upon degree completion.

### UNIVERSITY GRADUATE CORE COMPETENCIES

The University of Mary graduate programs offer its students preparation in the following areas of competence:

- **Moral Courage:** Graduates, guided by faith or reason, evaluate and respond to actions or viewpoints that oppose truth and justice in order to promote human dignity and the common good. They clarify, support, or defend truth and virtue through ethical reasoning and respectful engagement with others. They lead by serving—applying their knowledge, skills, and ethical convictions to empower individuals and communities, prioritizing the needs of others and advancing solutions to social, economic, and spiritual challenges.
- **Professional Distinction:** Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship. Students display the skills and dispositions essential to effectively conduct evidence-based practice or research, produce scholarship, and effectively communicate findings. They develop a professional philosophy grounded in scholarship.

For students to acquire proficiency in these competences, continual assessment of learning in an atmosphere of openness and free inquiry is promoted.

*Revised '21, 8/25*

## **GRADUATE NURSING PROGRAM OUTCOMES**

In the spirit of the University of Mary, Saint Gianna School of Health Sciences, and the Larry and Eileen Weigum Division of Nursing mission and philosophies, the nursing division seeks to prepare graduate students who meet outcomes respective to their chosen MSN or DNP specialty.

### **MSN: Nursing Leadership & Management Program Outcomes**

1. Designs processes to achieve quality, cost-effective and ethical health outcomes
2. Manages the complexity of human resources in today's healthcare
3. Evaluates quality and safety measures
4. Designs a plan of change using principles of servant leadership guided by Benedictine Values
5. Collaborates with others to improve the quality of professional nursing practice and healthcare policy
6. Utilizes evidence based practice for performance improvement
7. Possesses requisite knowledge to pursue doctoral education
8. Uses information technology to improve processes
9. Demonstrates effective principles of change while providing client centered care

*Revised 2020, 2024*

### **MSN/MBA in Healthcare Administration / Dual Degree Program Outcomes**

1. Integrate ethical practices and policies which appropriately address the unique health care laws and regulations health care organizations must follow
2. Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems
3. Collaborate with interdisciplinary teams, consumers, and other key stakeholders to effect needed change in health care delivery systems
4. Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics
5. Incorporate service and Benedictine values into nursing leadership practices
6. Evaluate current domestic and global issues on health care and possible impacts to a changing health care industry
7. Analyze significant issues between clinical nursing practice and health care administration to offer effective conflict resolution and provide leadership for practical solutions

*Dev 2012*

### **MSN/MS: Nursing Leadership and Bioethics Program Outcomes**

1. Explain the ethical responsibilities of healthcare institutions, including the impact of health policy in diverse and at-risk populations.

2. Integrate and design ethical practices and policies that appropriately address and uphold the dignity of the human person.
3. Evaluate the importance of ethical decision-making and its impact on business stakeholders and the broader society through the lens of faith and reason in the Classical Philosophical, Catholic Theological, and Catholic Social Tradition.
4. Apply knowledge of healthcare systems to achieve quality, cost-effective, and ethical health outcomes.
5. Develop nurses who are confident in their ethical decision making abilities, recognizing the ethical nature of nursing clinical practice, leadership, and research.

*Dev 2024*

#### **MSN: Nursing and Healthcare Informatics Program Outcomes**

1. Integrate the influence of professional nursing standards, the code of ethics, principles of servant leadership, moral courage, Benedictine values, nursing philosophy, and personal beliefs, on the professional informatics nurse's practice.
2. Value the input of collaboration with the patient, family, and healthcare team to improve quality and safety in patient outcomes when developing strategies, policies, or procedures for introducing, evaluating, or modifying information technology applied to nursing practice, administration, education, or research.
3. Analyze and interpret patient, nursing, or information systems data to improve nursing services and to inform health policy and advocacy efforts.
4. Translate nursing practice information and informatics technology between nurses, health care team members, administration, systems engineers, analysts, or designers.
5. Develop or implement policies or practices that respect the dignity of the human person and ensure the integrity, privacy, confidentiality, and security of patient information.
6. Apply knowledge of computer science, information science, nursing, and informatics theory to nursing practice, education, administration, in collaboration with other health informatics specialists with focus on patient safety, patient outcomes and population health.
7. Design, develop, select, test, implement, and evaluate new or modified informatics solutions, data structures, and decision support mechanisms to support patients, health care professionals, and their information management and human-computer and human-technology interactions within health care contexts.

*Revised 2021*

#### **MSN/MS: Health Care Informatics and Bioethics Program Outcomes**

1. Integrate the influence of professional nursing standards, principles of healthcare ethics, and moral courage on the practice of the professional informatics nurse.
2. Develop or implement healthcare policies or practices that respect the dignity of the human person and ensure the integrity, privacy, confidentiality, and security of patient information.
3. Design, implement, and evaluate new or modified informatics solutions, data structures, and decision support mechanisms to support patients, healthcare

professionals, and the ethical management of information and technology interactions within the context of healthcare.

4. Apply an ethical decision-making framework to complex ethical issues in computer science, information science, informatics theory, education, and research through the lens of faith and reason in the Classical Philosophical, Catholic Theological, and Catholic Social Tradition.

*Dev 2024*

#### **MSN: Nurse Educator Program Outcomes**

1. Demonstrates an expanded knowledge base of the art and science of nursing.
2. Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementation of varied teaching strategies, and use of diverse evaluation methods.
3. Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
4. Illustrates the nurse educator's responsibility to foster professional competence, behavior, and role socialization of students in teaching/learning milieus.
5. Understands the role of the nurse educator in student development of intra- and interprofessional communication skills to advance the delivery of safe patient care.
6. Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.
7. Acts with moral courage in the nurse educator's role as a change agent and facilitator of innovation, through the utilization of servant leadership principles and the Benedictine values, to protect the dignity of the human person.
8. Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.

*Revised 2021*

#### **DNP: Family Nurse Practitioner Program Outcomes**

1. Demonstrates competence in health promotion, disease prevention and illness management of individuals, families and communities.
2. Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote change in the delivery of care along the healthcare continuum.
3. Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
4. Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
5. Influences, negotiates, and manages change among an inter-professional team for purposes of advancing healthcare quality among patients, populations, and systems.

6. Practices reflectivity as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

Dev 8/14

#### **DNP: Nursing Organizational Leadership Program Outcomes**

1. Appraise health care organizations to assess strengths and weaknesses and facilitate organization- wide improvement in healthcare delivery from a systems thinking approach.
2. Perform as a leader in knowledge translation and application of evidence based practice through critical evaluation, synthesis, and integration of health information data and research findings to improve healthcare and health care systems.
3. Integrate informatics and patient care technology into clinical practice and organizational systems to improve healthcare outcomes.
4. Influence health care policy at the local, state, and federal level to champion issues of quality, social justice, equality, and fiscal responsibility in the delivery of healthcare services.
5. Successfully negotiate and manage cutting edge innovations and change among an interprofessional teams for purposes of advancing healthcare quality among patients, populations, and complex systems.
6. Apply Benedictine values to foster a collaborative relationship that promotes respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
7. Integrate professional standards, nursing science and theory, values, accountability, ongoing self-reflection, ethical, analytical, and organizational sciences as the foundation for the highest level of nursing practice.



## Academics

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## General Information

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The University of Mary Larry and Eileen Weigum Division of Nursing offers Master of Science in Nursing and Doctor of Nursing Practice degrees.

The Master of Science in Nursing programs include the 1) Nurse Educator; 2) BSN to MSN: Nursing Leadership & Management; 3) Nursing and Healthcare Informatics; 4) MSN Leadership/MS Bioethics; 5) MSN Informatics/MS Bioethics; and 6) MSN/MBA Healthcare Administration Dual Degree in collaboration with the Gary Tharaldson School of Business.

The Doctor of Nursing Practice programs include the 1) BSN to DNP: Family Nurse Practitioner and 2) MSN to DNP: Nursing Organizational Leadership.

Students are allowed to take graduate nursing core courses as non-degree seeking students prior to acceptance into a program of study. Students are encouraged to contact their advisor for guidance regarding core courses. Core courses include:

- NUR 510 Healthcare Across the Population
- NUR 551 Critique and Design of Research
- NUR 601 Evidence Based Practice & Strategic Healthcare Decision Making
- NUR 612 Professional Roles in Advanced Nursing
- NUR 614 Resilient Nursing Leadership
- NUR 648 Healthcare Law and Policy

Please refer to the [University of Mary Catalog](#) for course numbers, course descriptions, and prerequisite listings.

## Computing Requirements

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All students registered for courses in Graduate Nursing Programs are expected to have basic computer competency. Computer competency is defined as familiarity with computers, use of the internet, email, and word processing. Computer requirements for graduate nursing programs are outlined in Table 2.

It is required that all graduate students have a University of Mary email account, Microsoft Word, Microsoft Power Point, web cam (external webcam for FNP students), and high-speed internet access for communication and coursework. University of Mary email addresses will be assigned to each student. It is the student's responsibility to manage that assigned email. The expectation is that students will review their email accounts daily when engaged in coursework. All official university related communication will be sent through this email address. Browser compatibility requirements for Canvas, the Learning Management System students engage in coursework, are outlined [here](#).

Table 2

**Computer Requirements**

<b>Recommended PC Requirements</b> 64-bit Operating System • Windows 10 or newer • MAC OS 13 (Ventura) or newer • > 8 GB of system memory • > 250 GB hard drive • Updated Antivirus • Webcam	<b>Minimum Requirements</b> 64-bit Operating System • Windows 10 • MAC OS 13 (Ventura) or newer • 8 GB of system memory • 250 GB hard drive • Updated Antivirus • Webcam
<b>Recommended Web Browsers</b> Microsoft Edge, Google Chrome, Mozilla Firefox, Safari	<b>Free Antivirus Options</b> Microsoft Defender, Avira, AVAST, AVG - Windows Avira, AVAST, AVG - MAC OS
<b>Optional Recommended Items</b> USB Memory Stick or Portable Hard Drive (MS Office 365 Online Version is available to Students)	<b>Recommended Updates</b> Make sure your OS (Windows or MAC), Antivirus, and other programs are fully updated and running latest versions.
<b>Software Specific to the Graduate Nursing Education Programs</b>  The NUR 565 Statistics course requires students to purchase SPSS software. This software is widely available online, and IBM lists an array of partners with which to buy the software at a student price. This course is 8 weeks long so if you have the option to purchase a monthly subscription, be sure to choose an option that allows you to have access to the software for the entire course. This is just one option: <a href="https://studentdiscounts.com/">https://studentdiscounts.com/</a> .	

Revised 6/20, 7/21, 9/21, 5/23, 6/24, 8/25

Student discounts available through [Lenovo](#) on computers and warranties.

## Academic Plan

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An Academic Plan is established upon admission and outlines the expected course sequence students will follow to complete their degree. The student collaborates with their academic advisor to complete the academic plan within the first semester of study. This academic plan is completed using J1 Web.

Revised 7/20, 8/22, 5/23

## Withdrawals • Refunds • Add/Drop Policies

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Students are encouraged to discuss questions regarding withdrawals/add/drop policies with their academic advisor or the Registrar's Office. Students are also referred to the [University of Mary Catalog](#) for information regarding these policies. Questions regarding tuition refunds should be forwarded to Student Accounts and/or the Office of Financial Aid.

## Advisor Assignment

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All students accepted to graduate studies will be assigned an academic advisor who is a faculty person within the Larry and Eileen Weigum Division of Nursing. Students are notified of their assigned academic advisor in their welcome email. The graduate nursing student

should initiate regular communication with his/her advisor for any questions related to academic processes or policies. Questions related to courses, faculty, University policy, registration, progression in the program, graduation, etc., should be directed to your nursing faculty academic advisor.

## **Attendance Policy**

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### **Class Attendance**

Graduate study not only focuses on individual study, but also hinges on discussion and exchange of ideas between faculty and students and non-faculty professionals and students. Therefore, it is the expectation of the Division of Nursing that all graduate nursing students regularly attend scheduled lectures, discussion boards, seminars, conferences, clinical/practical experiences, presentations, and other required educational offerings.

Instructors are required to maintain reports on student attendance and to report absences for each course. For purposes of determining if a student is in attendance, she/he must be physically present in seated classes, and/or she/he must be participating in online classes at least on a weekly basis. Online course participation includes participating in discussion boards, submitting assignments on time, and/or interacting with the instructor through electronic means.

Attendance is required for all face-to-face and online synchronous meetings. This expectation includes Institute weeks for FNP students and Bioethics dual degree students. Synchronous meetings may include but are not limited to institute meetings, online lectures, seminars, conferences, presentations, and webinars. It is the student's responsibility to obtain time off from work to accommodate class attendance. Any absence may subject the student to credit loss for associated coursework. Special unforeseen or unavoidable circumstances will be taken under consideration and may include such examples as significant student illness or hospitalization, extreme family emergencies, flight cancellation or road closures due to inclement weather, subpoenas, jury duty, military service, bereavement, and religious observances. In these, or like, situations the program coordinator may excuse the student absence. Examples that will not be excused include but are not limited to absences related to employment responsibilities, vacations, childcare issues, attending or presenting at conferences, and special events.

Instructors are not obligated to accommodate examinations or required course meetings to meet students' preferences. If a student determines there may be a special unforeseen or unavoidable circumstance resulting in an inability to participate in a required course meeting, that student must communicate with the course faculty and program coordinator immediately.

### **Clinical Attendance**

Clinical attendance is mandatory. Students are required to be at their clinical site during their scheduled clinical hours. No missed hours of clinical will count towards a student's total number of required hours. Students must complete the required number of clinical hours per semester to successfully progress in their program of study. In an extenuating circumstance that creates an unforeseen absence such as illness, family emergency, or inclement weather, the student must contact both their preceptor and clinical faculty as soon as possible. It is the student's responsibility to assess the safety of travel conditions if travel to clinical is required. Any time lost must be made up during the same semester. In extenuating circumstances, arrangements are to be made with course and clinical faculty to find an alternative clinical site.

### **Failure to Adhere to Attendance Requirements**

Consequences of a single unexcused absence for a scheduled synchronous class meeting may result in any of the following:

- Dismissal from the course
- 5% reduction in overall course grade
- A zero for the related assignment

Absence from scheduled clinical experiences and/or class without prior approval will be recorded as an unexcused absence. One unexcused absence will place student on academic warning. Notification of this status will be given in writing. Further unexcused absences may result in academic suspension from the program.

*Revised 6/20*

## **Scholarly Work**

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Effective written communication skills are essential in both professional roles and academic environments. The University of Mary Graduate Nursing Programs emphasize the development of these skills.

The American Psychological Association (APA) is the adopted writing standards for Graduate Nursing Programs. All written assignments must conform to the stylistic requirements outlined by the APA unless specifically indicated otherwise by course faculty. Students enrolled in graduate nursing courses are required to have a copy of the most current edition of the *Publication Manual of the American Psychological Association*.

Most courses include written assignments; grading for these assignments is based on the student's ability to demonstrate critical thinking, synthesize evidence, grammar/writing skills, and appropriate use of APA format. Appropriate research and citation of sources is important to uphold academic honesty.

## Capstone Work: Thesis or EBP Project

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All graduate nursing students are required to complete a capstone course(s).

Nurse Educator students have the option to complete a thesis (NUR 699/NUR 700/NUR 701) or NE Evidence Based Practice (EBP) Project (NUR 694/NUR 704/NUR 705).

The thesis is a publishable, primary nursing research study that is performed under the direction of a graduate faculty member, who serves as Thesis Chair. Nurse Educator students are referred to the University of Mary Thesis Handbook. Typically, students require three semesters to complete the thesis. Costs associated with thesis preparation (i.e., statistician, binding, editor, etc.) are the responsibility of the student.

The NE EBP Project is an analysis of secondary evidence used to guide the development and evaluation of an evidence-based intervention addressing an educational need identified in an academic or nursing practice setting. Students work with a Project Chair and an organizational champion. The project course sequence is three semesters.

All other MSN and dual degree students complete an EBP Project, typically across a series of two courses, NUR 696 and NUR 697/698. These students partner with a healthcare organization or related entity to plan, implement, and measure outcomes of the student led project. Costs associated with project preparation (i.e., statistician, editor, etc.) are the responsibility of the student. Students are encouraged to disseminate their project plan and outcomes at the Michael G. Parker Research and Scholarship Colloquium held annually each spring.

DNP students in the Family Nurse Practitioner and Nursing Organizational Leadership programs complete a DNP project (NUR 830/840/930/940) over a four-semester timeframe. The project expectations align with the DNP Project Roadmap (Milner, 2019). The DNP project is an evidence-based project resulting in a micro-, meso-, or macro- systems level organizational change completed under the direction of a graduate nursing faculty member, who serves as the Project Chair. Costs associated with project preparation (i.e., editor, statistician, etc.) are the responsibility of the student.

The University of Mary serves as the primary sponsor to any student research or EBP project a student or student group completes as partial fulfillment to a degree requirement. All graduate nursing students engaged in a Thesis or Project must achieve University of Mary Institutional Review Board (IRB) authorization to progress prior to data collection or project implementation. At times, collaborating organizations require the student or student group to also submit an IRB application to their organization. The information in that IRB application must match the IRB application approved by University of Mary. All graduate nursing students must have completed training in Human Protections from the Collaborative Institutional Training Initiative (CITI) before applying to the University of Mary IRB. CITI training is offered to the student at no cost.

### **Thesis, EBP Project, or Scholarly Project Dissemination**

All graduate nursing students are expected to disseminate knowledge from their capstone work. Please refer to the [University of Mary Catalog](#) policy regarding *Completion of the Graduate Program of Study* for additional information. It is expected that dissemination, podium or poster presentation, of any capstone work to any organization recognizes the University of Mary as the primary sponsor of the academic work. This can be accomplished through University of Mary Power Point slide templates found on the home page of every online Graduate Nursing course or inclusion of the most current University of Mary logo on each slide of the presentation. If adding the University of Mary logo to a unique presentation, the logo colors, resolution, and dimension scale cannot be altered.

Students should consult their academic advisor or program coordinators with any questions regarding capstone work.

## **University of Mary Graduate Nursing Authorship Policy**

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Graduate nursing education requires the completion of scholarly work either in the form of a thesis or an evidence based project. Theses and Projects are scholarly works that occur primarily under the guidance of an assigned faculty chair and are often further supported by a faculty consultant or faculty committee. Scholarly endeavors are typically disseminated to the professional community as publications, podium presentations, or poster presentations. Authorship is the primary mechanism to acknowledge the contribution of individuals involved in a culminating work and implies responsibility and accountability for the work/publication.

Determining authorship rights and author sequence is an important task for all stakeholders (faculty, student/s, and possibly organizational leaders) early in their collaboration and throughout their work together. The University of Mary Graduate Nursing program adopted the International Committee of Medical Journal Editors (ICMJE, 2017) recommendations for determining authorship. According to ICMJE, authorship credit should be based on:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the (any) version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved. (p. 2)

When an individual meets all four of the above criteria, that person/s should be listed as an author/s. To support clarity regarding authorship of academic capstone work completed as part of a University of Mary degree requirement, students and faculty chairs will be required to complete an *Authorship Memorandum of Understanding* (Appendix C).

Most journals or sites of publications state criteria for authorship. In these instances, their criteria should take precedence over the University of Mary Graduate Nursing Authorship criteria.

When a student, faculty, or organizational representative's contribution does not justify authorship, the contributor should be acknowledged separately in accordance with standards of the discipline. For example, consult the specific journal for requirements and placement for acknowledgement of contributors. Contributions to a work that does not constitute authorship can include, for example, technical support or assistance in obtaining funding.

EVERY author listed on a publication or creative endeavor is responsible for 1) approving the final version of the manuscript, including designation of the Lead Author and order of authors; and 2) verifying the integrity of the research/scholarly/creative work performed. In cases of alleged research misconduct, ALL authors are considered responsible for the integrity of the research or creative endeavor. Thus, every author must strive to hold him/herself accountable.

The order of authors is an important consideration. The Lead Author is defined as the person who leads a research/scholarly effort or creative work and makes a major contribution to a multi-authored work. The Lead Author is also responsible for gathering the appropriate consents necessary (animal, human use) and for validating the integrity of the work.

The Lead Author takes the primary role in discussing the contributions, recognition and order of all authors that participate in the study. All authors, regardless of position, have a voice in this discussion. Ideally, author arrangement is agreed to proactively, formally, and in writing before the study's initiation. As the study evolves, agreements regarding authorship may need to be further discussed. Most journals and other scholarly outlets do not include statements on author order, so the Lead Author should guide this process and adhere to the norm of the discipline.

If disagreements over authorship occur (e.g., who has a right to be an author, the order of authors), it is the initial duty of the Lead Author to find a resolution in consultation with the other participating authors. If resolution within the immediate author group cannot occur, any concerned party from the group is encouraged to contact a disinterested third party acceptable to all authors. At the University of Mary, these concerns can be addressed with the Associate Vice President of Academic Affairs. These discussions are confidential. During the resolution process, all interested parties should refrain from unilateral actions that may damage other authorship interests and rights.

**This policy applies to all University of Mary Graduate Nursing students. According to the ICMJE criteria, it is expected that ALL student and faculty co-authors collaborate during any manuscript submission for publication consideration, or any abstract submitted for podium and poster presentation consideration. All student and faculty co-authors, who**



meet the above ICMJE criteria, must be listed as authors. Authors retain the right to pursue publication and/or podium or poster presentation in scenarios that co-author/s may chose not to participate in professional dissemination of the scholarly work. If one party (student or faculty) chooses NOT to participate in the preparation and final approval of a manuscript, presentation, or poster, that individual no longer meets all of the ICMJE criteria and may therefore not be listed as a co-author.

ICMJE. (2017). *Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals*.

Retrieved from <http://icmje.org/icmje-recommendations.pdf>

Research Integrity Council. (2013). *Michigan State University Guidelines on Authorship*. Retrieved from

<https://rio.msu.edu/authorship>

Revised 7/24, 8/25

## Student Authorization for Use of Scholarly Work

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On occasion, the Larry and Eileen Weigum Division of Nursing wishes to use examples of student work as demonstrations for current students or accreditation bodies. For the nursing division to use a student's work as an example, the student's permission must be obtained. It is requested that students complete the *Authorization to Use Scholarly Work* document found in the appendix section of this handbook (Appendix D) or provide written/electronic verification of their permission for use of a specific academic work.

## Academic Honesty

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Students are expected to read the University of Mary's Academic Honor Code and Honor System and abide by all the standards of conduct and requirements contained therein. When a student doubts whether an action might constitute an Academic Honor Code violation, she/he should request clarification from the instructor before the action is undertaken. The Academic Honor Code is available for review [here](#) or on [my.umary.edu](http://my.umary.edu) under the General University Policies.

Revised 9/21, 8/23

## Course Grading Scale

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Success in graduate study requires a serious commitment and performance of high quality. Successful course completion requires students to obtain a minimum grade of B- in all required courses; achieve passing scores on program specific annual comprehensive exams, projects, thesis, and competencies; and pass all clinical experiences, expectations, and required documentation.



The grading scale used by graduate programs in Larry and Eileen Weigum Division of Nursing is as follows:

Letter Grade	Percentage
A	94-100
A-	92-93
B+	90-91
B	86-89
B-	84-85
Less than 84	Failing
C+	82-83
C	75-81
D	71-74
F	70 and below

The earned grade will not be rounded to the next highest **letter grade.**

*Revised 6/20, 5/23*

## Academic and Professional Behavioral Standards Review

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A review of the student's academic performance is completed at the end of each semester. Adherence to behavioral standards and professional conduct (see Behavioral Standards and Professional Conduct, p. 34) is evaluated as-needed.

During academic review, the earned letter grade, cumulative GPA, and percentage of successfully completed courses are evaluated. Concerns regarding a student's professional behavior can be brought forward by students, peers, faculty, preceptors, patients, colleagues, program leadership and all other persons with whom they may interact. This evaluation determines if the student has met both the academic requirements and the behavioral standards and professional conduct expectations prescribed by the University of Mary and Graduate Nursing Programs.

In situations where a student's academic performance or professional behavior is in question, the University of Mary [Academic Progress Policy](#) will be instituted.

*Revised 8/19, 8/25*

## Graduate Nursing Satisfactory Progression

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Students are encouraged to review the University of Mary [Academic Progress Policy](#). Satisfactory progression requires that students meet the requirements of the University of Mary and the Graduate Nursing Program.

Requirements include:

- Maintenance of cumulative GPA of 3.0 or greater
- Successful completion of no less than 67% of attempted courses
- Achieve a grade of B- or higher in each course
- Demonstrate evidence of continuous engagement in thesis/project work
- Pass all clinical or practical educational experiences
- Pass all course and program competency exams, practical and written
- Adherence to Professional Conduct and Behavioral Standards

Students will not be allowed to repeat more than one course during their program of study. Students who fail to meet academic progression requirements will be subject to [Academic Sanctions](#).

Graduate students who have been subject to an academic sanction may appeal their status. Students are referred to the [Appeals Process for Academic Warnings, Suspensions, and Dismissals](#).

*Revised 6/20*

## Behavioral Standards and Professional Conduct

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The Code of Ethics for Nurses (ANA, 2025) and the American Association of Colleges of Nursing (AACN) Essentials are two founding documents outlining the moral, ethical, and professional conduct expectations for nurses. These documents and the University of Mary Student Handbook serve as guideposts in measurement of behavioral standards among graduate nursing students.

Faculty have 1) a strong commitment to the Mission, Vision, and Values of the University of Mary and 2) an obligation to uphold the professional behavior standards outlined by the Code of Ethics for Nurses and the AACN *Essentials*. Program expectations require graduate nursing students to embody the standards set forth by their professional code with all the rights and responsibilities therein. Maintenance of behavioral standards and professional conduct is a measure of satisfactory academic progression for graduate nursing programs. Failure to exhibit behavioral standards and professional conduct may result in a contract for behavior change and/or dismissal from the University of Mary Graduate Nursing Program.

*Revised 8/19, 8/25*

## Channel for Communication

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When a student has a grievance related to their learning experience at the University of Mary, they are to follow the channel of communication beginning with the individual most closely aligned to the grievance, if possible. The channel of communication is illustrated below.

Instructor > Program Coordinator (FNP: Leah Neugebauer [lkneugebauer@umary.edu](mailto:lkneugebauer@umary.edu), NOL: Dr. Joanne Lassiter [jlassiter@umary.edu](mailto:jlassiter@umary.edu), MSN Programs: Dr. Deb Cave [drcave@umary.edu](mailto:drcave@umary.edu)) > Dr. Billie Madler, Associate Dean of Nursing [bmadler@umary.edu](mailto:bmadler@umary.edu) > Dr. Mary Dockter, Dean of St. Gianna School of Health Sciences [mdockter@umary.edu](mailto:mdockter@umary.edu).

Students are also advised to review the university's policy on academic grievances to learn more about the university's process for responding to academic concerns.

*Revised 8/21, 9/23, 8/25*

## Assignments & Exams Policy

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The timeliness of assignments will be a factor in the grading process. Assignments are to be submitted at the time specified by the course instructor unless there are special circumstances, and the instructor has approved them before the assignment deadline. **Course faculty have the authority to determine the penalty for late work and may deduct up to 10% PER DAY for any late assignment prior to grading.** Assignments that are submitted five days after the posted due date, without faculty approval, may receive a grade of zero. No extensions will be granted for discussion questions, synchronous learning activities or interactive assignments.

*Revised 8/21, 12/21, 5/23, 6/24, 8/25*

## Examinations

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Faculty will provide details related to exam environments that are different from what is outlined below. Otherwise, all exams will fall under these expectations.

### Examination Environment Expectations

- Personal electronic devices such as cell phones and smart watches etc. are not allowed in the exam area.
- Any communication or use of unauthorized resources during the exam is considered cheating.
- No note cards, books or other resources, or electronic devices of any kind may be used during examination unless sanctioned by the instructor.
- Students may not eat or drink during the exam, therefore, no drink glasses are allowed in the examination area.
- Students will remove hats, hoodies/ jackets prior to the exam.
- Students will complete the exam by themselves and will not discuss the exam questions with any person other than the instructor.

- If permitted by faculty, students may have a piece of blank paper, a pencil, and a basic calculator (provided, if needed).
- Students may not ask questions about the exam content during the exam.

### Out of Class Examinations

- All examination environment expectations listed above apply to out of class examinations.
- Honorlock will be the proctor service utilized for out of class examinations. The [‘Getting Started with Honorlock’](#) guide provides a full explanation of the steps required to take an Honorlock enabled exam.
- Students must have an updated version of Chrome installed on their computer that meets [Honorlock system requirements](#) and a functioning external webcam and microphone.
- Students, when accessing Honorlock in Canvas, will be prompted and are required to install the Honorlock Chrome Extension.
- Students must have a stable internet connection and ensure their computer is fully charged and plugged into a wall source.
- Students must be alone in a room that has a door that can be closed. The student will be required to show photo ID and scan the area to make sure it is free from books, notes or other resources. The scan must include the entire workspace, work surface, and computer screen. Partial scans and/or failure to show your work surface will be considered possible cheating.
- Students must close all windows, websites, and programs extension prior to logging into the proctored test environment.
- No websites other than Canvas and the Honorlock proctoring extension are permitted to be open while taking a proctored exam.
- Dual monitors are not permitted.
- To ensure the highest level of academic integrity and monitoring accuracy, students are required to use a non-integrated, external webcam during proctored assessments. This camera must be separate from the computer’s built-in webcam and function independently of any computer-operating system integration.
- The external webcam will be used to capture a side-angle view of the student and their workspace. The student’s face, hands, and work area should be fully visible throughout the exam. [This guide provides the steps for setting up a side-angle camera](#)
- No other persons except the test-taker should be in the room during testing.
- Leaving the room during the testing period is not permitted.
- You must not take the computer into another room to finish testing (exam must be completed in the same room the “Exam Environment View” is completed in).
- Personal electronic devices such as cell phones and smart watches etc. are not allowed in the exam area unless a cell phone is used as a second camera to get a “whole view” of the student’s exam area.
- Any communication or use of unauthorized resources during the exam is considered cheating.
- The use of note cards, scrap paper, pencil, books, hand-held calculator, online calculator, or other resources is allowed only if they are sanctioned by the instructor.
- Students may not eat or drink during the exam, therefore, no drink glasses are allowed in the examination area.
- Students will remove hats, hoodies/ jackets prior to the exam.

- Students will complete the exam by themselves and will not discuss the exam questions with any person other than the instructor. Communication or receiving assistance from others is not permitted during a proctored assessment. Exceptions: the Honorlock chat feature to contact support.
- Students may not ask questions about exam content during the exam.

Dev 9/22, 7/24, 8/25

## Graduation Audit and Degree Conferral

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A graduation audit is completed by the academic advisor of each student at the conclusion of the term just prior to the student's anticipated final term of study. The completed graduation audit is signed by the advisor and submitted to the Registrar's Office. Degrees are conferred by the Registrar once the student has completed the final semester of study, satisfactorily met all requirements of the respective program of study and has no outstanding balance with Student Accounts.

## Requirements for Graduation

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It is the responsibility of degree-seeking students to file an application for graduation in the Registrar's Office one full semester prior to the date of program completion. Please refer to the [Graduation & Commencement webpage](#) regarding information on submitting your diploma and commencement application through my.umary.edu.

## Graduation Ceremony and Degree Conferral Defined

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The University of Mary has one annual graduation commencement ceremony available for graduates to participate in. Graduation is a ceremony; the ceremony is not commensurate with degree conferral. Students are reminded that a degree has not been earned until it is conferred by the University Registrar. A diploma will not be issued until a degree has been conferred. Conferred degrees are mailed by the Registrar's Office. Degrees are conferred when the Registrar's Office is notified that the student has met all graduation requirements. For example, if a student completes degree requirements in December, the student is encouraged to participate in annual commencement ceremonies at the conclusion of the spring term; however, the degree will be conferred in December when the student has met graduation requirements.



# Nursing Practice Procedures & Policies

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## Technical Standards

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Graduate student nurses must be able to perform, with or without reasonable accommodations, each of the Technical Standards to effectively participate in our program and successfully fulfill the requirements of the professional curriculum. The University of Mary must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical, or emotional functions.

The University of Mary Graduate Nursing Programs, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate against qualified individuals with disabilities. Upon admission a student who discloses a properly certified disability will receive reasonable accommodation. The accommodations may not cause the University of Mary undue hardship and may not preclude the student's ability to perform all of the essential functions of the program. Reasonable accommodation does not change the essential nature of the academic or clinical program. Reasonable accommodation must be arranged by the student through Student Accessibility Services.

The Technical Standards document (Appendix E) is provided to assure that the students who enter the program know and understand the requirements and can make informed decisions about pursuing this profession.

*Developed 8/25*

## Experiential Hours

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To advance graduate nursing students' preparedness in University of Mary Graduate Competencies, program outcomes, AACN Level II competencies, nursing specialty standards, and external licensing/certifying body expectations, students are expected to participate in planned clinical experiences:

- enable students to integrate new knowledge and demonstrate attainment of program outcomes
- prepare students to provide care to diverse individuals and populations
- foster interprofessional collaborative practice
- foster intraprofessional collaborative practice

The number of hours required and types of experiences varies between program of study. Hours spent in practical experiences fall into the following categories:

- Leadership Experiences (i.e., leaders precept NUR 614 students and in capstone coursework (i.e., NUR 696) students lead a change project within a healthcare organization under the guidance of an organizational champion [preceptor])
- Education Experiences (i.e., Nurse Educators gain experiences with precepted instruction in academic or healthcare settings)
- Clinical Experiences (i.e., FNP students gain experiences providing direct patient care with oversight from a qualified preceptor)

Practical experiences occur in healthcare organizations and academic settings. These settings typically require such documentation as a(an):

- Affiliation Agreement or MOU (Memorandum of Understanding)
- Letter of Agreement
- Criminal background check information
- Immunization information
- HIPPA training
- Liability Insurance

The Larry and Eileen Weigum Division of Nursing employs a full-time Graduate Clinical Operations Specialist who coordinates, documents, and reports clinical placements for all graduate nursing students and ensures compliance with all clinical partners. This position is responsible for securing new contracts and/or renewal of contracts for SGSHS healthcare programs and is the project manager for the SGSHS clinical contract database and process. It is important each student communicate early with his/her program coordinator and the Graduate Nursing Clinical Operations Specialist to facilitate timely clinical placement. In collaboration, the student; program coordinator; and Graduate Nursing Clinical Operations Specialist will determine documentation required by individual healthcare organizations and/or academic settings. Students are asked to refrain from seeking practical experiences without direction from the Graduate Nursing Clinical Operations Specialist or their program coordinator.

*Revised 7/17, 8/18, 6/23, 7/24, 8/25*

## **Liability Insurance**

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A group policy of liability insurance is provided by the University of Mary. As a practice discipline, nursing deals with the public and may be subject to litigation. Therefore, liability insurance is mandatory for all nurse graduate students. Graduate nursing program fees cover the cost associated with this group policy.

## **Leadership Experiences Placement Procedure**

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In all graduate nursing programs, students complete practical hours associated with leadership experiences. To help facilitate the differentiation of practical experience associated with direct patient care and those associated with non-direct patient care, these hours are referred to as “Leadership Experiences.” Graduate nursing students taking NUR 614 Resilient Nursing Leadership complete 80 Leadership Experience hours, NUR 855 Systems Leadership Immersion complete 100 Leadership Experience hours, and NUR 905 Organizational Systems Leadership Practicum complete 100 Leadership Experience hours.



The process for this work is outlined below:

1. During the student's first term of study, course faculty or the Program Coordinator will send an email to Graduate Nursing Clinical Operations Specialist (COS) with a list of the names of graduate students with the anticipated date of enrollment in NUR 614, NUR 855, and NUR 905.
2. Course faculty or the Program Coordinator will send an email to students with a request to complete the Leadership Experience Request form to indicate where they would like to complete their leadership experience.
3. Course faculty or the program coordinator in collaboration with the COS will verify the appropriateness of the preceptor(s) qualifications and site chosen.
4. The COS will contact the preceptor or organizational contact with the request for leadership hours.
5. The COS will send the preceptor a letter of agreement (LOA) to sign. This must be in place before the student begins the leadership experience hours. The COS will facilitate any affiliation agreement or Memorandum of Understanding (MOU) or contracts needed in collaboration with the Associate Dean of Nursing.
6. The COS will notify the student and faculty when the Leadership Experiences Hours paperwork is complete and in place.

The MSN and Dual Degree programs contain two (2) additional courses that have Leadership Experience hours (NUR 696 and NUR 697 or 698). The course faculty and the individual graduate nursing student collaborates to identify an organizational setting and organizational champion for development and implementation of a student led Evidence Based Practice Project aimed to meet an identified organizational need. The Graduate Nursing Clinical Operations Specialist ensures there is an affiliation agreement in place between the University of Mary and the identified organization and that all required student documentation is completed.

*Revised 7/17, 8/18, 7/19, 6/20, 7/21, 6/23, 7/24, 8/25*

## **Nurse Educator: Educational Experiences Placement Procedure**

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The MSN Program Coordinator, Graduate Nursing Clinical Operations Specialist (COS), course faculty, and Nurse Educator students collaborate to effectively plan and arrange preceptor facilitated student experiences during the Nurse Educator program. Arrangement procedures will be managed by the Graduate Nursing Clinical Operations Specialist, the MSN Program Coordinator, and course faculty.

### **NUR 553 Advanced Clinical Concepts**

The steps that need to be followed for general preceptor arrangements include:

1. The experiences for this practicum **must** be completed in the area of the student's clinical focus of nursing practice.
2. The [Graduate Nursing Preceptor Request Form](#) will be used for this Clinical Learning Experience placement. It must be submitted by the deadline, which the COS will

communicate to students. The form includes the organization, site within the organization, and potential preceptor.

3. The COS, MSN Program Coordinator, and course faculty will review the form, verify preceptor qualifications, and consider site appropriateness. The preceptor and site must be appropriate for the objectives related to that semester of study and to the student's area of clinical focus. Once reviewed,
  - a. COS will inquire with the potential preceptor.
4. Once a preceptor has accepted a student, the COS will notify the student that placement has been secured. Two documents must be in place:
  - a. Letter of Agreement. This signed letter allows an individual student to complete hours under the supervision of the selected preceptor. The Letter of Agreement contains the following information:
    - Student name
    - University or facility name
    - University or facility address
    - Timeframe and number of hours requested
    - Preceptor's name
    - Preceptor's credentials
    - Enclosed with the Letter of Agreement will be a copy of the University-sponsored liability insurance coverage on students and the course preceptor manual (which contains evaluation tools).
  - b. Affiliation Agreement or Memorandum of Understanding (MOU). If there is not a current agreement with the organization where the experience will take place, the COS will send an affiliation agreement/MOU to the organization. For most organizations, this document allows any approved University of Mary Graduate Nursing student to complete hours at this organization until the agreement expires.
5. The COS will create and send the Letter of Agreement, the affiliation agreement/MOU, and a copy of liability insurance certificate. The preceptor and organization must sign and return the letter of agreement and affiliation agreement/MOU before initiating the clinical learning experience.
6. The COS will notify the student when the placement paperwork is in place. The student will be responsible for establishing his/her clinical learning experience schedule in collaboration with his/her preceptor. The student must complete a schedule for the clinical learning experience and obtain preceptor and course instructor approval. For any changes to the submitted clinical learning experience schedule, the student is responsible for notifying the course instructor to get permission for this change before the proposed schedule change.

### **NUR 580 and NUR 680**

The steps for general preceptor arrangements for NUR 580 and NUR 680 include:

1. The experiences for this practicum must be completed in the area of the student's clinical focus of nursing practice.
2. The student must submit his/her proposed preceptor for approval online via the [Graduate Nursing Preceptor Request Form](#) at least one semester before enrolling in

NUR 580 or NUR 680. The form must be submitted online by the assigned deadline, which the MSN Program Coordinator will communicate to the students. The form outlines the organization, site within the organization, and the individual who the student would like to have considered as a potential preceptor.

3. Once a preceptor has accepted a student, the COS will notify the student placement has been secured. Two documents must be in place:
  - a. Letter of Agreement. This signed letter allows an individual student to complete hours under the supervision of the selected preceptor. Enclosed with the letter of agreement will be a copy of the University sponsored liability insurance coverage on students, and preceptor manual (which contains evaluation tools).
  - b. Affiliation Agreement/MOU. If there is not a current agreement, the COS will send an affiliation agreement/MOU to clinical site as a PDF. For most organizations, this document allows any approved University of Mary Graduate Nursing student to complete hours at this site until the agreement expires.
4. The COS will create and send the Letter of Agreement, Affiliation Agreement/MOU, liability insurance certificate copy, and the preceptor manual for the course to the approved preceptor. The preceptor must sign and return the letter of agreement and affiliation agreement/MOU before initiating the educational experience.
5. The student and the COS will ask the preceptor if the clinical portion of the educational experience hours will be completed on-site (lab or SimLab setting) or at another healthcare organization(s).
  - a. If clinical portion will be completed at another healthcare organization, the COS will contact the organization to initiate an affiliation agreement/MOU with the organization and inquire about any student health requirements or paperwork to be completed. This documentation may include immunizations and certification requirements, background checks, and completion of HIPAA/Orientation modules. If the student will be at a healthcare organization for the clinical component, then he/she will need to complete onboarding student paperwork required by the site prior to beginning the clinical portion of the educational experience hours. It is the student's responsibility to ensure he/she has computer/electronic charting access and appropriate training, as required by the healthcare organization.
6. The COS will notify the student when the placement paperwork is in place. The student will be responsible for establishing his/her educational experience schedule in collaboration with his/her preceptor. The student must complete a schedule for the educational experience with the preceptor for approval. For any changes to the submitted educational experience schedule, the student is responsible for notifying the course instructor to obtain permission for this change before the proposed schedule change.

*Revised 7/17, 8/18, 7/19, 6/20, 7/21, 8/22, 7/24, 8/25*

## Family Nurse Practitioner: Clinical Experiences Placement Procedure

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FNP clinical placement procedures are outlined in the [\*FNP Clinical Onboarding Manual\*](#).

### Licensure Requirements

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Students must hold a *current, unencumbered* nursing license throughout their academic program. Students may be required to have a current nursing license not only in the state they work in but also in the state/s in which they participate in clinical or practical experiences. All expenses incurred for licensure are the responsibility of the student.

*Revised 8/18*

### Certification Requirements

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Certifications are a common expectation of the graduate nursing student. Students are responsible to locate, register and fund all required certification courses. The student is also responsible to provide a copy of current certification requirements.

Family Nurse Practitioner students are required to achieve and maintain current certifications in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) and Trauma Nursing Core Course (TNCC). Evidence of current certification, for BLS and ACLS, must be on file before or by the beginning of Fall semester year two. PALS and TNCC certification must be on file by end of spring term year two.

Nurse Educator students are expected to hold a current BLS certification by the time of enrollment in NUR 553.

*Revised 8/18, 6/20, 6/23*

## Policy: Saint Gianna School of Health Sciences Dress Code

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### INTRODUCTION & PURPOSE

In alignment with the mission and vision of the University of Mary and the St. Gianna School of Health Sciences (SGSHS), this dress code policy was created to support students as servant leaders.

The purpose of this dress code is to assure a positive, professional image for University of Mary SGSHS students as they represent their professions while effectively serving the diverse needs of society. Student appearance is a form of nonverbal communication that impacts the relationships with clients and their family, clinical educators, and other members of the health care team either positively or negatively. While dress code policies may be seen as prescriptive, this policy is to ensure safety and develop the professional dispositions of SGSHS students during clinical experiences.

## GUIDELINES

All SGSHS students will follow the SGSHS policy, the individual program policies, and the policy of the assigned clinical site related to student dress code. A dress code is a guide and cannot cover every potential circumstance. Apparel worn for medical, spiritual, cultural and/or religious reasons may be acceptable in the clinical environment. Students should consult their University of Mary course clinical faculty to seek clarification if questions arise or per direction in the accommodations note below.

- Students should be clean with no discernable odors including tobacco. The use of perfumes, fragrances, colognes, and tobacco is not recommended due to risk of triggering inflammatory or allergic respiratory events.
- Individuals may have varying perceptions regarding tattoos and piercings, and students should be prepared to conceal them upon request of an assigned clinical facility policy.
- Hair should be clean and neat. In certain clinical scenarios, hair should be pulled back to ensure safety. Facial hair should be neatly trimmed.
- To ensure safety and promote infection prevention, nails should be clean and clipped to ¼ inch or less.
- No t-shirts or other attire with lettering or drawings which depict sexually suggestive expressions or actions, profanity, obscenity, drugs, alcohol, or tobacco shall be worn.
- Undergarments that are visible are considered inappropriate attire.
- It is important for all students to project a professional image of the University of Mary, conducive to a private, Christian university, thus all clothing is best worn with the concept of “modesty” in mind. The SGSHS expects each student to use good judgment in following this policy, seeking clarification as necessary from faculty.
- Students will have additional dress code requirements depending on the program and or clinical site. These specific instructions will be provided as needed at the start of clinical course work.

## DRESS CODE ACCOMMODATIONS

Dress code accommodations will be considered upon student request. Examples may include but are not excluded to medical conditions, spiritual, cultural, and/or religious beliefs. Students seeking clarification on dress code should consult their University of Mary course clinical faculty if questions arise. The course clinical faculty will work with the student and program chair to determine a plan of resolution. As needed, an Associate Dean of SGSHS, the Dean of SGSHS and/or members of the University of Mary Diversity Committee will be consulted to verify the student’s concern has been adequately addressed.

*Revised 8/18, 6/20; Dev 7/21*

## Policy: Confidentiality

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### HIPAA

The University of Mary has students studying in fields such as social work, nursing, physical therapy and occupational therapy. As part of their education, a student may participate in a training program at a facility with a health care provider. Health care providers are now subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA

establishes privacy standards for protected health information (PHI), which is individually identifiable medical information maintained in any form or medium.

### **CONFIDENTIALITY & PRIVACY OATH**

All nursing students are required to sign a *Confidentiality & Privacy Oath* as shown in the appendix section of this handbook (Appendix F). This document will be sent to students for review and electronic signature after beginning the program of study. Additional confidentiality statements may be required for specific nursing practice sites. If an organization has such a requirement, students will be required to comply with that organization's expectations prior to engaging in any clinical/practical experience.

*Revised 7/17, 8/18*

## **Policy: Drug Testing**

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If an agency requires drug testing, the student is responsible for any costs associated with this testing.

## **Policy: Student Health and Safety**

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### **IMMUNIZATION REQUIREMENTS**

Immunization requirements for health science programs are officially listed online in the student handbook ([umary.edu/studenthandbook](http://umary.edu/studenthandbook)), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).

Graduate Nursing utilizes Viewpoint, a compliance tracking solution, to monitor student submission of required health documents. Program advisors provide instruction for completion of requirements using Viewpoint.

Students who have not completed all immunization documentation requirements through Viewpoint by the end of week 1 of any clinical course will be required to drop the course. Extenuating circumstances that may have contributed to the inability to meet this expectation will need to be submitted, by the student, to the program coordinator within the first week of class. The program coordinator will determine if an extension to meet these requirements will be granted.

On request from an affiliated organization for which the student is engaged in a learning experience, the Graduate Nursing Program will share student immunization information. At times, affiliated organizations may have additional health requirements. In these situations, the student will be held responsible for compliance with these requirements.

## UNIVERSAL PRECAUTIONS

Blood and body fluid precautions must be consistently used for all patients, regardless of their blood-borne infectious status. This extension of the commonly diagnosis-driven blood and body fluid precautions is referred to as “Universal Blood and Body Fluid Precautions” or “Universal Precautions.” Under Universal Precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV, and other blood-borne pathogens.

Universal Precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures of health care workers to blood-borne pathogens. In addition, immunization with Hepatitis B vaccine is recommended for health care workers who have exposures to blood.

### Body Fluids to which Universal Precautions Apply

Universal Precautions are only directed towards those body fluids, which can transmit blood-borne viruses, not all body fluids. The fluids, which are implicated, are as follows:

- Blood
- Semen
- Synovial fluid
- Cerebrospinal fluid
- Peritoneal fluid
- Breast milk
- Vaginal secretions
- Pericardial fluid
- Human tissues
- Pleural fluid
- Amniotic fluid

The fluids to which Universal Precautions do NOT routinely apply are feces, sweat, urine, nasal secretions, sputum, tears, and emesis. But if these fluids are blood-stained, then Universal Precautions do apply. Of course, routine infection control measures for the prevention of contact with other potential pathogens, such as *Pseudomonas aeruginosa* in the urine of catheterized patients, so still apply.

### Implementation of Universal Precautions

#### **Hand washing**

Hands should be washed after every patient contact, and immediately if soiling with blood or body fluid occurs, and when gloves are removed. Any cuts or abrasions on the hands and forearms should be covered with occlusive tape, which should be impervious to moisture, and replaced when no longer effective.

#### **Gloves**

Should be worn when there is any likelihood of hands coming into contact with body substances, non-intact skin or mucous membranes. Gloves should be changed and the hands washed, between patients or when damaged.



### **Aprons**

Clothing should be protected with a plastic apron or impervious gown if splashing or soiling is likely, such as when emptying a suction canister, or tending to a multiple trauma patient.

### **Masks/eye protection**

Eyes and mucous membranes should be protected when splashing with body fluids is likely, such as with irrigation of wounds or when suctioning patients.

### **Needles and Sharps**

It is best to dispose of used needle/syringe units in a sharps container at the point-of-use. If this is not possible, needles should be recapped using one hand, or alternatively, placed into a foil container (uncapped), and the whole container should be put into a sharps container at another location. Sharps should never be forced into an already full container, nor discarded into rubbish or linen containers. Assistance should be obtained prior to giving an injection to a restless or agitated patient. Care should be taken with “piggyback” IV infusions as the needles may dislodge.

### **Specimens**

All specimens should be securely capped and placed into a biohazard bag prior to transport to the laboratory.

### **Spills**

Blood or body fluid spills should be cleaned up promptly while wearing the appropriate protective clothing. If Universal Precautions are correctly and logically applied, health care workers will be at very little risk from blood-borne pathogens in the course of their work.

Please see associated form: *Personal Injury Liability Waiver* (Appendix G).

*Revised 8/18, 7/24, 8/25*

## **Policy: Needle-Stick Injury**

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Students should take proper precautions to prevent needle-stick injury. If one should occur while acting as a student, the student must contact their instructor, preceptor, or organizational champion immediately and follow the procedures of the agency in which they are practicing.

If students are not in an agency or there is no needle-stick injury policy in the agency:

- Wash area of needle-stick injury for 10 minutes with antibacterial soap, chlorhexidine or betadine.
- Contact instructor.
- Obtain contact information (name, address, phone number) and permission to obtain blood specimen and medical information from person whose blood/body fluid contaminated the needle.
- Follow institution procedure for needle-stick if applicable.
- Contact personal health care provider. (If a student does not have a personal health care provider, they may obtain care in an emergency division or through the University of Mary Student Health Clinic, if open).



Note: The University of Mary is not responsible for any charges incurred as a result of care or follow-up from needle-stick injury.

Revised 7/19

## **Policy: Care of Clients with Suspected Active Tuberculosis**

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In compliance with CDC guidelines, anyone caring for a client with suspected tuberculosis should wear a properly fitting specialized mask. Students may not care for clients with suspected active tuberculosis unless they have been properly fit-tested for a specialized mask used for clients in airborne precautions.

## **Policy: Transportation**

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Students are responsible for their own transportation to all experiences related to their academic program of study. Students are not allowed to transport clients, due to liability concerns.

## **Policy: Criminal Background Check**

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The University of Mary Graduate Nursing Program requires completion and submission of a criminal background check prior to second semester enrollment and annually after. All students are expected to complete the background checks through Viewpoint or produce a background check, completed within the last calendar year, which evaluates the same data points investigated through Viewpoint. Any student, who is living outside of the U.S. or who has not lived within the borders of the U.S. for the last seven consecutive years, are required to also have an international background check completed. In some instances, individual clinical agencies set expectations regarding background checks outside University of Mary Graduate Nursing Program requirements. In those instances, the student is responsible for complying with the requirements of those clinical agencies.

All costs incurred in completing the criminal background checks are the responsibility of the student. Results from the criminal background check will be made directly available to the Graduate Nursing Office. Criminal background reports will undergo administrative review within the Larry and Eileen Weigum Division of Nursing. Certain convictions may be considered a disqualifying factor for academic progression in the Graduate Nursing Program. It is the student's responsibility to report any new criminal conviction(s) within 14 days from the date of the conviction(s) to the Associate Dean of Nursing (regardless of whether an appeal is pending). Failure to do so may result in immediate dismissal from graduate nursing programs at the University of Mary.

Most clinical agencies require criminal background information. Students should be aware that offenses on their criminal background may prevent clinical placement or practical experiences at various agencies and therefore may impact their academic progression. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to comply with the individual agency policy and this policy.

All certification organizations, state nursing licensure boards, and the Drug Enforcement Agency (DEA) have criteria on criminal offenses and/or positive background checks. All offenses must be reported when applying for certification, licensure and/or DEA privileges. Students should be aware that offenses on their criminal background may create challenges to achieving certification and/or licensure which would impact eligibility for future employment. Criminal background process employed by this academic program may differ and/or not comply with policies from clinical agencies, licensure or certification boards, or employer in which case would require the student or graduate to fulfill expectations by those respective entities.

Students will be required to sign and return the *Criminal Background Check Disclosure Form* (Appendix H) as part of academic progression requirements. This release allows the Clinical Operations Specialist, Clinical Faculty, Advisors, and the Graduate Nursing Administrative Assistant the authority to access and release a criminal background report to clinical agencies upon their request.

The criminal background check will be kept confidential and will be maintained in the electronic database, separate from the student's academic file.

*Revised 7/20, 6/23, 7/24, 8/25*



## Communication & Resources

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[Graduate Nursing Division Contact Information](#)  
[Consent to Use of Image](#)  
[University of Mary Email](#)  
[Student Contact Information](#)  
[Online Tutoring](#)  
[Writing Center](#)  
[Library Services](#)  
[Career Preparation](#)  
[Counseling Services](#)

## Graduate Nursing Division Contact Information

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The Larry and Eileen Weigum Division of Nursing is found in the Casey Center for Nursing Education on the University of Mary campus, 7500 University Drive, Bismarck ND 58504.

The Graduate Nursing Office number is (701) 355-8016 or (800) 408-6279 ext. 8016, and the fax number is (701) 989-7535.

## University of Mary Email

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Upon enrollment, each student is provided a University of Mary email account for official communication from University administrators and faculty. Students are responsible for all information sent to them through their University assigned email account. It is the responsibility of each student to check his/her University of Mary email on a frequent and consistent basis.

Students may expect to receive official information from the University regarding policies and procedures, special events, deadlines, changes in degree requirements, course schedule changes, regulatory changes, emergency notices, safety and security advisories, residence hall information, notice of student disciplinary action as well as other useful information from the Registrar, Office of Financial Assistance, the Business Office, Student Development, Academic divisions and individual faculty members. Teaching faculty will require students to utilize their University assigned email account for course content delivery, class discussion and instructor conferencing and may specify course related email policies in their syllabi.

The student is advised that the practice of forwarding email from one email account to another often results in lost or misdirected information. The University is not responsible for handling of the University email by outside vendors or servers.

The student may use his/her University assigned email account for personal use provided all use is consistent with the University's [Acceptable Use Policies for Information Technology](#).

Please note: Your UMary email is different than your Canvas Inbox. Canvas is an online learning management system where you will complete coursework. A message sent in Canvas is called a Conversation and should only be used to send instructors or fellow classmates a message. Those messages will appear in your UMary email, however, the reverse is not true. Therefore, it is important that students visit their email inbox for their UMary webmail. Failure to do so will result in missing important communications.

*Revised 7/19, 6/23*

## Student Contact Information

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Students' names, mailing addresses, personal email addresses and phone numbers are maintained as part of a University database. Important announcements, University events, and other communications may be disseminated to current students and alumni using these methods. Therefore, in order to remain abreast of current events at the University, it is the responsibility of the student to inform the Registrar's Office of any changes in name or address as soon as the change is made.

To update your name or contact information, you'll find the form necessary to perform this action on [my.umary.edu](http://my.umary.edu). Log in using your student credentials, go to the Student tab, then Academic Information, then Academic Policies and Forms. Find your form on the right, follow the instructions on the form, and submit the form to the Registrar's Office.

University of Mary  
Office of the Registrar  
7500 University Drive  
Bismarck, ND 58504  
Phone: 701-355-8080  
Email: [registrar@umary.edu](mailto:registrar@umary.edu)

*Revised 8/19*

## Online Tutoring

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The online tutoring is available through Tutor.com. Students can access Tutor.com 24/7 and receive round-the-clock instruction.

Access to Tutor.com can be found on the left-hand side of your Canvas course homepage by following the steps below. If this is your first time accessing Tutor.com or you need additional assistance, please contact the Student Success Center at 701-355-8124 or [success@umary.edu](mailto:success@umary.edu).

*Revised 6/23*

## Writing Center

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The University of Mary Writing Center is open to all students who may need/want help with specific writing assignments. The Center is staffed, on a rotating basis, by well-trained upper-division English majors who participate in a Writing Center Practicum (for course credit) during a fall/spring semester and who are ready to work with students on all writing projects. The Writing Center does not, in any sense, offer a drop-off editorial service; Writing Center Practicum participants will not write or re-write papers for anyone. Instead, the Writing Center is a place to work, with additional support, on writing projects. Staff members will work with writers wherever they are in developing a written assignment.

Online or distance students can access the Writing Center by sending an e-mail to [writingcenter@umary.edu](mailto:writingcenter@umary.edu); they will be asked to attach information about an assignment and the rough draft on which they're seeking feedback.

*Revised 8/25*

## Library Services

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Access to current literature is central to professional nursing and successful graduate education.

Welder Library is the scholarly information center for University of Mary students. Welder Library hosts over 70,000 visitors each year, seats 204 students, has 19 computer workstations, and currently has approximately 52,000 print volumes, more than 225,000 eBooks, over 3,600 multimedia items, and 70 databases providing access to over 60,000 journals. Materials are accessible through an online catalog. Welder Library provides interlibrary loan service with local, regional, and nationwide library collections. Instruction on use of library resources is provided to campus and Worldwide students via classroom sessions and online tutorials. Access to all collections, online resources, and services are available to students through the Welder Library [webpage](#). The webpage provides ready access to the library online catalog, online databases and information, library use tutorials, personal research consultation, and interlibrary loan service. Welder Library provides an array of nursing oriented online databases to support instruction and research. Nursing oriented databases include Acland Anatomy; Academic Search Ultimate; UpToDate; CINAHL Nursing/OT/PT; Cochrane Database; MedLine; Dynamic Health; Science Reference Center; and PubMed.

Welder Library resources are accessible 24 hours a day, 7 days a week, 365 days a year. Students can receive instructional or reference help in person, on the phone, by email or request a research [appointment](#). Online [tutorials](#) are available on the library webpage.

*Revised 7/19, 7/21, 6/23; Reviewed 7/24; Revised 8/25*

## Career Preparation

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The University [Career Preparation](#) Office maintains an updated list of full- and part-time professional and non-professional employment opportunities. Students interested in full-time employment should register with Career Services to receive vacancy mailings and be referred to employers.

Services offered:

- Individual career counseling
- Career fairs
- Mentor and job shadowing

- On-campus recruiting
- Marauders Jobs
- CLEP/DSST testing
- Assistance with applications
- Special events
- Salary surveys

## Counseling Services

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The University of Mary offers students confidential counseling services provided by licensed mental health professionals and access to a 24/7 Mental Health Crisis Line. To learn more about the types of concerns students commonly seek assistance with, eligibility, cost, location, hours, and appointment please visit the [Counseling Service](#) page online.



## Student Opportunities

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Opportunities for Graduate Students Participation in Decision Making  
Sigma Theta Tau International Honor Society of Nursing  
National Association of Catholic Nurses  
Professional Organizations



## Opportunities for Graduate Students Participation in Decision Making

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The University of Mary Larry and Eileen Weigum Division of Nursing values and seeks continued feedback from current students and alumni. There are a number of ways the graduate nursing student can participate in the decision-making related to the University and graduate degree programs in nursing.

Student input is vital to the maintenance of a quality program. Students are asked to evaluate courses and instructors each semester during the program. Each graduating student completes an exit program evaluation. Following graduation, graduates are periodically asked to evaluate the program and their preparation for graduate nursing practice. This feedback is utilized by faculty in ongoing curriculum development and revision.

In addition, students are recruited to take an active role in the evaluation of the Graduate Nursing Program. Student representatives fill positions for each program and attend regular program meetings. Student representatives are also sought to participate in a graduate nursing student development committee. Students from varying stages across differing graduate nursing majors are asked to fill these roles.

*Revised 6/20, 8/25*

## Sigma Theta Tau International Honor Society of Nursing

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In May 1988, a chartering ceremony was held at the University of Mary for approved membership in Sigma Theta Tau, the International Honor Society of Nursing.

The purpose of the Society shall be to:

- recognize superior achievement
- recognize development of leadership qualities
- foster high professional standards
- encourage creative work
- strengthen commitment to the ideals and purposes of the profession
- provide unity and fellowship through social, educational and service activities
- award scholarships

Graduate Nursing student eligibility requirements include:

- a minimum of 25% nursing curriculum completion
- accumulative GPA of at least 3.5
- meet the expectations of academic integrity

Undergraduate and graduate students, as well as community nursing leaders are invited to join this organization. An annual ceremony is held to induct individuals who act upon their invitation to join the nursing honor society and meet eligibility requirements.

## National Association of Catholic Nurses

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The National Association of Catholic Nurses-Bismarck Diocese/University of Mary Chapter (NACN Bis/UMary), affiliated with the NACN-USA is a professional organization that unites nurses who seek to integrate their Catholic faith with the art and science of nursing. This chapter provides a community for Catholic nursing students, nurses, and faculty to integrate faith, learning, and professional practice.

### Purpose and Mission

- To uphold Catholic nursing ethics in light of the Magisterium and the dignity of the human person.
- To nurture spiritual growth through prayer, sacraments, and Catholic formation.
- To foster fellowship, mentorship, and accompaniment in the vocation of nursing.
- To provide guidance and support for nurses, students, and faculty.
- To advocate for compassionate and ethical care, especially for the vulnerable and underserved.

### Membership

- **General Members:** Catholic nurses and nursing faculty at the University of Mary or within the Diocese who support the mission and values of the Catholic Church and NACN-USA.
- **Student Members:** Catholic pre-licensure nursing students with proof of nursing student status. Student membership is \$10 annually.
- **Associate Members:** Catholic or non-Catholic healthcare professionals or friends who support the mission of NACN.

### Why join as a student?

- **Mentorship:** Connect with Catholic nurses and faculty who can guide you in faith and practice.
- **Networking:** Join a national and international community of Catholic healthcare professionals.
- **Spiritual Support:** Participate in prayer, events, and Catholic liturgical life that strengthens your vocation in nursing.

## Professional Organizations

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Broad engagement of nurses in professional organizations is pivotal for the continued growth and development of nursing as a discipline. Students are encouraged to maintain professional membership in organizations they may already be part of and to explore additional opportunities in organizations that may have emerging relevancy given their advanced education pursuits. [Nurse.org](https://nurse.org) has a comprehensive list of nursing organizations.



## Appendices

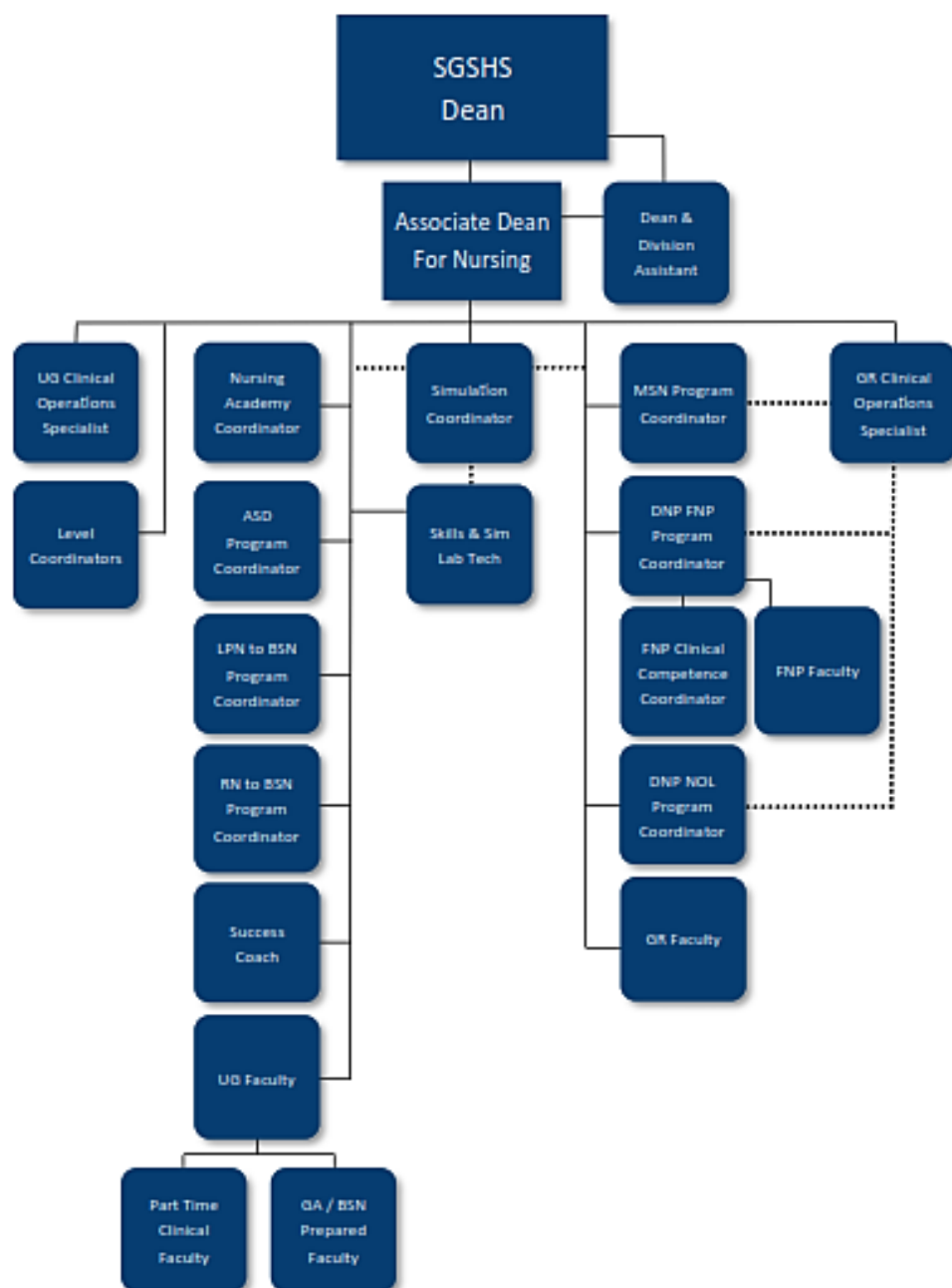
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Organizational Chart: Larry and Eileen Weigum Division of Nursing  
Graduate Nursing Advisory Board Operational Principles  
Authorship Memorandum of Understanding  
Authorization to Use Scholarly Work  
Technical Standards  
Confidentiality & Privacy Oath  
Personal Injury Liability Waiver  
Criminal Background Check Disclosure Form

## Appendix A

### Organizational Chart: Larry and Eileen Weigum Division of Nursing

Saint Gianna School of Health Sciences  
**Larry and Eileen Weigum Division of Nursing**  
 Organizational Chart



Developed 3/21; Revised 6/21, 7/21, 2/22, 5/22, 6/23, 7/24, 8/25

## **Appendix B**

### **Graduate Nursing Advisory Board Operational Principles**

# Graduate Nursing Advisory Boards

## Operational Principles

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### PURPOSE

The primary purpose of the University of Mary Graduate Nursing Advisory Boards is to advise the University of Mary Graduate Nursing faculty on current nursing trends regarding healthcare and nursing marketplace needs and to participate in discussions of how to more effectively enhance the students' knowledge and increase their competence in their selected field of nursing interest. Each distinct area of study will have its own advisory board.

The goals of the University of Mary Graduate Nursing Advisory Boards include:

- identify the knowledge and skills required for our graduates using the latest research and technological innovations
- recognize current events impacting the healthcare industry that influence or are anticipated to influence nursing education
- assist in the ongoing development of the objectives and goals for graduate nursing programs
- review assessment materials and outcomes
- suggest improvements for program objectives based on assessment results
- serve as an informed stakeholder to the wider healthcare community regarding the distinguishing features of the University of Mary Graduate Nursing Programs

### MEMBERSHIP

- Members of the Board shall consist of 10-15 people selected from the community at large.
- Members are chosen by the Graduate Nursing Program Coordinators and the Associate Dean of Nursing. Membership will be based on rotating three-year terms. The Board is free to make recommendations regarding those to be appointed.

### OFFICERS

#### Chairperson:

Program Coordinators serve as chairperson of the Advisory Boards.

- Duties (with the assistance of Associate Dean of Nursing):
  - Determines potential member list
  - Sets annual meeting date
  - Sets and distributes agenda with relevant attachments
  - Sends out electronic and USPS (or hard copy) invitations to potential participants
  - Distributes copies of the Advisory Boards Operational Principles as appropriate and to all new Board members
  - Presides over all meetings and designates a chairperson in circumstance of his/her absence

#### Secretary:

The Larry and Eileen Weigum Division of Nursing Assistant shall take notes from the meeting.

- Duties:
  - Records and files meeting minutes
  - Distributes minutes to board members, Larry and Eileen Weigum Division of Nursing Graduate Faculty, Dean of the Saint Gianna School of Health Sciences and the Assistant Vice-President for Academic Affairs

### MEETINGS

Regular meetings of the Graduate Nursing Advisory Boards are held once a year, or as necessary, at a time and place designated upon call of the chairperson.

*Dev. 3/15; Reviewed 12/15, 2/17; Revised 7/21, 5/22, 6/23, 9/23, 7/24, 8/25*

**Appendix C**  
**Authorship Memorandum of Understanding**





## AUTHORSHIP MEMORANDUM OF UNDERSTANDING

The purpose of this agreement is to clearly delineate authorship and contribution to thesis/project. The authors agree as follows:

Authorship is designated as follows in accordance with ICJME criteria:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the (any) version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved. (p. 2)

This Agreement will be reviewed and updated at least annually by the authors until all dissemination products are completed.

No amendment or addition to this Agreement shall be binding unless it is in writing and signed by all authors.

It is agreed that authorship order may be renegotiated should an individual's responsibilities substantially change, or should an individual fail to perform their role as stated above.

By Signing this Memorandum of Understanding, I acknowledge that I have read and understood the University of Mary Graduate Nursing Authorship Policy.

Draft Title/Title of Project: \_\_\_\_\_

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

First Author: \_\_\_\_\_

Second Author: \_\_\_\_\_

Third Author: \_\_\_\_\_

Fourth Author: \_\_\_\_\_

Fifth Author: \_\_\_\_\_

Sixth Author: \_\_\_\_\_

**Appendix D**  
**Authorization to Use Scholarly Work**



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### AUTHORIZATION TO USE SCHOLARLY WORK

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Examples of my Academic work may be shared as an example for other students or put on display for accreditation purposes.

- ☐ I authorize use of my scholarly work
- ☐ I refuse use of my scholarly work
- ☐ I request faculty inquire for my permission of my scholarly work before using

## Appendix E

### Technical Standards



## Technical Standards

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To succeed in the challenging and diverse field of nursing, students enrolled in the nursing program at the University of Mary are expected to meet specific technical standards. These standards must be met, with or without reasonable accommodation, and students must be able to demonstrate their continued ability to meet them throughout the program. Technical Standards are defined by McKee, Gay, Ailey, and Meeks (2020) as “the non-academic abilities required of a student prior to entering a program” (pg. 191).

### **Cognitive, Affective, Psychomotor, Physical, and Social Abilities**

A goal of the Division of Nursing is to prepare nurse graduates who think critically, can safely adapt to rapidly changing healthcare environments, who practice competently and compassionately, and who are grounded in moral courage. Completing any University of Mary Division of Nursing degree program, particularly those leading to eligibility for professional licensure, requires students to participate in a range of complex, diverse learning experiences that foster critical nursing competencies. In addition to classroom instruction, the nursing program includes laboratory work, simulation exercises, and clinical training. These settings present unique challenges that may limit or prevent the use of typical classroom accommodations, due to factors such as real-time patient care, safety of peers, patients, and faculty, and the dynamic nature of clinical and simulation environments.

These educational experiences demand the integration of foundational cognitive, emotional, physical, social, and psychomotor abilities applied in unique combinations. Students must demonstrate the ability to perform in these areas to support safe and effective care for patients, maintain personal well-being, and protect the safety of faculty, peers, and other healthcare professionals. These abilities form the foundation of the University of Mary Nursing Program’s “Technical Standards,” which are placed in the following categories and described in more detail below:

1. Fundamental Knowledge
2. Communication Skills
3. Interpreting Data
4. Integrating Knowledge to Establish Clinical Judgement
5. Professional Attitudes and Behaviors

### **Fundamental Knowledge**

The ability to acquire, integrate, and apply foundational knowledge is essential for success in nursing education and practice. Nursing students must demonstrate intellectual readiness, curiosity, and adaptability in learning through diverse educational experiences. A commitment to lifelong learning and evidence-based reasoning is critical to delivering high-quality, safe, and effective care across complex and evolving healthcare environments.

Students must demonstrate the ability to:

- Effectively learn and retain information presented through various educational formats, including classroom instruction, laboratory experiences, physical demonstrations, group seminars, simulation, online platforms, and independent study.
- Acquire and apply evidence-based knowledge from the basic and applied sciences—including anatomy, physiology, pathophysiology, pharmacology, and behavioral sciences—as a foundation for clinical reasoning and nursing practice.
- Engage in critical thinking and problem-solving that extends beyond rote memorization, using novel and adaptive thinking to address complex and unpredictable clinical situations.
- Locate, assess, and integrate information from a wide range of sources, including peer-reviewed literature, clinical guidelines, databases, and contemporary scientific research, to make informed clinical decisions.
- Participate in collaborative and independent learning, including small-group discussions, interprofessional team-based activities, written assignments, presentations, and the use of current technology to support knowledge acquisition.
- Develop conceptual understanding through synthesis of information gained from coursework, patient care experiences, and feedback in clinical and academic settings.
- Demonstrate self-directed learning habits and a commitment to continued professional growth and development throughout their academic and clinical careers.
- Apply theoretical knowledge in practical, real-world settings, demonstrating the ability to transition from foundational learning to safe, effective, and compassionate patient care.

Nursing students must cultivate the intellectual flexibility and motivation necessary to continuously expand their understanding and adapt to the ever-changing nature of healthcare. These habits of mind are vital to professional competence, leadership, and advancement in nursing practice.

### **Communication Skills**

Effective, accurate, and sensitive communication is essential for safe and competent nursing practice. Nursing students must possess strong communication abilities to engage with patients, families, faculty, peers, and members of the interdisciplinary healthcare team across a variety of settings. This includes the ability to establish and maintain a therapeutic environment that supports patient well-being and promotes trust, healing, and dignity.

Students must demonstrate the ability to:

- Communicate clearly and effectively in English using verbal, nonverbal, written, and electronic formats to exchange information and convey empathy, support, and clinical reasoning.
- Establish therapeutic relationships with patients by actively listening, perceiving and responding to nonverbal cues, expressing compassion, and adapting communication styles to meet the needs of individuals from diverse backgrounds and with varying levels of health literacy.
- Elicit and interpret information accurately through patient interviews, health histories, and ongoing dialogue, while recognizing and appropriately responding to verbal and nonverbal indicators of distress, discomfort, or changes in condition.
- Provide communication that is clear, culturally sensitive, and tailored to individual needs, enabling patients and families to make informed care decisions.
- Collaborate professionally with peers, faculty, clinical instructors, and members of the healthcare team in oral and written formats, including classroom discussions, simulation exercises, care planning, and clinical documentation.

- Utilize feedback constructively, demonstrating openness to receiving input and the capacity to provide respectful, appropriate feedback to others.
- Adapt communication methods as appropriate to the context, using in-person, telephone, and digital platforms.
- Demonstrate judgment in communication, including knowing when to seek supervision, escalate care concerns, or clarify instructions to ensure patient safety and high-quality care.

The ability to communicate in a manner that fosters patient trust, emotional support, and shared decision-making is a foundational skill for professional nursing practice. Students are expected to consistently uphold these standards throughout academic, laboratory, and clinical experiences.

### **Interpreting Data**

The ability to observe, collect, interpret, and respond to clinical data is essential for safe and effective nursing practice. Nursing students must demonstrate a high level of sensory perception, cognitive processing, and motor coordination to assess patient conditions accurately, evaluate responses to care, and make sound clinical decisions. This includes the ability to synthesize data from diverse sources and translate it into informed, evidence-based interventions.

Students must demonstrate the ability to:

- Accurately observe patient conditions and environments, both at a distance and close at hand, using visual, auditory, tactile, and olfactory senses to detect changes in health status, behavior, and physiological function.
- Conduct and interpret physical assessments utilizing manual diagnostic techniques such as inspection, palpation, percussion, and auscultation, and competently assess key parameters including respiratory and cardiac function, neurological status, blood pressure, and blood glucose.
- Acquire and interpret diagnostic and laboratory data, including digital and graphical information (e.g., electrocardiograms, vital sign monitors, lab results, and imaging), to understand patient status and guide clinical reasoning.
- Assess and monitor patient responses to health conditions, therapeutic interventions, and nursing actions across the care continuum, documenting observations clearly and accurately to support continuity and quality of care.
- Demonstrate computational thinking by analyzing quantitative data, recognizing trends, and applying logic-based problem-solving in clinical scenarios.
- Manage cognitive load effectively, prioritizing relevant data while maintaining focus during complex or high-pressure situations such as emergencies or rapidly changing patient conditions.
- Engage in database reasoning, conceptualizing abstract information, and translating findings into patient-centered care decisions.
- Perform motor tasks with precision and coordination, including handling and operating therapeutic and diagnostic equipment, conducting examinations, assisting with patient mobility, and responding to urgent clinical needs such as cardiopulmonary resuscitation (CPR) or wound care.
- Use appropriate technology and digital tools to access, interpret, and document health information, demonstrating functional proficiency in healthcare informatics.
- Sustain physical and mental stamina to carry out assessment and data interpretation responsibilities during extended periods of clinical engagement.

The integration of sensory observation, data interpretation, and responsive action is fundamental to nursing practice. Students must demonstrate these abilities consistently across academic and clinical learning environments to ensure accurate patient evaluation and contribute to safe, effective, and evidence-informed care.

### **Integrating Knowledge to Establish Clinical Judgement**

The ability to integrate knowledge and exercise sound clinical judgment is a core requirement for competent nursing practice. Nursing students must apply critical thinking, problem-solving, and decision-making abilities across the care continuum to assess health conditions, develop and evaluate plans of care, and respond effectively to dynamic clinical situations. This standard requires the intellectual, conceptual, and interdisciplinary capacities to translate complex information into safe, patient-centered actions.

Students must demonstrate the ability to:

- Engage in critical thinking and problem-solving by synthesizing objective and subjective data to make informed, timely, and ethical decisions in both routine and urgent clinical situations.
- Apply intellectual and conceptual reasoning consistent with the expectations of professional nursing education standards (e.g., American Association of Colleges of Nursing [AACN] Essentials), using knowledge from nursing science, the humanities, and other disciplines to inform care decisions.
- Assess, interpret, and act on complex clinical data, including patient histories, diagnostic findings, and environmental factors, to develop, implement, and evaluate safe, evidence-based care plans for individuals, families, and communities across diverse settings.
- Exercise sound clinical judgment in all phases of patient care, demonstrating the ability to adapt plans based on changing conditions, emerging information, and patient preferences or responses.
- Demonstrate flexibility and adaptability in the face of uncertainty, complexity, and evolving clinical situations, showing resilience in high-pressure and time-sensitive environments.
- Integrate new and emerging information from peers, faculty, clinical experiences, and evidence-based literature to refine assessments, interventions, and care strategies.
- Utilize interdisciplinary knowledge by drawing connections across multiple fields of study and applying transdisciplinary thinking to address the diverse needs of patients and populations.
- Exhibit a design mindset in representing and refining care processes to achieve desired health outcomes, including the ability to evaluate systems and individual interventions for quality and effectiveness.
- Leverage new media and digital tools to support clinical reasoning, enhance patient education, and facilitate persuasive and effective communication in both academic and clinical settings.
- Retain, recall, and apply knowledge in a timely and accurate manner, especially during high-acuity situations or when determining interventions that ensure patient safety and well-being.
- Maintain professional judgment and personal accountability when interacting with patients, families, peers, faculty, and healthcare professionals, contributing to a collaborative and safe care environment.

The integration of knowledge into clinical judgment reflects a nurse's ability to think deeply, reason logically, and act compassionately. Students must demonstrate these competencies consistently to ensure excellence in nursing education and practice.



## Professional Attitudes and Behaviors

Nursing students are expected to demonstrate professional attitudes and behaviors that are essential to providing safe, ethical, and compassionate care. These behaviors reflect the values and responsibilities of the nursing profession and must be evident in both academic and clinical environments. Students must be prepared to uphold professional standards while engaging in effective, respectful, and culturally responsive relationships with patients, families, faculty, peers, and the broader healthcare team.

Students must demonstrate the ability to:

- Exhibit emotional maturity, integrity, and stability necessary to fully utilize intellectual abilities, exercise sound judgment, and complete all responsibilities associated with patient care promptly and responsibly.
- Engage in professional relationships that are respectful, sensitive, and effective with individuals from a wide range of backgrounds, including patients, families, students, faculty, and clinical staff, even under stressful or rapidly changing conditions.
- Maintain a therapeutic and professional demeanor by demonstrating empathy, compassion, concern for others, and self-awareness in all interactions.
- Adapt to the demands of the clinical environment, including the ability to function under physical and mental stress, manage heavy workloads, respond flexibly to change, and tolerate uncertainty inherent in complex patient care.
- Take personal responsibility for maintaining physical and emotional health at a level that ensures safe and competent participation in academic and clinical activities.
- Uphold professional and ethical standards, including adherence to codes of ethics, privacy and confidentiality policies, institutional rules, and legal frameworks governing nursing practice.
- Demonstrate accountability through consistent attendance, punctuality, preparation, and engagement in all academic and clinical obligations.
- Receive and integrate feedback constructively, showing a willingness to reflect on and modify behaviors that interfere with learning or team collaboration.
- Interact respectfully with diverse individuals, recognizing and honoring differences in values, beliefs, cultures, languages, and lived experiences. This includes a commitment to equity, inclusion, and culturally responsive care.
- Promote an inclusive environment by continually engaging in learning about cultures, worldviews, and systems that influence health outcomes and contribute to disparities.
- Function effectively in team-based environments, working cooperatively and efficiently with others while respecting professional boundaries and maintaining a patient-centered focus.
- Demonstrate motivation, curiosity, and engagement throughout the educational experience, showing interest in lifelong learning and growth as a healthcare professional.

Professional attitudes and behaviors are foundational to the trust placed in nurses by patients, families, and society. Students are expected to model these standards consistently, as they directly influence the quality of care provided and the therapeutic relationships developed throughout nursing practice.

Supporting resources for document development:

[Barriers and Belief Systems Webinar Series for Nursing Education Resource Toolkit](#)  
[Technical Standards - Michael M. McKee, Steven Gay, Sarah Ailey, and Lisa M. Meeks](#)

Technical standards from:

- University of Minnesota School of Nursing
- University of Maryland Doctor of Physical Therapy program
- John Hopkins School of Nursing
- South Dakota State University College of Nursing
- Council of Academic Programs in Communication Sciences and Disorders

Random urine drug screening may be conducted annually and/or as per faculty request by a certified lab at the student's expense.

**Statement Regarding Reasonable Accommodations:**

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations [should apply](#) to the [Office of Student Accessibility Services](#). For further information, contact Student Accessibility Services, located in the Student Success Center (lower level of Welder Library) at (701) 355-8264 or [umaccessibility@umary.edu](mailto:umaccessibility@umary.edu).

***I verify I meet the above stated criteria for Technical Standards. If, for any reason, I am unable to meet the above requirements, University of Mary Graduate Nursing Faculty will be notified to ensure appropriate referral.***

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Signature of Student

Dev 8/25

**Appendix F**  
**Confidentiality & Privacy Oath**



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### CONFIDENTIALITY & PRIVACY OATH

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As a student or course faculty in a graduate nursing program at the University of Mary, I promise to hold confidential, verbal, and written information received through observations of, direct contact with, or written and verbal material about, individuals or groups of individuals who are recipients of services from health care providers, and organizations. I further promise to uphold, in good faith ethical obligations expected by the University of Mary and the Nursing Program concerning privacy, rights, and respect of all information related to individuals and healthcare organizations who are a part of the learning experience, directly or indirectly, including health information, organizational data, professionals, families, student peers, and support staff.

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

**Appendix G**  
**Personal Injury Liability Waiver**



## PERSONAL INJURY LIABILITY WAIVER

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The University of Mary, Larry and Eileen Weigum Division of Nursing acknowledges nursing is a practice discipline with potential risks for personal injury. It is the responsibility of the nursing division to inform students of this and ensure proper instruction in the performance of skills and nursing care so as to minimize such risk.

It is the responsibility of the student to be prepared to correctly perform patient care and procedures in the nursing practice setting, and to follow all agency policies in the performance of skills and procedures.

The University of Mary does not provide personal health insurance for students and is not responsible for any expenses incurred by students as a result of personal injury during nursing practice. This includes physician or emergency care charges, laboratory and diagnostic testing, medication, or follow-up care.

Potential hazards/injuries in nursing practice include, but are not limited to:

- Exposure to infective material such as blood (needle stick injury) or body fluids (sputum, stool, urine, emesis)
- Falls
- Muscular injury, especially back injury
- Exposure to hazardous materials such as radiation (x-ray), radioactive dye, cleansers, latex, anesthetic gases
- Assault

If a student experiences a personal injury as a part of a nursing practice experience, the student is required to notify the instructor immediately after the injury and to follow all agency policies regarding the injury.

By affixing my name and signature on this form, I attest that as a student in the University of Mary Nursing program, I am aware of potential injuries that may occur as a result of nursing practice experiences, and I agree to participate in such experiences despite the risk of personal injury.

I also agree not to hold the University of Mary responsible for any injury incurred as a result of nursing practice experiences.

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

**Appendix H**  
**Criminal Background Check Disclosure Form**



UNIVERSITY  
of MARY

*Larry and Eileen Weigum*  
*Division of Nursing*

## **CRIMINAL BACKGROUND CHECK DISCLOSURE FORM**

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This disclosure form is pertinent to applicants and students currently enrolled in graduate nursing education.

According to the University of Mary Graduate Nursing Program Criminal Background Check Policy, a criminal background check is required to be completed during the first semester of enrollment with the University of Mary and annually thereafter.

Students are required to sign a release of information form which is kept in their student file. The criminal background report will be shared with clinical agencies upon their request. Students who do not consent to disclosure of the criminal background report may not be allowed in the clinical site and therefore would not be able to progress academically. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy. The student is responsible for any costs incurred for all background checks.

For student experiences affiliated with the University of Mary, I give my permission for information from this report to be shared with those agencies, organizations or individuals requesting it as part of standard procedure for accepting students within their respective settings.

Student's Signature: \_\_\_\_\_

*Revised 8/18, 8/21*



# MARY NURSE *for Life.*



UNIVERSITY  
of MARY

*Larry and Eileen Weigum  
Division of Nursing*

## INFORMED CONSENT STUDENT POLICIES AND PROCEDURES

By signing this informed consent, I acknowledge that I have read and understand the content of the Graduate Nursing Student Handbook. Furthermore, my signature implies my consent to comply with the policies and procedures delineated in the University of Mary Graduate Nursing Student Handbook.

\_\_\_\_\_  
Student Signature