# UNDERGRADUATE NURSING STUDENT HANDBOOK

## 2023-2024

(September 2023)

*(Handbook reviewed September 2023)*

DIVISION OF NURSING, 7500 UNIVERSITY DRIVE, BISMARCK, ND 58504

The baccalaureate degree program in nursing at the University of Mary is

accredited by the
*Commission on Collegiate Nursing Education*
http://www/ccneaccreditation.org

and approved by the
*North Dakota Board of Nursing*
https://www.ndbon.org

# Table of Contents

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

Undergraduate nursing reserves the right to make program changes related to admission and curriculum. Changes may apply to prospective students, as well as students already enrolled. Changes will be shared with students in a timely manner; however, it is the responsibility of the student to periodically contact their advisor or the Nursing Division Office to obtain current policies. 2/16


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## Mary Nurses!

Congratulations on your entrance into the nursing program at the University of Mary! We commend you for selecting a baccalaureate degree in nursing, as this credential prepares you for future leadership roles throughout the profession of nursing. As noted in our mission, the University of Mary 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.

Your journey throughout this program will be challenging! Each expectation is meant to drive you forward and UPWARD! The bar will continually be raised such that, by the end of this program, you are well prepared to serve your patients and communities. Along the way, we will be a guide by your side, journeying with you on the path to becoming a registered nurse. Faculty will empower you with the knowledge, skills, and nursing practice experiences to meet and exceed program outcomes. It is the faculty's desire to ensure you are not only clinically competent, but also confident as you embark on the first steps of a fulfilling lifelong vocation in nursing!

This Student Handbook is intended to be used as a guide related to the expectations required to succeed in the University of Mary nursing program. Please understand that no document ever contains all the answers. The Student Development Committee would welcome your comments and suggestions for this handbook.

Blessings always as you set out on this most joyous and precious gift of education. Mary Nursing for Life!!

Sincerely,

Dr. Billie Madler

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

# Division of Nursing

## 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 a variety of healthcare settings along the continuum of care prepares 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.

## Identity

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***.

## Philosophy

In the spirit of St. Gianna, the Nursing Division 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 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.

### Clinical 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.

*3/13; 8/21; 8/22*

## Nursing Meta-Paradigm

### 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 environment through health policy efforts.

*3/13; 4/21*

## Organizational Structure of the Nursing Division

The Division of Nursing is within the St. Gianna School of Health Sciences. Please refer to the *Organizational Chart of the Nursing Division* in the appendix section of this handbook.

Operations with undergraduate nursing programs are guided by multiple sources. Sources of input that shape the undergraduate nursing program curriculum, delivery, and ongoing continuous improvement come from our community of interest, nursing advisory group, national nursing accreditation standards, and professional nursing specialty standards.

## Community of Interest

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, nursing regulatory boards, and accrediting bodies.

## Undergraduate Nursing Advisory Board

The purpose, membership, officers, and meeting interval of the advisory board are outlined in the *Undergraduate Nursing Advisory Board Operational Principles* document found in the Appendix**.**

# Competencies and Outcomes

## University Undergraduate Competencies

The University of Mary undergraduate nursing program offers students preparation in the following four areas of competence:

- **Communication**: Students are able to read, write, listen, and speak effectively to gain and share meaning in a diverse world. Students proficient in this competency are adept at communication with consideration of context, audience, and language; analyze and create fine, literary, and performing arts; and synthesize information and formulate written arguments in written, visual, and oral formats.
- **Critical Thinking**: Students are able to analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems. Students proficient in this competency are able to evaluate information for its relevance and reliability; recognize personal assumptions and biases; generate conclusions and solutions based on evidence; and explore various frames of reference.
- **Global Stewardship**: Students are able to respect and be critically aware of themselves and the diverse world to protect and strengthen natural, cultural, and social environments. Students proficient in this competency are able to demonstrate social skills to function effectively in diverse groups; develop self-awareness, personal wellness, and open-mindedness; analyze philosophical, religious, and secular ethical systems; and devise strategies for social and scientific responsibility through community engagement, citizenship, and advocacy.
- **Spirituality and Ethics**: Students are able to draw upon spiritual, philosophical, religious, and Benedictine traditions to express and act upon a principled set of values. Students proficient in this competency are able to assess the value and role of spirituality and religion in human societies; describe the relationship between the Benedictine values and values of other religious traditions; analyze philosophical, religious, and secular ethical systems; and describe Catholic Social Teaching as it relates to contemporary life.

## Program Outcomes

### Undergraduate BSN Program Outcomes

At the end of the program, the graduate of the University of Mary, Division of Nursing will be able to:

- Create healing environments by developing and maintaining respectful, caring, professional relationships based upon an understanding of person-environment interactions and the individual human experience of health, illness, and healing.
- Provide safe, quality, cost-effective care to patients, families, and populations.
- Collaborate with patients, families, and communities as part of nursing and inter/intraprofessional healthcare teams.
- Integrate informatics and communication systems to improve patient care outcomes.
- Engage in lifelong learning through the application of evidence-based knowledge from nursing and the arts and sciences as the basis for nursing practice.
- Integrate professional nursing standards, the code of ethics, principles of servant-leadership, Benedictine values, and a liberal arts education into practice to advance the nursing profession.

*Rev. 03/13*

## Professional Nursing Standards

Working from the cornerstones of the University, School and Division of Nursing mission and vision statements, the Division of Nursing Philosophy, and the Nursing Meta-Paradigm, curriculum is further shaped by a number of professional nursing standards including the AACN Essentials, the ANA Standards of Practice, QSEN competencies, and the North Dakota Board of Nursing.

### AACN Baccalaureate Essentials:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice. A solid base in liberal education provides the cornerstone for the practice and education of nurses.

| | |
|---|---|
| Essential II: | Basic Organizational and Systems Leadership for Quality Care and Patient Safety. Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. |
| Essential III: | Scholarship for Evidence Based Practice. Professional nursing practice is grounded in the translation of current evidence into one's practice. |
| Essential IV: | Information Management and Application of Patient Care Technology. Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. |
| Essential V: | Health Care Policy, Finance, and Regulatory Environments. Healthcare policies, including financial and regulatory, directly, and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice. |
| Essential VI: | Interprofessional Communication and Collaboration for Improving. Patient Health Outcomes Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care. |
| Essential VII: | Clinical Prevention and Population Health. Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice. |
| Essential VIII: | Professionalism and Professional Values. Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. |
| Essential IX: | Baccalaureate Generalist Nursing Practice. The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients. |

## American Nurses Association Standards of Practice:

| | |
|---|---|
| STANDARD 1. ASSESSMENT | The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation. |
| STANDARD 2. DIAGNOSIS | The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues. |
| STANDARD 3. OUTCOMES IDENTIFICATION | The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation. |
| STANDARD 4. PLANNING | The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes. |
| STANDARD 5. IMPLEMENTATION | The registered nurse implements the identified plan. |
| STANDARD 5A. COORDINATION OF CARE | The registered nurse coordinates care delivery. |
| STANDARD 5B. HEALTH TEACHING AND HEALTH PROMOTION | The registered nurse employs strategies to promote health and a safe environment. |
| STANDARD 6. EVALUATION | The registered nurse evaluates progress towards attainment of goals and outcomes. |
| STANDARD 7. ETHICS | The registered nurse practices ethically. |
| STANDARD 8. ADVOCACY | The registered nurse practices advocacy in all roles and settings. |
| STANDARD 9. RESPECTFUL AND EQUITABLE PRACTICE | The registered nurse practices with cultural humility and inclusiveness |
| STANDARD 10. COMMUNICATION | The registered nurse communicates effectively in all areas of professional practice. |
| STANDARD 11. COLLABORATION | The registered nurse collaborates with the healthcare consumer and other key stakeholders. |
| STANDARD 12. LEADERSHIP | The registered nurse leads within the profession and practice setting. |
| STANDARD 13. EDUCATION | The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking. |
| STANDARD 14. SCHOLARLY INQUIRY | The registered nurse integrates scholarship, evidence, and research findings into practice. |
| STANDARD 15. QUALITY OF PRACTICE | The registered nurse contributes to quality nursing practice. |

| | |
|---|---|
| STANDARD 16. PROFESSIONAL PRACTICE EVALUATION | The registered nurse evaluates one's own and others' nursing practice. |
| STANDARD 17. RESOURCE STEWARDSHIP | The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and financially responsible, and used judiciously. |
| STANDARD 18. ENVIRONMENTAL HEALTH | The registered nurse practices in a manner that advances environmental safety and health. |

## Quality and Safety Education for Nurses (QSEN) Competencies:

| | |
|---|---|
| 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. |
| Teamwork and Collaboration | Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. |
| Evidence-Based Practice | Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. |
| Quality Improvement | 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 health care systems. |
| Safety | Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. |
| Informatics | Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. |

## Board of Nursing Standards

4. The curriculum of a baccalaureate nurse program or a direct entry, prelicensure graduate program must include:
   a. Content regarding legal and ethical issues; history, trends, and theories in nursing; biological, physical, social, and behavioral sciences, including pharmacotherapy; nutritional therapy; and pathophysiology;
   b. Nursing process;
   c. Didactic instruction and clinical experience in health promotion, prevention, restoration, and maintenance of clients across the lifespan and in a variety of clinical settings:
      (1) Communicate, manage knowledge, and support decision making using information technology; and
      (2) Provide client-centered care that:
         (a) Respects client differences, values, preferences, and expressed needs;
         (b) Involves clients in decision making and care management;
         (c) Coordinates an interdisciplinary team to cooperate, collaborate, communicate, and integrate client care and health promotion;
         (d) Employs evidence-based practice to integrate best research with clinical expertise and client values for optimal care; and
         (e) Applies quality improvement processes:
            [1] Quality improvement theory;
            [2] Measurement of quality in terms of structure, process, and client outcomes; and
            [3] Participation in development of changes in processes through utilization of change theory and systems of care with the objective of improving quality;
   d. Experiences that promote the development of leadership and management skills and professional socialization:
      (1) Responsibilities as a member of the profession;
      (2) Management and leadership;
      (3) Group dynamics and group leadership skills; and
      (4) Systems and organizational theory;
   e. Learning experiences and clinical practice to include management and care of groups of clients and delegation and supervision of health care providers:
      (1) Infection control and safety;
      (2) Quality and safety;
      (3) Public or community health; and

(4) Case management;

f. Sufficient practice experiences to assure the development of nursing competencies to:
   (1) Provide development of client-centered care;
   (2) Provide opportunities to participate in interdisciplinary teams;
   (3) Utilize or integrate research with clinical experience;
   (4) Apply the principles of quality improvement; and
   (5) Utilize technology and information management;

g. Learning experiences and methods of instruction must be consistent with the written curriculum plan; and

h. Courses that meet the sponsoring institution's general education requirements for the degree.

# Traditional Nursing Program

## Baccalaureate Nursing Curriculum

**Applicants and enrolled students are referred to the University Catalog for information related to requirements for application/admission to the Division of Nursing Traditional Nursing program, transfer requirements, and curriculum requirements.**

## Progression in the Traditional on Campus Program

Once admitted, students must earn a grade of C or higher in nursing courses and any remaining courses required for the major.
Once beginning nursing coursework, students must successfully pass each semester of nursing courses.
prior to enrolling in subsequent nursing semesters. The total number of nursing courses (NUR) which may be repeated is limited to one (1). This includes NUR216 and NUR240, which are taken prior to admission. Repeated classes will also include those from which a student has withdrawn (W/F). Students who withdraw due to nonacademic reasons may request consideration for progression. Permission to continue will be granted or denied based on the circumstance related to the failure or withdrawal and space availability in the course.

All students, prior to participating in junior and/or senior level nursing practice, will complete a urine drug screen.

*Rev. 7/10; 5/11; 2/14; 5/14; 8/17; 12/17; 4/21; 9/23*

### Progression after Failure of a Nursing Practice Course:

If a student fails a nursing practice course, the student must make a written request to the Associate Dean of Nursing to repeat that course prior to taking any other nursing courses. The request will be considered by the Admission and Progression committee and will be granted based on the circumstances of the failure and space availability in the course.

*Dev. 3/21*

### Progression after Absence:

If, for various reasons, a student is unable, or chooses not to enroll in courses for a semester or more, the student may be allowed to continue in the program on a space available basis. The student must make a written request to the Associate Dean of Nursing to be considered for program continuation. The Associate Dean will bring the request to the Admission and Progression committee. Students may be required to meet additional criteria as a condition of continuation in the nursing program. All progression decisions will be made on a space available basis.

*Dev. 3/21*

### Senior Progression Policy

Senior final semester students must enroll and be successful in live ATI review. If a student fails a senior level clinical course in their final semester while taking NUR 459, the student will be required to either:

1. Complete a Special Topics course, which will consist of virtual ATI, concurrently with the repeated clinical course,

***OR*** 2. The student may take a WP/WF/F in NUR 459 and retake NUR 459 concurrently with the repeated clinical course.

*Dev. 8/19;9/23*

## Transfer, Progression, and Readmission Requirements

Any student who transfers, is readmitted, or granted permission to progress in the nursing program after an absence must submit the following in CastleBranch at least 6 weeks prior to the beginning of classes:

- Background check
- Current CPR certification valid through graduation (American Heart Association Health Care Provider)
- Up to date immunizations. A student returning in the spring semester must also have current influenza vaccination.
- Signed Disclosure form and Physical & Mental Requirements form
- Professional Behavior Contract

*Rev. 12/17; 7/10; 4/11; 5/14; 3/21*

## Dismissal from the Traditional on Campus Program

The Nursing Division retains in the major only those students who demonstrate personal and behavioral characteristics needed to assume the role of the professional nurse.

A student may be dismissed from the Nursing Program for any of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course
- Unsatisfactory completion of ATI Dosage Calculation
- Unsatisfactory clinical performance
- Inability to participate in the nursing practice component of the program because of nursing practice site requirements
- Unsafe nursing practice performance
- Breach of University of Mary Honor Code or Professional Behavior Policies
- Any health-related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act
- Positive result on drug screen; students are not eligible to appeal
- Professional judgment of the faculty

*Revised 7/10; 5/18; 9/22*

## Request for Readmission after Dismissal from the Traditional Nursing Program

If a student has failed two nursing courses, the student is dismissed from the program. If the student desires to seek re-admission, the student must wait at least a year, re-apply, and complete an entire admission packet. In addition, the student must write a letter to the Associate Dean of Nursing to be brought to the Admission and Progression Committee with strategies about how they intend to be successful in the future. Re-admission will be at the discretion of the Admission and Progression Committee. Students may be required to meet additional criteria or have other stipulations as a condition of readmission. (Examples: one additional failure results in dismissal, grade of B or higher required).

*Dev. 3/21*

# Accelerated Second Degree BSN Program

## Accelerated Second Degree BSN Curriculum

**Applicants and enrolled students are referred to the University Catalog for information related to requirements for application/admission to the Division of Nursing Accelerated Second Degree BSN Program, transfer requirements, and curriculum requirements.**

## Admission to the Accelerated 2nd Degree BSN Program

Application into the Nursing Division for the Accelerated 2nd Degree BSN Program occurs yearly in August prior to a January start. Requirements for admission are:

- TOEFL requirement if applicable.
- Signed Professional Behavior contract.
- Applicant must meet all deadlines set by the University of Mary
- Prerequisite courses and nursing courses transferred into the University of Mary that were taken more than 5 years earlier will be evaluated for appropriateness and currency of content on a case-by-case basis, and applicants may need to repeat certain courses.

*Rev 3/20; 3/21;9/23*

## Progression in the Accelerated 2nd Degree BSN Program

Students are advised to refer to each course syllabus for criteria for passing the course. Once admitted, a student who:

1) receives less than a grade of a "C" in any nursing course,
2) fails nursing practice,

***OR*** 3) receives a W, W/F, WP in any nursing course

must repeat that course prior to taking any other pre-requisite or other nursing courses, however, exceptions may be made on a case-by-case basis.

If the student chooses to continue in the Accelerated 2nd Degree program the student will need to make a written request of the Associate Dean of Nursing to repeat that course in the next offering in the ASD program prior to taking any other nursing courses. The request will be considered by the Admission and Progression committee and will be granted based on the circumstances of the failure and space availability in the program.

***OR***

the student may opt to be considered for transfer to the traditional program. If accepted from the ASD program to the traditional nursing program, the student will be dismissed from the program if they fail or withdraw from another nursing course for academic reasons. Students who withdraw due to nonacademic reasons may request consideration for readmission. Permission to continue will be granted or denied based on the circumstance related to the failure and/or withdrawal and space availability in the course. Students may be required to meet additional criteria or have other stipulations as a condition of continuation in the traditional program. (Examples: one additional failure results in dismissal, grade of B or higher required).

Any student who transfers to the traditional program, or continues in the accelerated program, must submit the following in Castlebranch at least 6 weeks prior to the beginning of classes

- Background check
- Current CPR certification valid through graduation (American Heart Association Health Care Provider)
- Up to date immunizations. A student returning in the spring semester must also have current influenza vaccination.
- Signed Disclosure form and Physical & Mental Requirements form
- Signed Professional Behavioral Contract

*11/19; 3/21*

## Dismissal from the Accelerated 2nd Degree BSN Program

The nursing Division retains in the major only those students who demonstrate personal and behavioral characteristics needed to assume the role of the professional nurse.
A student may be dismissed from the Nursing Program for any of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course
- Unsatisfactory clinical performance
- Inability to participate in the nursing practice component of the program because of nursing practice site requirements
- Unsafe nursing practice performance
- Breach of Academic Honesty or Professional Behavior Policies (Nursing Student Handbook)
- Any health-related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act
- Positive result on drug screen
- Professional judgment of the faculty

### Request for Readmission after Dismissal from the Accelerated 2nd Degree Program

If a student has failed two nursing courses, the student is dismissed from the program. If the student desires to seek re-admission, the student must wait at least a year, re-apply, and complete an entire admission packet. In addition, the student must write a letter to the Associate Dean of Nursing to be brought to the Admission and Progression Committee with strategies about how they intend to be successful in the future. Re-admission will be at the discretion of the Admission and Progression Committee. Students may be required to meet additional criteria or have other stipulations as a condition of readmission. (Examples: one additional failure results in dismissal, grade of B or higher required).

*Dev. 3/21*

# LPN to BSN Program

## LPN to BSN Program Curriculum

**Applicants and enrolled students are referred to the University Catalog for information related to requirements for application/admission to the Division of Nursing LPN to BSN Program, transfer requirements, and curriculum requirements.**

## Progression in the LPN to BSN Program

- After beginning the program, students must successfully pass each nursing practice course prior to enrolling in subsequent nursing practice courses.
- Students may only repeat one NUR course. Repeated classes will also include those from which a student has earned a WF). Permission to continue will be granted or denied based on the circumstance related to the failure and space availability in the course.
- Undergraduate nursing reserves the right to make program changes related to admission and curriculum. Changes may apply to prospective students, as well as students already enrolled, and changes will be shared with students in a timely manner. However, it is the responsibility of the student to periodically contact their advisor or the Nursing Division Office to obtain current policies.

*Revised 4/21, 9/23*

## LPN to BSN Waiting List Admission Consideration

Potential students on the LPN to BSN admission waiting list from the previous admission cycle may have their application accepted in the next admission cycle if they have completed all the program prerequisites, maintained a GPA of 3.0, and provided updates to their application.

Items from the application which must be redone and resubmitted are:

- Criminal Background Check
- CPR certification (American Heart Association Health Care Provider)
- Immunizations (2 step or QuantiFERON Gold TB screen)
- Signed Disclosure form
- Signed Physical & Mental Requirements to Provide Safe Patient Care form
- Current unencumbered, US issued, LPN/LVB license

*10/17; 3/21; 4/21*

## Senior Progression Policy

If a student fails a senior level clinical course in their final semester while taking NUR 424, the student will be required to either:

1. Complete a Special Topics course, which will consist of virtual ATI, concurrently with the repeated clinical course, ***OR***
2. The student may take a WP/WF/F in NUR 424 and retake NUR 424 concurrently with the repeated clinical course.

*Dev. 8/19*

## Progression after Absence in the LPN to BSN Program

Students admitted to the LPN to BSN Completion Program are advised and encouraged to complete the Program as designed.

If, for various reasons, a student is unable or chooses not to enroll in courses for more than one year, the student must contact the Program Coordinator to schedule an advising conference. Students may be allowed to continue on a space available basis and may be advised or required to meet additional criteria.

If the student is absent from the program for more than a seven-year period (calculated from the date of original admission) the student must re-apply to the program. Upon admission, selected course work, completed with a

passing grade prior to the absence, may be accepted. However, on advice from the Division's Admissions and Progression Committee, the student may need to repeat nursing practice courses or show competency and/or meet challenge criteria.

Any student who is granted readmission must submit to Castlebranch prior to the beginning of classes:

- Background check
- Current CPR certification valid through graduation (American Heart Association BLS Health Care Provider)
- Up to date immunizations. A student returning in the spring semester must also have current influenza vaccination.
- Signed Disclosure form and Physical & Mental Requirements form
- Signed Professional Behavioral Contract

*Rev. 7/10; 4/11; 5/14*

## Dismissal from the LPN to BSN Program

The nursing Division retains in the major only those students who demonstrate personal and behavioral characteristics needed to assume the role of the professional nurse.

A student may be dismissed from the Nursing Program for any of the following reasons:

- Unsatisfactory completion of prerequisite coursework
- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course
- Unsatisfactory completion of ATI Dosage Calculation
- Unsatisfactory clinical performance
- Inability to participate in the nursing practice component of the program because of nursing practice site requirements
- Unsafe nursing practice performance
- Breach of Academic Honesty or Professional Behavior Policies (Nursing Student Handbook)
- Any health-related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act
- Positive result on 12-panel drug screen; Students are not eligible to appeal
- Professional judgment of the faculty

*Rev. 9/16; 5/18*

### Request for readmission after dismissal from the LPN to BSN program

If a student has failed two nursing courses, the student is dismissed from the Program. If the student desires to seek re-admission, the student must re-apply during the next program admission cycle and complete an entire admission packet. In addition, the student must write a letter to the Associate Dean of Nursing to forward to the Admission and Progression Committee, addressing the previous dismissal, and develop a detailed plan with strategies about how they intend to be successful in the future. Re-admission will be at the discretion of the Admission and Progression Committee. Students may be required to meet additional stipulations and criteria as a condition of readmission. (Examples: one additional failure results in dismissal, grade of B or higher required.)

*Rev. 7/10; 4/11; 5/21*

# RN to BSN Program

## RN to BSN Program Curriculum

**Applicants and enrolled students are referred to the University Catalog for information related to requirements for application/admission to the Division of Nursing RN to BSN Program, transfer requirements, and curriculum requirements.**

## Progression in the RN to BSN Program

Once admitted to the RN to BSN Program, students must earn a grade of C or higher in nursing courses. Students are advised to refer to each course syllabus for criteria for passing the course.

Once admitted, a student who:

1) receives less than a grade of a "C" in any nursing course,

***OR*** 2) receives a W/F in any nursing course

must repeat or complete that course prior to taking any other nursing courses. Students who withdraw due to nonacademic reasons may request consideration for readmission. Permission will be granted based on the circumstance related to the failure and/or withdrawal and space availability in the course.

- When students in the RN to BSN program are removed from Probation, the Admission & Progression committee is notified by the program coordinator. Students must successfully complete NUR 368, Evidence Based Practice and NUR 462, Leadership and Management prior to enrolling in NUR 479, Professional Nursing II.

*Rev. 10/10; 8/17; 4/18; 9/23*

## Dismissal from the RN to BSN Program

The nursing Division retains in the major only those students who demonstrate personal and behavioral characteristics needed to assume the role of the professional nurse.
A student may be dismissed from the Nursing Program for any of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course
- Unsafe nursing practice performance
- Breach of Academic Honesty or Professional Behavior Policies (Nursing Student Handbook)
- Any health-related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act
- Professional judgment of the faculty

*Rev. 10/10; 4/18*

## Re-Admission to the RN to BSN Program

Students admitted to the RN to BSN Completion Program are advised and encouraged to complete the Program as designed.
If, for various reasons, a student is unable or chooses not to enroll in courses for more than one year, the student must contact the Program Coordinator to schedule an advising conference. Students will need to re-apply to the RN-to-BSN program.
If a student has failed two nursing courses, the student is dismissed from the Program. If the student desires to seek re-admission, the student must wait one year to reapply. In addition, the student must write a letter to the Program Coordinator to forward to the Admission and Progression Committee with strategies about how they intend to be successful in the future. Re-admission will be at the discretion of the Admission and Progression Committee.

*Rev. 10/10; 4/18*

# Academic Policies

## Academic Honesty: University of Mary Honor Code

In its mission statement, the University of Mary proclaims that "All students are encouraged to seek the truth, to see themselves as whole and unique individuals responsible to God, and to become leaders in service to truth." Students at the University of Mary are expected to always act with integrity. To have integrity is to be trustworthy—to be sound, reliable, and whole—and to live with the inner strength that comes from knowing that one actually is as one portrays oneself to be. The basis of all interaction in the academic community is the expectation that all students will behave in accordance with the values set forth in the University of Mary Academic Honor Code and Honor System. This University of Mary Academic Honor Code expects that individuals will act in a manner that is respectful of the rights and privileges of others. Responsibility for maintaining the integrity of the community rests with each individual member. Each person must examine and evaluate his/her own behavior and regulate that behavior to be consistent with the expectations of the university community. When a student is in doubt about whether an action might constitute an Academic Honor Code violation, s/he should request clarification from the instructor **before** the action in question is undertaken. All students are bound by the University of Mary Honor Code and Honor System which can be located HERE. Students are encouraged to review various forms of academic dishonesty that would invoke an Honor Code violation and possible subsequent consequences.

*Rev 4/1; 5/18; Rev. 4/21;9/22*

## Statement Regarding Using Purchased Test Banks

Students may not understand the consequences of purchasing fraudulent test banks. Students who violate the University of Mary Honor Code by purchasing test banks on the internet not only place their education in jeopardy, but they also risk disqualification from professional licensure due to ethics violations. An attempt by anyone to sell or purchase test banks from a publisher can result in serious consequences up to and including program dismissal.

*1/16*

## Professional Behavior Policy

The following behaviors are expectations of a professional nurse and are necessary for your success in this program. These behaviors reflect active practice of the Benedictine values of respect, community, hospitality, moderation, and service which are integral to the practice of nursing. They are also integral to successful acquisition of the core competences of Spirituality and Ethics, Global Stewardship, Communication and Critical Thinking.
Continued commitment to and growth in these areas will be evaluated throughout the program through written and oral communication, classroom observation, nursing practice evaluation, and university sanctioned experiences and events.

### Responsibility:

- Timeliness and full participation for classes, nursing practice experiences, appointments, and submission of assignments.
- Timely communication with appropriate faculty for unavoidable delays or absences and negotiation for make-up work.
- Accept responsibility for own actions.

### Excellence:

- A commitment to self-directed learning (daily review of course material, reading of assignments).
- Providing the best possible effort and always striving for growth and improvement.

### Attitude:

- The Benedictine values of respect for persons, hospitality, moderation, community, prayer, and service will guide all actions.
- Courtesy, positivity, and flexibility.

### Integrity:

- Honesty, truthfulness, forthrightness, and trustworthiness.
- Diligence and accountability.

### Communication:

- Confidentiality in all patient situations.

- Professional level written communication skills.
- Respectful, timely and courteous communication with appropriate persons regarding any issue involving the nursing program, making appointments as needed and following the chain of communication.
- Respond to electronic communications via email or the learning management system within 48 hours.
- Professional use of multimedia is expected (Facebook, Twitter, taping, etc.).

### Respect:

- Acknowledge others
- Listen
- Speak kindly
- Respect personal physical space
- Respect other people's time
- Display gratitude

### Civility in Nursing Education:

The University of Mary values the students' right to learn and the faculty's right to teach and believes in the freedom of expression. To foster teaching and learning, proper environments are necessary. As our learning community becomes increasingly diverse and global, it is important to establish a criterion that encourages openness to wide-ranging viewpoints.

Examples of civil behavior include, but are not limited to the following:

- Engaging in respectful dialog with peers and faculty
- Informing faculty in advance of any special circumstances
- Timeliness
- Active participation in all learning environments
- Abide by the University of Mary's Academic Honesty Code (Link Academic Honesty Code)

University of Mary undergraduate nursing faculty expect civil/professional behavior. If expected professional behaviors are not demonstrated, consequences appropriate to the level of the offense/infraction will be enacted. Examples include, but are not limited to:

- Faculty conference
- Behavioral contract (Professional Behavior Action Plan)
- Dismissal

Students are required to sign a Professional Behavior Contract with their application for admission to the program and prior to their junior and senior year (see appendix).

*10/14; 03/22*

## Professional Boundaries Policy

In the following paragraphs, the term nurse also pertains to the student nurse.

A therapeutic relationship is one that allows nurses to apply their professional knowledge, skills, abilities, and experiences towards meeting the health needs of the patient. This relationship is dynamic, goal-oriented and patient- and family-centered because it is designed to meet the needs of the patient and family. Regardless of the context or length of interaction, the therapeutic nurse–patient relationship protects the patient's dignity, autonomy and privacy and allows for the development of trust and respect.

Professional boundaries are the spaces between the nurse's power and the patient's vulnerability. The power of the nurse comes from the nurse's professional position and access to sensitive personal information. The difference in personal information the nurse knows about the patient versus personal information the patient knows about the nurse creates an imbalance in the nurse–patient relationship. Nurses should make every effort to respect the power imbalance and ensure a patient-centered relationship.

Boundary crossings are brief excursions across professional lines of behavior that may be inadvertent, thoughtless, or even purposeful, while attempting to meet a special therapeutic need of the patient. Boundary crossings can result in a return to established boundaries but should be evaluated by the nurse for potential adverse patient consequences and implications. Repeated boundary crossings should be avoided. Boundary violations can result when there is confusion between the needs of the nurse and those of the patient. Such violations are characterized by excessive personal disclosure by the nurse, secrecy or even a reversal of roles. Boundary violations can cause distress for the patient, which may not be recognized or felt by the patient until harmful consequences occur.

A nurse's use of social media is another way that nurses can unintentionally blur the lines between their professional and personal lives. Making a comment via social media, even if done on a nurse's own time and in their own home, regarding an incident or person in the scope of their employment, may be a breach of patient confidentiality or privacy, as well as a boundary violation.

*Adopted from the National Council of State Boards of Nursing. For more information refer to their website: https://www.ncsbn.org/professional-boundaries.htm*

*Revised 4/21*

## Professional Behavior Action Plan

Students who fail to demonstrate behaviors that comply with the Professional Behavior Policy and/or the Professional Boundaries Policy are required to complete, in collaboration with the respective course faculty, clinical instructor, or academic advisor, a Professional Behavior Action Plan. The faculty involved will be determined by the scenario or setting the behavior of concern was identified. Students who fail to demonstrate growth in professional behaviors risk continued progression in the nursing program.

*Dev. 9/23*

## Success Coach

The University of Mary Division of Nursing supports students through the availability of a discipline specific Success Coach. The Success Coach is a nurse educator who has a particular interest in the areas of student retention and academic support. The Success Coach helps students address barriers related to academic and social success through proactive outreach. Understanding the multitude of factors that influence academic success, the Success Coach provides academic, social, and inclusivity support while helping students attain stronger academic and organizational skills.
The Success Coach acts as a resource to students and can be accessed directly by the student at any time. Additionally, a course coordinator or clinical instructor may refer a student to the Success Coach for assistance based on course or clinical performance. The Success Coach works in conjunction with the student to address specific academic performance issues such as test-taking strategies, study skills, and class preparation. Because professional behaviors, academic performance, and clinical performance are all important aspects of success in nursing education, a Behavioral Plan or Plan for Success may be developed to help support growth and development in these important areas of nursing education. In addition, the Success Coach works with the individual student to identify any specific barriers to performance such as finances, time management, and social supports. The Success Coach will guide the student in accessing University resources to address any identified concerns.

Student Success Coach guidelines/processes:

a. The Success Coach collects a College Persistence Questionnaire (CPQ) on all freshman nursing majors and subsequently conducts a one-on-one introductory meeting that includes review of information obtained
b. The Success Coach monitors student progress through academic and predictive model dashboards and may use this information to independently reach out to students.
c. Nursing students are encouraged to self-refer to the Success Coach at any time.
d. Students **may be** referred to the Success Coach at any time if faculty express concern over classroom engagement, test taking, studying, etc. by sending the coach an email with the student's information and concerns and giving the student the coach's contact information.
e. Students **must be** referred to the Success Coach if they attain <75% on any test, by sending an email to the student and Success Coach.
f. Faculty will submit an early alert on each student who earns <75% on a test.
g. Exam autopsy forms should be forwarded to the Success Coach after each test review.
h. Success Coach will contact students to set up an initial meeting and will follow up with students and faculty as necessary.
i. Success Coach will initiate a plan for success with the student.

The Plan for Success is listed in the appendices and will consist of the following components:

1. Goals
2. Strategies for reaching goals

3. Follow-up Date/Evaluation
4. If a student fails a subsequent test in the course, faculty should send the test score and average to the Success Coach.

*Dev. 9/23*

## Grading Scale

| *Letter Grade* | *Honor Points* | *Percentage* |
|---|---|---|
| A | 4 | 94-100 |
| A- | 3.7 | 92-93 |
| B+ | 3.3 | 90-91 |
| B | 3 | 86-89 |
| B- | 2.7 | 84-85 |
| C+ | 2.3 | 82-83 |
| C | 2 | 75-81 |
| D | 1 | 71-74 |
| F | 0 | <70 |

Note: Grades will not be rounded per division policy.

## Nursing Program Portfolio

Students at the University of Mary develop leadership through three key areas: University Competence, the Benedictine Experience, and the Servant Leadership Experience. These experiences are synthesized into a nursing student portfolio that is introduced during sophomore year and continues throughout the program.

*Revised 4/2; 1/14; 9/2; 9/22*

## Dosage Calculation Proficiency Policy

Students will complete several ATI Dosage Calculation Practice Assessments 3.0, Skills Modules 3.0, and Dosage Calculation Practice and Proctored assessments. The policy outlining how these assessments are assigned to courses, the associated student performance expectations, and remediation guidance are outlined in the Dosage Calculation Proficiency Policy.

*5/09; Revised 5/18; 9/20;9/22; 10/23*

## Retainment of Division of Nursing Undergraduate Student Records

- Division records remain intact for three years following student's graduation.
- Records on students who have been advised to discontinue the program or have withdrawn for other reasons are retained for five years. Where there has been continued association with a student, the record is retained for five years and then fully evaluated as to further disposition.
- Faculty will save course written assignments and exams a minimum of 14 days after final grades are posted each semester. It is faculty discretion whether to save them for a longer period of time.

*5/79; Revised '84; '09; '10*

# Classroom Policies

## Student Rights

Please refer to the University Catalog: Family Education and Rights and Privacy Act for information regarding student rights.

*2/11*

## Grievance Procedures and Responsibilities

Students with a grievance regarding academic, personal, or any school related matter should address it with the person(s) involved. If satisfaction is not obtained, the student should take the issue to the next level in the channel of communication:

- Clinical Faculty (if applicable)
- Course Coordinator
- Associate Dean of Nursing
- Dean, St. Gianna School of Health Sciences
- Assistant Vice President for Academic Affairs

Please see channels of communication chart in the undergraduate nursing student handbook appendix and follow the Academic Appeals Process and Student Grievances and Appeals as identified in the University of Mary Undergraduate Programs Catalog and the University of Mary Student Handbook.

*2/11*

## Accommodations

Students who have been granted testing accommodations must utilize those accommodations for every applicable testing situation.
Students must provide an accommodations form to all faculty for each course they have been granted accommodations, as soon as the accommodation is granted and/or at the beginning of each semester and obtain a signature from each faculty member. Students must provide respective course faculty with a copy of the accommodations form.

- New accommodations obtained after the semester has begun must be provided to faculty within 2 business days of the student obtaining them.
    - If faculty are unavailable or the course is online, students must email accommodations to faculty within 2 business days of the student obtaining them and subsequently inform faculty (in person or by phone). Students must receive electronic or verbal confirmation message from faculty stating that notification was received regarding accommodations.
    - Students are responsible for informing faculty immediately (within one [1] hour) of any accommodations that are not met while testing.

*Dev. 12/20, rev. 9/23*

## Class/Conference Attendance

Within the Division of Nursing, participation in lectures, lab, seminars, and nursing practice experiences are viewed as a behavioral indication of the student's sense of responsibility and accountability; thus, participation and attendance are documented in student evaluations.

1. **Class**
   For class attendance refer to the current University Catalog. Individual course attendance policies may be established.
2. **Conferences**
   Students will be provided with the opportunity to attend conferences throughout the school year. Some of these conferences will be mandatory. Some of the conferences will also have a small monetary charge.

*Revised 98*

## Lab Attendance

Lab attendance is mandatory. If a student is unable to attend lab due to an anticipated absence, such as school related activities, s/he must notify the instructor at least 24 hours prior to that absence. For unanticipated absences, the student must notify the instructor at least one hour prior to the start of lab. Students must negotiate a make-up time for the lab with the lab instructor. Students who do not notify the instructor prior to missing will receive an unsatisfactory in lab. Two unsatisfactory grades will result in failure of lab which means the student will fail the course. The following will result in an unsatisfactory grade in lab: more than five minutes late for lab twice in one semester, not notifying the instructor prior to missing a lab as mentioned above, joining another lab without prior approval of all instructors involved, not practicing two separate skills prior to competency, leaving lab early without prior approval, and talking while instructor is demonstrating skills. Absences of greater than 20% of the total number of laboratory practice hours, regardless of the reason, will result in failure of the laboratory practice portion of the course and subsequent failure of the course. Rescheduled hours do not negate the total number of hours missed.

*Developed 12/10*

## Late Submission of Assignments

- Any assignment submitted after the posted due date and time will have points deducted (see individual course syllabus for details).
- Assignments may include but are not limited to scheduled and posted course assignments.

If a student has experienced a personal crisis delaying the submission of an assignment by the posted due date, faculty will consider the situation and work with each student on an individual basis. It is the student's responsibility to communicate with faculty if they are ill or experiencing a personal crisis and would like an extension for a scheduled assignment.

*Developed 12/09; rev. 4/21*

## Written Assignments, Examinations

### General

Course syllabi will delineate specific requirements concerning written assignments, written examinations, and clinical experiences.

### Written Assignments

In the Division of Nursing, the Publication Manual of the American Psychological Association (APA), most current edition serves as the source book for documentation of references and footnotes. Specific questions regarding application of the APA guidelines should be discussed with the professor for whom the assignment is required.

The faculty consider plagiarism and cheating to be very serious offenses and students should be aware that expulsion from the University is an action that may be taken for this type of offense.

### Examinations

Examinations are to be taken at the time and place indicated in the course schedule.

- A student wishing to take a unit exam at a time other than the scheduled time for that exam for any reason other than an illness, serious family situation, or a college sponsored activity ***must submit a written request stating the circumstances to the Course Instructor for approval. Alternate test time is approved at course faculty discretion.***
- The comprehensive final exam is taken at the time assigned by the Registrar's Office, except for second semester senior nursing courses where the coursework is accelerated to allow for preceptorship. Refer to University Bulletin. Any requests to take a final exam at an alternate time must be submitted in writing to the Associate Dean of Nursing. For all other nursing course final exams, faculty may use their discretion to assure final exams do not fall on the same date.
- A student guilty of contributing to cheating on an examination or other assignment will be subject to serious academic penalty. (See Academic Honesty Policy)
- Final exams may not be reviewed by students.

### Missed Exam Policy

If a student misses one examination at the scheduled time, the second and subsequent missed examination(s) may be made up in an oral and/or essay exam at the discretion of the instructor.

*Rev. 2/16*

## Written Examination and Examination Review Policy

For every classroom-based nursing course of 3 credits there will be a minimum of 4-unit exams and one cumulative final exam. Each unit exam and final exam will be between 45-65 points. Courses with less than or more than 3 credits will have a prorated number of exams and exam items. Faculty will use their discretion, based on the make-up of the exam, to assign between 50-75 minutes for exam completion. To model after the NCLEX licensing exam, faculty in senior level courses may elect to display one at a time. (It is understood that some courses may not offer regular unit exams or a cumulative final exam depending on course content and faculty discretion.)

Nursing Division faculty have the option of administering examinations in class or outside of class. All outside of class examinations will be scheduled for a single synchronous timeframe [unless special permission has been granted by course faculty], will be administered with the Honorlock proctoring service, and will be published on course calendars. Faculty also have the option to utilize Honorlock during in-class examinations. Honorlock is a proctoring service that helps protect academic integrity. This service combines artificial intelligence and live test proctors. An FAQ regarding Honorlock can be found here.

### 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.
- 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 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 workspace. Partial scans and/or failure to show your workspace 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 should be used or open while taking a proctored exam.
- Dual monitors are not permitted.
- No one except the test-taker should be in the room during testing.
- The student must remain visible in the web camera during the entire duration of the exam.
- The student may not leave the room during the testing period.

- 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 resource 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 must 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 with 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.

### Student Examination Review Policy (Process for exam reviews in online courses will be determined by faculty.)

- The faculty will provide a single, seated exam review to all enrolled students within a reasonable timeframe following exam completion.
- Faculty may elect to offer this exam review during a regularly scheduled class period or during an out of class timeframe.
- Environment for exam review:
    - Faculty will take a video scan of those in attendance for the exam review; only those students present in the classroom are allowed to access the exam. Canvas analytics will be used to determine if students access the exam without being present for the exam review.
    - Faculty can require students to drop mobile devices in a basket at the door prior to the beginning of the exam review.
    - Students may not take notes during an exam review session.
    - A minimum of two faculty will be present in the exam review to monitor students during the review.
    - Faculty have the option to record the room to further ensure every student maintain exam integrity
    - The Honor Code will be invoked for any student who accesses the exam without being present during the exam review and may result in program dismissal
- Exam Review Expectations:
    - All students are encouraged to participate in exam reviews.
    - Students who score 75% or less on any unit exam are expected to be at the exam review unless they have been excused by course faculty.
    - Students who score 75% or less on any unit exam are expected to schedule an appointment with the Success Coach within a week after exam review.
    - Students may not review final exams.
- Exam Review Session Agenda:
    - Faculty will review exam average
    - Faculty will share decisions related to item analysis
    - Faculty review main concepts found challenging to class
    - Students will complete exam autopsy
    - Faculty will collect exam autopsy forms prior to student exiting the classroom

*Dev.2/19; Rev. 4/18; 4/21;9/22*

## Verifying Distance Learning Student Identity

When administering proctored exams to students in the Nursing Division online courses, faculty will utilize the following steps to verify the student's identity:

- Exams given via proctor should include instructions to the proctors that include a form(s) to sign indicating that the proctor checked a picture ID of the student, witnessed the student complete the exam, and that the exam was always kept secure.
- Exams given via the Internet require the student to log in using a secure password. In addition, students will find the following statement on their exam which serves to clarify the understanding of expectations and requirements of their exam:

- I understand I must complete this examination by myself
- I will not discuss the exam questions with any person other than the instructor during or after the exam.
- Only materials, if any, authorized by my instructor will be utilized.
- I will not use books, notes, internet, texting, instant messaging, phone calls, or any other type of communication or resource during this exam. I acknowledge that communicating and/or using resources during this exam is considered cheating. I understand that if I am caught cheating on this exam, I may receive a grade of '0' and will be subject to the procedures of the academic honest policy of the Division of Nursing and the University of Mary Honor Code.
- If the instructor/proctor suspects cheating on an exam, he/she has the responsibility to question those involved and/or notify the responsible faculty member.
- By proceeding to take this exam, I agree to abide by these guidelines.

*Developed 4/08; Rev 1/10; 1/11; 8/18*

## Cell Phones

- Cell phone etiquette must be used during class.
- Cell phones must be turned off and placed in backpack during test as requested by the nursing instructor.
- Students must abide by agency policy for cell phone use during nursing practice. Please refer to individual Nursing Practice guidelines for specific policies regarding cell phone use at various agencies.

*Developed 5/09; Revised 5/18*

## Use of Media

- Audio taping or videotaping classroom activities or anything in the clinical setting via the use of camera, cellphone, iPad, or other electronic devices, without prior approval from the faculty member involved and/or the nursing practice site administration is prohibited.
- Inappropriate use of social media (YouTube, Facebook, Twitter, etc.) such as posting audio tapes, videotapes, or photographs of classroom or clinical activities directly connected to the University of Mary and/or its nursing program is prohibited; this includes inappropriate commenting on posts from nursing students, faculty, staff, clinical agencies, and patients/clients is prohibited.
- Permission to record a class applies exclusively to the student who received permission from the faculty member. The recording may not be accessed or utilized by any other individual. No replication of the recording may be made without the expressed permission of the faculty member. If audio taping is used for study group activities, faculty member permission must be obtained. Any tape of classroom activities must be erased by the end of the course.
- Attendance via Zoom is only allowed for those students who have completed the Temporary Change of Modality form due to COVID-19 concerns.

*Revised 12/17; 3/13; 5/18; 4/21*

## Reproducing Handouts for Nursing Practice Presentations

Faculty will reproduce handouts used for nursing practice presentations (teaching). Students are asked to use good stewardship principles to minimize the number of handouts to be reproduced. Only those necessary to the teaching effort should be reproduced. Students are responsible for submitting handouts to faculty at least 48 hours prior to the teaching effort. If this is not done, students are responsible for the reproduction of handouts.

*Dev. 3/09; Reviewed 2/18; 4/21*

## Student Photos

### 1. Learning Management System

The University of Mary Division of Nursing prefers to have digital photos of students uploaded to the learning management system to facilitate student identification. The learning management system is only accessible to those enrolled in the course and is password protected. However, student privacy is respected in the division and the division recognizes that some students may not wish their photograph to be posted on the website. Students may choose to upload their own photograph on the learning management system.

### 2. Nametags

The photograph that is taken when the student submits their application to the Nursing Program will be used for the Division of Nursing clinical nametags.

*Rev.5/10; rev.2/18*

## Student Life

Students are eligible to enjoy the many privileges and benefits associated with being a part of the University of Mary community. Policies defining student responsibilities are published in the University of Mary Student Handbook. There is an electronic copy of the handbook accessible at www.umary.edu/student-life Hard copies of the handbook are available at the Student Development office located in the Benedictine Center.

*2/11; Reviewed 5/18*

## Policy on Breast Feeding Infants

To promote and support breastfeeding, the Division of Nursing will allow breast feeding mothers to bring their babies up to six months of age to class. If the babies are disruptive or have a negative impact on the learning environment, the mother will be asked to take the baby out of the classroom immediately. No babies may be present during nursing labs, examinations, or guest lectures. Faculty/Staff will not assume responsibility for childcare, and there should be no requests for the provision of this service. The mother is responsible for bringing a person to provide this assistance (if needed) to the campus.

*Dev.9/11; Reviewed 12/17*

## NCLEX-RN

Undergraduate students must complete all University requirements within one year of completion of the nursing curriculum to be approved for NCLEX-RN.

# Nursing Practice Policies

## Clinical Nursing Practice Critical Behavior Expectations

Clinical Practice Experiences are defined as planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level (AACN, nd). Clinical practice experiences allow students to integrate new knowledge and demonstrate attainment of program outcomes. Students are evaluated and provided feedback by faculty regularly, both informally and formally. Students are expected to respond to faculty feedback and demonstrate continued growth in professional and clinical competence over the course of each clinical rotation. Student performance in clinical practice experiences will be graded as Pass/Fail.

Several critical behaviors for clinical practice have been identified. Critical Behaviors are those actions or behaviors by the student that are harmful or potentially harmful to the patient, student, or other healthcare personnel (Luhanga, Younge, Myrick, 2008). Students are required to review and sign the Clinical Nursing Practice Critical Behavioral Expectations at the beginning of each nursing practice course. This document reviews: 1) Expectations for clinical practice, 2)Critical Behaviors [required in clinical practice], and 3) Progression criteria.

Unsafe student performance will be addressed by faculty and may require the student to complete remediation. Certain behaviors may result in an immediate removal from clinical practice and could result in failure of the course. Unsafe behaviors can include but are not limited to inadequacies in knowledge and skills, interprofessional communication, and/or professional image. These expectations apply to all University of Mary nursing practice experiences.

## Nursing Practice Experience

Students are required to review and sign the Clinical Nursing Practice Critical Behavioral Expectations at the beginning of each nursing practice course. Nursing Practice experiences are referenced as Satisfactory or Unsatisfactory and graded Pass/Fail. Nursing practice is considered part of academic performance.

Since nursing is a practice discipline, all nursing practice experiences are mandatory. Any absence whether anticipated or unanticipated will be made-up. Please see course syllabi for individual course policies. Students who live out of town should plan to stay in Bismarck for nursing practice days in order to assure attendance.

Faculty Evaluation and Documentation of Student Performance in Nurse Practice Experience is achieved through the following mechanisms:

- Feedback on clinical paperwork
- For direct experiences, a written performance evaluation is completed by the clinical instructor and shared weekly with the student.
- For indirect experiences, a written performance evaluation is completed by the preceptor, shared with course faculty, and utilized by faculty for student evaluation.
- At the end of a clinical rotation the student will complete a final written self-evaluation using the tool provided by faculty. The faculty will also evaluate the student using the same tool.
- ***Each student is expected to schedule an individual clinical performance evaluation meeting with their respective clinical instructor/s at midterm and/or at the end of the rotation or as determined necessary by faculty.***

A student who merits a Fail for the nursing practice component of the course, fails the course irrespective of achievement in other areas. A pass for nursing practice performance is essential for a passing grade in the course.

All written assignments which are pertinent to the clinical rotation must be completed satisfactorily to pass the course.

*Revised: 01; 9/23*

## Nursing Practice Absence

Nursing Practice hours are mandatory. Absences up to 20% of the total number of nursing practice hours will be rescheduled and completed. It is the student's responsibility to negotiate rescheduling hours with the faculty member within the rotation the absence occurred. Absences of greater than 20% of the total number of nursing practice hours,

regardless of the reason, will result in failure of the nursing practice portion of the course and subsequent failure of the course. Rescheduled hours do not negate the total number of hours missed. Please refer to the Professional Behavior Contract for more information about behavioral expectations for clinical practice. It is possible the clinical agencies may be unable to meet a request for rescheduled hours. In those circumstance student progression could be negatively impacted. Students must fulfill clinical requirements of current nursing practice courses prior to enrolling in subsequent nursing practice courses.

*Stud Dev '10; Revised 9/23*

## Criminal Background Check/Disclosure Form

Any arrests/convictions may disqualify an applicant and must be addressed in person to the Admissions Committee along with proof of significant progress in personal rehabilitation regarding the offense. (See appendix for criminal background check disclosure form).

The following criminal background history may disqualify an individual for consideration to a nursing practice rotation and continuing in the program:

- Misdemeanor arrests or convictions
- Probated sentences
- Felony convictions for felony deferred adjudications involving crimes against persons – including physical or sexual assault/abuse
- Crimes of violence, abuse
- Class A and B misdemeanor theft
- Felony drug and alcohol offenses (without certification of rehabilitation)
- Murder

The NDBON has criteria on positive background checks. **All** offenses **must be reported** to the BON when applying for licensure. It is the student's responsibility to verify with the Board of Nursing eligibility to write the NCLEX.

A signed disclosure form verifying no new offenses is required prior to the junior year. A background check along with a signed disclosure form is required prior to the senior year and upon request.

*5/06; 1/10; Revised 5/10; 10/12; 1/15;9/23*

## Disclosure of Criminal Offenses Occurring After Admission to the Program

All investigations, arrests, charges, or convictions must continue to be reported. This includes misdemeanors, felonies, DWI and DUI. Exceptions include minor traffic offenses not related to the use of drugs or alcohol. Crimes must be reported even if they result in a suspended or deferred imposition of sentence or if the charges were dismissed. All disciplinary action against another professional license must be reported whether it occurred in ND or in another state or country. These must be reported in writing to the Associate Dean of Nursing.

Students are expected to maintain behavior commensurate with that of a professional nurse.

*5/08; Reviewed 2/18; 9/21*

## Urine Drug Screening for Progression in the Nursing Program

It is important to the Division of Nursing to protect the health and safety of its students as well as the patients'/families that students care for. To maintain behavior commensurate with that of a professional nurse, students are required to adhere to the following policy:

### Progression in the Program

All students, prior to participating in junior level nursing practice, will complete a 12-panel urine drug screen. All students in the senior level will be required to complete a random 12 panel urine drug screen.

### Procedure

If a repeat drug screening is necessary, the student is responsible for all costs.

### Random Screening

If at any point the faculty suspect a student (of any BSN nursing program) has violated the drug free policy of the University, the student will be required to complete another 12 panel urine drug screen. Any unannounced urine drug screen can be requested up until the point of graduation. All costs incurred are the responsibility of the student.

If the required or requested urine drug screen is positive, the student will be dismissed from the program and referred to on-campus counseling. Drug screens detecting any non-prescription drug use cannot be appealed.

*Stud Dev '10; rev 2/16; reviewed 2/18; 4/21; 9/21*

## Agency Required Drug Testing

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

*Developed 8/07; rev. 2/16; 2/18*

## Health Requirements for Participation in Nursing Practice

**Participation in clinical experiences in a variety of agencies by nursing students necessitates that particular attention be given to protection of health of both the students and the public with whom they come in contact. Certain preventive measures on the part of nursing students are, therefore, necessary.**

The Division of Nursing believes that each student should assume responsibility for meeting health requirements set up by the University and/or the various agencies which are utilized.

- All students must provide documentation of a physical assessment with the application to the Division of Nursing. The completed physical assessment form, health history, and immunizations must be uploaded to www.CastleBranch.com at the time of application to the Division.
- Students applying for admission must also provide:
  - Proof of a varicella titer or 2 varicella vaccines
  - 2 Measles/Mumps/Rubella vaccines, or positive rubella, mumps and rubeola serology
  - Recent Tdap (within 10 years)
  - Completion of Hepatitis B series
- Students enrolling in their initial Clinical Nursing course must show evidence of a negative two-step TB Mantoux test or QuantiFERON-TB Gold Plus blood testing (having a history of a BCG vaccination is not a contraindication to receiving a PPD). Students who are positive reactors must have a report of one negative chest x-ray and a statement signed by self and a healthcare provider, assuring absence of the symptoms and/or completion of course of treatment, on file prior to admission to the program. Those students will complete the *Annual Questionnaire for Known Positive TB Reactions* in the fall of their junior and senior years. Additionally, annual TB testing may be a condition of some clinical sites (students will be notified if repeat testing is required).
- Annual flu vaccination is required in the fall semester. Students who are medically unable to receive the flu vaccination must provide documentation from their primary healthcare provider clearly indicating the medical contraindication.
- ***The student must disclose to faculty any considerations (physical or mental) that may affect their participation or progress during this course of study.***
- Please see appendix for information regarding personal injury/hazards for nursing students.

*Revised '15; 8/17; 5/13; 4/21*

## Needle Stick Injury

1. Students should take proper precautions to prevent needle stick injury. If one should occur, the student must contact their instructor immediately and follow the procedures of the agency in which they are practicing.
2. If students are not in an agency or there is no needlestick injury policy in the agency:
   a. Wash area of needle stick injury for 10 minutes with antibacterial soap, chlorhexidine, or Betadine.
   b. Contact instructor.
   c. 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.
   d. Contact personal health care provider. (If a student does not have a personal health care provider, they may obtain care in an emergency department or through the University of Mary Student Health Clinic, if open).

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

*Stud Dev'02; 2/18*

## Care of Clients with Suspected Highly Transmissible Illnesses

In compliance with CDC guidelines, anyone caring for a client with suspected highly transmissible illnesses should wear a properly fitting specialized mask (http://www.cdc.gov/). Students may not care for clients with airborne related illnesses unless they have been properly fit-tested for a specialized mask annually.

*Stud Dev'08; 2/18; revised 4/21*

## Undergraduate Liability Insurance

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 juniors and seniors. A separate fee will appear on the student's financial billing statement.

*Revised '93; '94; '95;' 97; '98;Reviewed '01; 2/18*

## Confidentiality Policy

### HIPAA Business Associate Agreement

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 which is a health care provider. Health care providers are 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. Pursuant to HIPAA, many health care providers at which university students are trained have required the university to enter into a HIPAA Business Associate Agreement. These agreements limit the use and disclosure of PHI.

To ensure compliance with its Business Associate Agreements, this university policy is established:

- This policy shall be distributed to all university divisions that require students to participate in training programs with health care providers.
- All such students shall be provided with a copy of this policy by their division.
- Any student, faculty member or employee of the University of Mary that possesses tangible PHI in any form or medium shall promptly forward the same and all copies thereof to the University's office of Human Resources.
- Upon receipt, the University's office of Human Resources shall document the receipt and destruction of the PHI and all copies thereof.
- Students engaging in nursing practice may participate in case discussion. In all events, no individually identifying information (such as name, geographical location, dates, telephone or fax number, email address, social security number or any other unique identifying number, characteristic or code, biometric identifier, or photographic image) whatsoever shall be disclosed. All discussion shall be limited to the classroom/conference site. All information shall remain confidential and shall not be further disclosed (including social media).

All nursing students will sign a Confidentiality & Privacy Oath (see appendix). Additional confidentiality statements may be required for specific nursing practice sites. *Rev. 12/11; 2/18*

## St. Gianna School of Health Sciences Dress Code Policy

### 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 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 perceived as prescriptive, the intent of 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 the 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 Associate Dean of Nursing 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. (See Appendix for Dress Code for Nursing Clinical Practice.)

*.Rev 2/18; 9/21*

## Undergraduate Nursing Internship Policy

During the traditional baccalaureate program of study, students may have the opportunity to participate in a nursing internship over a summer semester. These programs are offered by health care facilities and provide the student with a chance to enhance their nursing skills and abilities. The process involves applying for and being accepted into an internship program and registering for the summer internship class. It is the policy of the Division of Nursing that students must have completed both junior 1 and junior 2 block courses successfully before engaging in a summer internship program. *Rev. 5/18*

## Travel Policy

Students are responsible for their own transportation to all nursing practice experiences, internships, and preceptorships. Students are not allowed to transport clients, due to liability concerns.

It is an expectation that students may have to travel a considerable distance to complete clinical practice and ensure a quality nursing practice experience. It is the sole responsibility of the student to make travel arrangements and incur any costs associated with travel to nursing practice experiences.

*Revised 1/10; 1/15; 2/18*

## Simulation Experience Confidentiality

During student participation in simulation exercises at the University of Mary, they will be both an active participant in patient care scenarios and an observer of others involved in similar situations (either in real time or on videotape). Participants are required to maintain strict confidentiality regarding both their own performance and the performance of others, whether witnessed in real time or on videotape. It is unethical to share information regarding others' performance outside the simulation setting.

While students are free to discuss in general terms, the technical and behavioral skills acquired and practiced during simulation, they are required to maintain strict confidentiality regarding the specific scenarios to which they are directly and indirectly exposed. The development of challenging scenarios is extremely labor intensive and any foreknowledge by participants of what is to be presented to them will defeat the purpose of this type of education.

*Dev. 12/10; Rev. 1/11; 2/18*

## Nursing Simulation Lab Conduct/Behavior Guidelines

1. All lab/simulation users must act in a manner that does not disturb the academic activities occurring in the lab.
2. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users.
3. All faculty, staff, and students must complete an orientation to the lab and equipment prior to use.
4. Lab/simulation equipment shall not be used for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab/simulation.
5. Any equipment malfunction or abuse must be reported to the Simulation Coordinator/Technician immediately.
6. The mannequin will not be removed from the bed, unless instructed to do so.
7. All electronics including cell phones, PDAs, cameras, camera phones, and video recorders are prohibited during lab/simulations unless specified by the instructor.
8. No eating or drinking is allowed in the Simulation Lab or patient rooms.
9. Students and faculty should wash their hands with soap and water prior to touching simulators/mannequins.
10. Students are responsible for leaving labs in the same condition they are found.
11. Students are responsible for putting equipment away in the same condition it is found.
12. Students are responsible for bringing their own lab supplies and assessment equipment.
13. If you open it, close it; if you raise it, lower it; if you turn it on, turn it off; etc….
14. Be a good steward, do not waste supplies.
15. Simulation labs are treated as nursing practice hours. The criteria and performance behaviors identified on clinical evaluation tools apply to simulation labs.

### Student Behavior Standards

- The patient will be given the same consideration as any patient in the clinical setting. This includes the principles of patient privacy, confidentiality, and safety.
- The scenarios are not to be discussed outside of simulation and debriefing sessions. This is to protect the value of the experience for those who will eventually take part in the clinical scenarios. If a student does so, it is considered cheating, and the student will face disciplinary actions.
- Students should approach the patient in the simulation setting using the same dress and behavior standards required for all inpatient clinical settings, consistent with the Nursing Student Handbook. This includes standards of dress, communication, and preparedness for clinical experiences.
- Levels of student interaction are determined by the facilitator and the student's level of progress in the nursing program. Students may be expected to perform some nursing activities in the simulation lab that they are unable to do in the clinical setting (ie. blood administration, physician communication, code situations, newborn resuscitation, etc.).
- Students are expected to always perform at their highest ability, in all assigned roles.

*5/13; Reviewed 2/18*

# Communication/Resources

## Student Mental Health Services

### Counseling Services

Through an agreement with CHI St. Alexius Health, University of Mary students are provided counseling services by licensed mental health professionals from CHI St. Alexius Health. This resource is available for on-campus, online, and distance students and their dependents. Each student is eligible for five counseling sessions per issue/per year (Sept. 1 through Aug. 31) at no cost to the student. More information can be found at the Counseling Services webpage.

### Suicide Resource Numbers

- 1-800-273-TALK
- 1-800-SUICIDE (784-2433)
- Mental Health Association Helpline – 211
- West Central Human Service Center 1-888-3282112 (toll free)

*Dev. 1/19; reviewed 4/21, 9/23*

## Students' Names/Land Address and Email Address

A list of students' names, land addresses, email addresses and telephone numbers will be obtained in classes and kept in the Nursing Office for faculty use. ***It is a student's responsibility to inform the Secretary, Division of Nursing, and course coordinators of any changes in name or address as soon as the change is made***. Many communications to students are sent by mail; it is important that data is accurate.

*Reviewed 2/18*

## UMARY Email/Course Announcements

Most course/division information will be posted on my.UMARY.edu website. Students must check UMARY email and course announcements on the web **daily** for critical information. Students are responsible for all posted information.

*Reviewed 2/18*

## Computer Services

It is required that students have a laptop with webcam and speakers for course use that meets University computing requirements that are outlined here.

Students have access to University of Mary computer services. These sites include the Butler Center in town on south 7th Street and Larsen and Bergum Computer Labs (Benedictine Center).

*Rev. 5/10; Reviewed 2/18; 9/22*

## Library Services

Access to current literature is central to professional nursing and successful graduate education. Upon presentation of proper credentials, students and faculty have access to the collections of Bismarck Public Library, Bismarck State College Library, Mandan Public Library, and the North Dakota Library.

Welder Library participates in local, regional, and national networks providing access to over 75 million volumes. Databases in nursing, medicine, and related fields provide full text for thousands of journals. Free electronic interlibrary loan service is available for all students.

Students can receive instructional or reference help in the library, via phone, or email.

# Opportunities for Students in Program Governance

## Division of Nursing Committees with Student Representation

The Division of Nursing organizational chart (see appendix) provides the student with an overview of the structure of the division and how it fits within the larger university. Committees are a vital part of the division function. Students have the opportunity to serve on committees within the division as part of the servant-leader experience. The following committees have student representatives:

**Student Development Committee** monitors quality of student life, receives and evaluates suggestions for non-curricular items, reviews student policies, encourages personal and academic growth of students, recognizes student achievement, recommends policies/procedures to faculty organization, participate in program evaluation, and publishes the undergraduate student handbook. Members of the committee include a student representative from each undergraduate level (selected by their peers) and three to five faculty members. The committee meets monthly August through May, and at other times as needed. The committee is charged with developing an annual report of goal attainment and accomplishments. Projected needs are developed and brought forward at the annual Undergraduate Committee Assessment Meeting and needs funneled into the budgetary cycle.

**Curriculum Committee** studies national curriculum trends, along with the Assessment Committee evaluates outcomes of current curriculum, receives, and evaluates suggestions for curricular modification, reviews curriculum content and course sequence, and recommends to undergraduate faculty changes in the curriculum. The committee consists of three to seven faculty and a student representative from the ASD, Sophomore, Junior, and Senior levels. The committee meets each month of the academic year. Changes in the catalog description, course description, and course outcomes of undergraduate nursing courses must be approved by the Nursing Undergraduate Curriculum Committee and the Undergraduate Nursing Committee. Course descriptions and major course changes must also be approved by Academic Council, University Senate, and the President of the University. Any major changes require approval by the NDBON and CCNE. The committee is charged with developing an annual report of goal attainment and accomplishments. Projected needs are developed and brought forward at the annual Undergraduate Committee Assessment Meeting and needs funneled into the budgetary cycle.

**Assessment Committee** is responsible for implementation and evaluation of the Divisional Assessment Plan and coordination of the Divisional Plan with the Institutional Assessment Plan. The committee consists of three faculty members plus a sophomore, junior, and senior student representative. The committee meets monthly August through May, and at other times as needed. The Associate Dean of Nursing serves as ex-officio member of the Undergraduate Assessment Committee. The committee is charged with developing an annual report of goal attainment and accomplishments. Projected needs are developed and brought forward at the annual Undergraduate Committee Assessment Meeting and needs funneled into the budgetary cycle.

### Simulation Committee

The Simulation Committee oversees the use of simulation in the Division of Nursing at the University of Mary. The committee develops, reviews, and recommends simulation policies and procedures to Division of Nursing. The committee monitors trends in simulation, suggests strategies for incorporating best practices in simulation use for course/programs, and evaluates suggestions for simulation-based curricular items. Members of the committee include the simulation technician, a student representative from each undergraduate level (selected by their peers) and all faculty who participate in simulation are encouraged to attend meetings and have a vote. The committee meets bimonthly August through May, and at other times as needed. The committee is charged with developing an annual report of goal attainment and accomplishments. Projected needs are developed and brought forward at the annual Undergraduate Committee Assessment Meeting and needs funneled into the budgetary cycle.

*Rev. 8/14; 3/18*

# Nursing Student Organization/Opportunities

## Organizations

### Nursing Student Association (NSA)

Membership in the national and local NSA organization is required for all nursing students. Students join the National Nursing Student Association (NSNA) for two years during their sophomore 2 semester as the leadership requirement. This will be an assignment in NUR248- Health Assessment. This organization is the only national organization for students of professional nursing programs.

The purpose of NSA is to aid in the development of the whole person, the nursing professional role and one's responsibility for the health care of people in all walks of life. One can achieve this growth through community projects such as blood pressure clinics, activity in the university's functions, and community service events such as collecting food for food pantries. NSA offers programs that provide further information concerning nursing care and specific discussions pertinent to students pursuing the nursing profession. One of the highlights of NSA is the opportunity to meet nursing students of all ages with various outlooks on nursing and networking with student nurses throughout the state. NSA provides an opportunity for development of leadership.

NSA members are eligible for the Student Nurse of the Year (SNOY) Award. The faculty choose six (6) candidates from the Junior 1 and Junior 2 cohorts. Three finalists are chosen by the student body, and the final winner is chosen by a panel of judges. The student then represents the University of Mary in the State SNOY competition. The winner is notified at the time of selection, but will also be announced at the Student Leadership Awards Banquet held each spring.

*Rev 5/10; 4/21*

### Servant Leadership Experience

In conjunction with the students' membership in NSA, the University of Mary Division of nursing requires each student in the division to complete volunteer activities outside of the classroom every semester to grow in servant leadership. These professionally related experiences are modeled in the University of Mary Benedictine spirit to serve others and are designated to foster professional and personal growth. The two components that comprise the Servant Leadership Experience are 1) volunteer involvement in community and/or health-related activities and 2) participation in leadership activities.

*Dev 12/10*

### Sigma Theta Tau - Kappa Upsilon Chapter

In May 1988, a chartering ceremony was held on the University of Mary for approved membership in Sigma Theta Tau, the National Honor Society of Nursing. The purpose of the Society shall be to:

1. Recognize superior achievement
2. Recognize development of leadership qualities
3. Foster high professional standards
4. Encourage creative work
5. Strengthen commitment to the ideals and purposes of the profession
6. Provide unity and fellowship through social, educational, and service activities.
7. Award scholarships

Eligibility requirements: Minimum GPA 3.0, rank in the upper 35% of class, and demonstrate leadership potential. Students are invited to join and are inducted into this organization in the fall of their senior year.

*Revised 93; 98; Revised 3/18*

# Honors and Awards

## Division of Nursing Awards

### Student Accomplishment Form

The Student Development Committee distributes a student accomplishment form annually during the fall semester via electronic survey. Information shared by students in this form, will be used to assist faculty and committees for a variety of purposes (i.e., choosing recipients for awards preparing letters of recommendation).

*Rev. 5/10; reviewed 4/21, 9/23*

## Nursing Scholarships

### Nursing Scholarships

University of Mary Division of Nursing students benefit from the many generous benefactors who contribute financial support for the purpose of student scholarships. Most of these gifts sponsor scholarships awarded to students through the Sr. Thomas Welder Scholarship. Unique to this model are the Judy Maslowski Award and the Thrivent Scholarship. Criteria and selection processes for each are listed below.

### Judy Maslowski Award

Two students are awarded the Judy Maslowski Award annually by the Division of Nursing.
Eligibility criteria:

- enrolled in Adult Health I and Adult Health II
- demonstrated academic and clinical excellence

Nominations and selections will be made by junior level nursing faculty

The name of the person selected will:

  - appear on the Judy Maslowski Award Plaque
  - a certificate and monetary award will be presented to the recipient

*1/20; 4/21; 9/23*

### Thrivent In Faith Community Scholarship

The In Faith Community Scholarship
Eligibility criteria:

- enrolled in nursing practice coursework within either the accelerated 2nd degree or LPN-BSN program
- interest in pursuing a career in maternal-child health nursing
- cumulative GPA of 3.0

Application requirements:

- short essay responding to the question of why they are interested in maternal-child healthcare and why they are deserving of this scholarship.

The Nursing Division serves as the selection committee for this scholarship and will include the pediatric and maternity faculty members. The selection committee has discretion for the number of scholarship recipients based on the funding available and qualifications of students among the pool of applicants.

*rev. 4/19; 10/23*

## LPN to BSN Degree Completion Academic & Practice Excellence Award

This honor is given to one graduating LPN to BSN completion student each year to reward a candidate who has shown academic and practice excellence during their program of study. The recipient will be chosen by the LPN to BSN faculty with input from the LPN Completion Coordinator.
Criteria:

- GPA 3.0 or higher
- Excellent clinical evaluations or letters from preceptors

The recipient will be honored with an award certificate. The recipient's name will be placed on a perpetual plaque located in the Casey Center for Nursing.

*Dev. 3/09; revised 9/13; reviewed 4/21*

## University of Mary Awards

### Student Leadership Awards

Leadership Awards are given to fifteen students who demonstrate leadership and overall commitment in participation in activities and programs at the University of Mary.
Criteria for Selection:

- Sophomore status or above with a GPA of 2.75 or above
- Student's involvement and responsibility in University of Mary organization and activities
- Student's demonstration of leadership and initiative in getting others to participate
- Student's mature desire to be involved in projects that will further his/her own educational goals
- Student's basic dedication to the Benedictine values and mission of the University

### Outstanding Senior Award

The University of Mary Alumni Council gives the outstanding senior award to a member of the graduating class. The Division of Nursing nominates one senior nursing student based on academic achievement, community service, and service to the University of Mary.

### UMTFO Scholarship (Awarded by the University of Mary Teaching Faculty Organization)

UMTFO will award a scholarship each spring to a junior student who exemplifies academic excellence.
The UMTFO Scholarship Committee will determine the scholarship recipient based on:

- Grade point average (minimum GPA of 3.5)
- College/community activities
- Quality of student's written reflection on academic excellence
- Statement from nominating faculty member

### St. Catherine Medal

The St. Catherine Medal is awarded to an undergraduate, graduate, or non-traditional student who represents the high ideals of a Catholic college education based on leadership and service. The nursing faculty nominates one nursing student to complete an application for this award. The recipient is chosen by the Office of Academic Affairs.

### Kappa Gamma Pi

National Catholic College Graduate Honor Society: Nominees must be graduating seniors or graduate students who are completing their degrees during the academic year of nomination. Graduate students who were inducted into KGP as undergraduates should not be re-nominated. Nominees must also: Demonstrate a record of outstanding commitment to service (on and/or off campus). Have a record of outstanding academic performance (a cumulative GPA of 3.5 or higher) Show outstanding leadership in extracurricular activities and agree to the obligations of Kappa Gamma Pi membership (TBD by Academic Affairs during nomination screening process). Awards will be presented by deans at the Baccalaureate Mass.

*Reviewed 4/21*

# Scholarship and Financial Aid for Undergraduate Nursing Students

In addition to the sources of financial aid identified in the University Bulletin the following resources may be explored:

### Gabriel J. Brown Trust Loan Fund

Low-interest loans are available for North Dakota students who demonstrate academic ability and financial need.

- **Criteria:** North Dakota resident. GPA of more than 2.5 and have attended the University of Mary for 2 semesters or have acquired 24 semester hours of credit; need financial assistance to continue education.
- **Program:** Loans must be repaid in monthly installments commencing one year after the student graduates or discontinues education. Interest rate is 6%.
- **Deadline:** Applications are reviewed on or shortly after June 15.

Applications are available from Susan Lundberg, Gabriel J. Brown Trust, 112 Avenue E West, Bismarck, ND 58501 or from the Division of Nursing.

### Nursing Education Loan from The North Dakota Board of Nursing

Students pursuing nursing education who demonstrate financial need are eligible for a loan program that does not require repayment if the student practices nursing in North Dakota.

- **Criteria:** Student must demonstrate financial need, be accepted into the nursing program, and is in the final two years of the nursing program.
- **Program:** Student pursuing a baccalaureate degree may receive a loan of more than $1000 a year for the last two years of the pursuing program. Notes will be cancelled after receiving verification of one hour of employment for each loan dollar received.

Applications are available from the North Dakota Board of Nursing, 919 S. Seventh Street, Suite 504, Bismarck, ND 58504. Telephone: (701) 328-9777 or on their website www.ndbon.org . Applications are due by July 1 of each year.

### Amvets Sadsacks

A variable number of scholarships are given to nursing students.

- **Criteria:** Financial need. Professional and personal characteristics. Nursing ability.
- **Program:** Award is for $250 and is given in the summer.

Applications are available in the Resource Center.

### 40 & 8 American Legion

Scholarships are given to University of Mary nursing students each year.

- **Criteria:** Sophomore 2 student with plans to stay in the state (ND).
- **Program:** Completed written application and personal interview with Legion members. Award ($500) used for junior year.
- **Application:** Spring. Announcement will be made.

### American Legion Auxiliary-Division Of North Dakota/Parley Nursing Scholarship

Awarded to worthy applicants completing RN or LPN education.

- **Criteria:** Must be a daughter, son, granddaughter or grandson of an American Legion or American Legion Auxiliary member.
- **Program:** The amount of the scholarship is $350.00. Basis of judging: need 50%, scholarship 30%, and character 20%.
- **Deadline:** May 15 of each year.

Applications are available from the Division of Nursing and may be sent to
**American Legion Auxiliary, Department of North Dakota**
Chair of Dept. Parley Scholarship Committee,
P.O. Box 250,
Beach, ND, 58621
http://ndala.org/ppp/

### Indian Health Service Scholarship
### Several scholarships are available. See the website below

https://www.ihs.gov/scholarship/

*Revised 4/21*

## Resources for Undergraduate Nursing Students

- Active Duty Health Professions Loan Repayment Program provides up to $27,998 to repay qualified educational loans in exchange for active duty service in the U.S. Army. http://healthcare.goarmy.com/
- Chi Eta Phi Sorority Inc. awards $50,000 annually in scholarships at the national, regional, and local levels to minority nursing students. http://www.chietaphi.com
- ExceptionalNurse.com awards a $250 -$500scholarships to qualified students with a disability. Preference is given to undergraduates. http://www.exceptionalnurse.com/scholarship.php
- The Indian Health Service (His) administers a program to help repay undergraduate and graduate loans of health professionals in return for full-time clinical service in Indian health programs. http://www.ihs.gov/loanrepayment/
- The National Association of Hispanic Nurses (NAHN) awards $2,000 annually to students earning a master's degree in a maternal-child nursing program and $1,000 to student members enrolled in any level nursing program, including baccalaureate. http://www.thehispanicnurses.org
- The National Association of Neonatal Nurses (NANN) offers scholarships for members pursuing a BSN or graduate degree in neonatal nursing or nursing administration. http://www.collegescholarships.org/scholarships/nursing/neonatal.htm
- The National Black Nurses Association (NBNA) offers a Student Nurse of the Year award to an NBNA member in pursuit of a baccalaureate or other advanced nursing degree. http://www.nbna.org/
- The National Student Nurses' Association offers a scholarship program. http://www.nsna.org
- The Nurse Loan Repayment and Scholarship Program, administered by The Division of Nursing at HRSA, is available for registered nurses. Participants must serve at a health facility in an underserved area to receive loan repayments. https://nhsc.hrsa.gov/loan-repayment/nhsc-loan-repayment-program.html
- The Oncology Nursing Society Foundation awards academic scholarships specifically for students pursuing bachelor's degrees. http://www.ons.org

*Revised 4/21*

# Appendices

1. Division of Nursing Organizational Chart
2. Channels of Communication
3. Undergraduate Nursing Advisory Boards Operational Principles
4. Physical & Mental Requirements to Provide Safe Patient Care for Students, Faculty, & Preceptors
5. Statement Regarding Reasonable Accommodations
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7. Annual Questionnaire for Known Positive TB Reactions
8. Dress Code for Clinical Practice
9. Personal Injury Liability Waiver
10. Information on Personal Protection from Injury
11. Disclosure Form
12. Instructions for Criminal Background Checks
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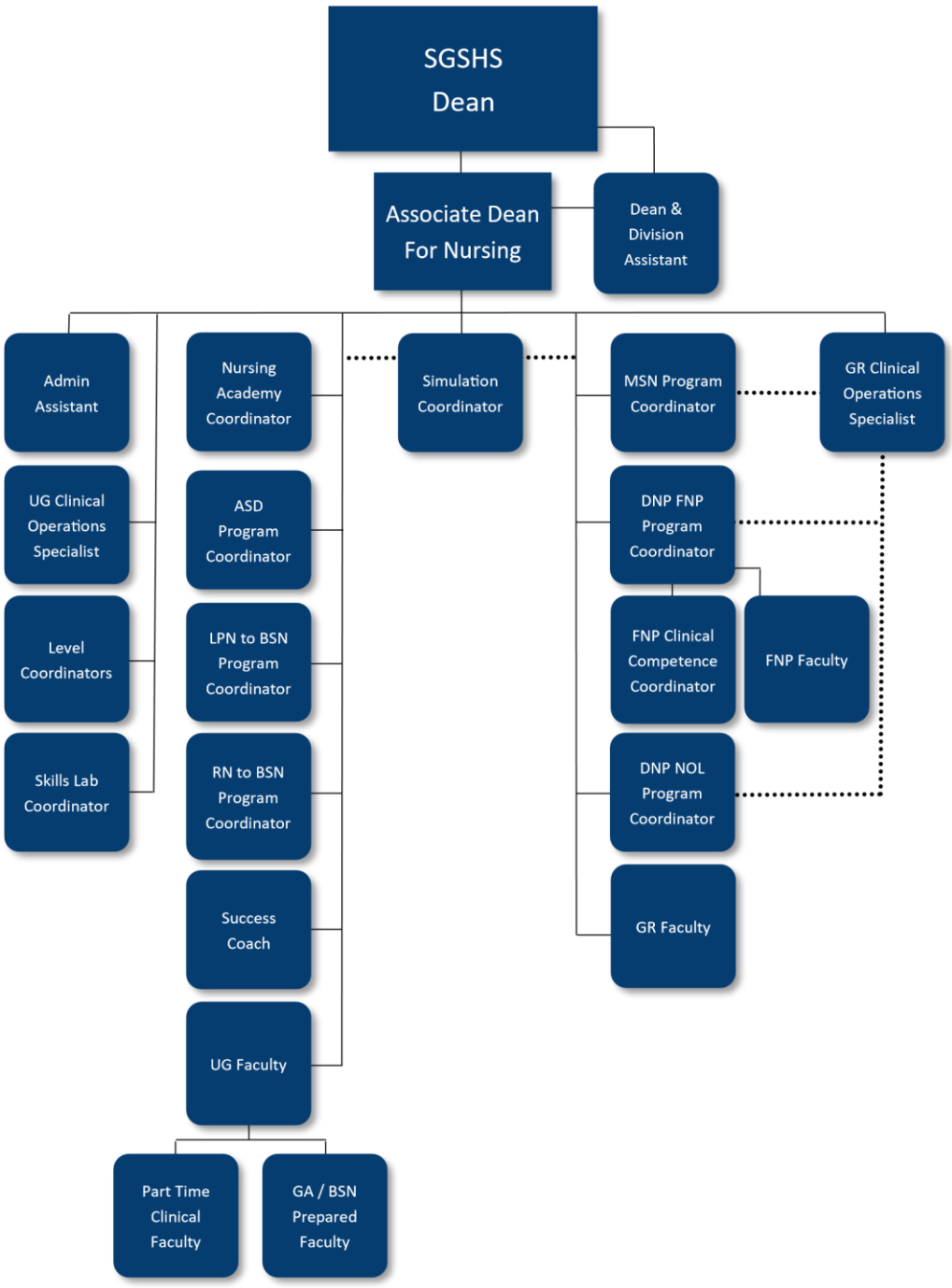
14. HIPAA Confidentiality & Privacy Oath
15. Picture Identification Refusal Form
16. Simulation Confidentiality Agreement
17. Verification of Receipt of Undergraduate Nursing Handbook

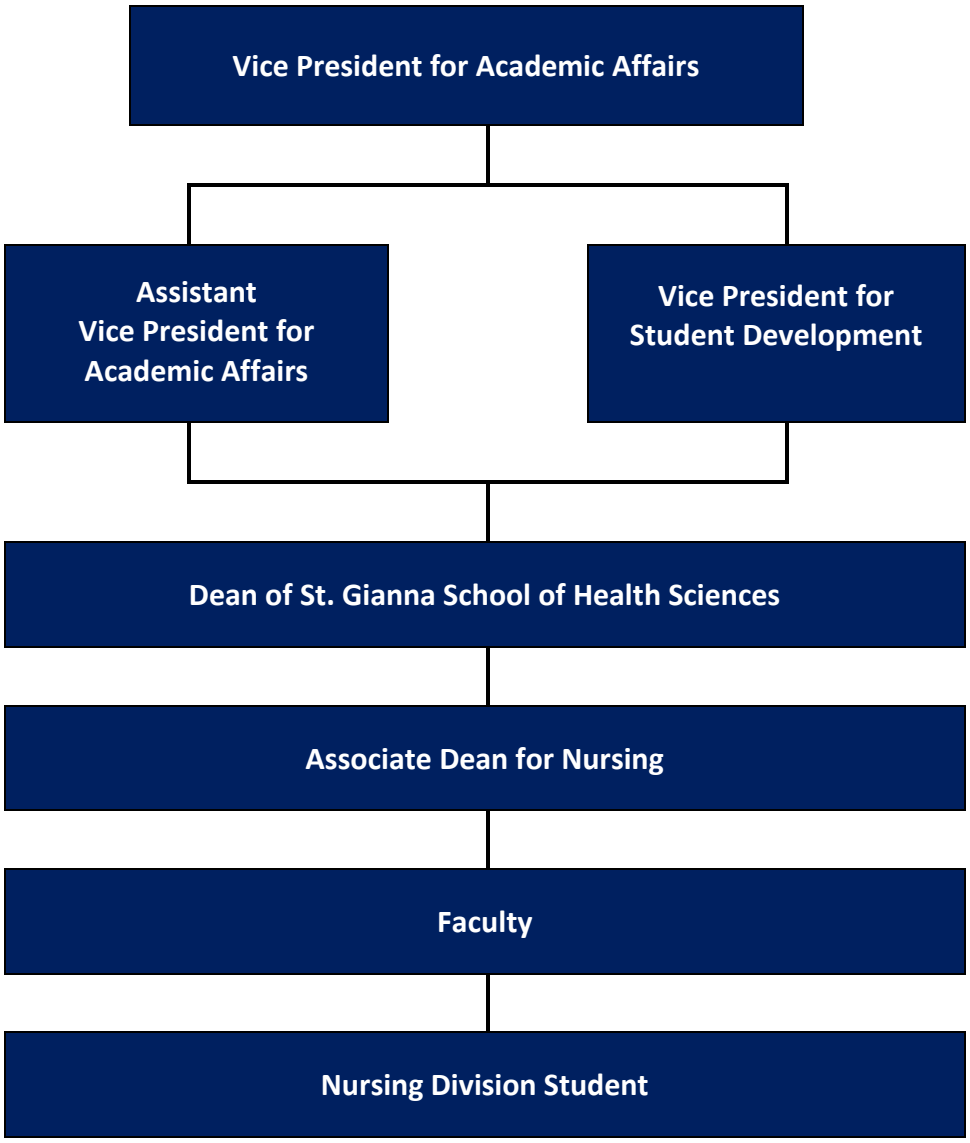
# Saint Gianna School of Health Sciences **Division of Nursing**

## Organizational Chart




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

# Channels of Communication
# Student/Faculty




*Rev. 5/10; 5/22*

# Undergraduate Nursing Advisory Board
# Operational Principles

**Purpose**

The primary purpose of the University of Mary Undergraduate Nursing Advisory Board is to advise the University of Mary Undergraduate 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.

The goals of the University of Mary Undergraduate Nursing Advisory Board 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 undergraduate 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 Undergraduate Nursing Programs

**Membership**

- Members of the Board shall consist of 6-10 people selected from the community at large.
- Members are chosen by the Undergraduate Nursing Faculty 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 Nursing Division Assistant shall take notes from the meeting.

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

**Meetings**

A regular meeting of the Undergraduate Nursing Advisory Board is 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*

# Physical and Mental Requirements to Provide Safe Patient Care

## Gross Motor Skills

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

## Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

## Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)
- Maintain physical tolerance without requiring prescribed narcotics
- Push and pull 25 pounds (e.g., position clients)
- Support 25 pounds of weight (e.g., ambulates client)
- Lift 25 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative client
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client) Squeeze with hands (e.g., operate fire extinguisher)

## Mobility

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

## Hearing

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used) Hear auditory alarms (e.g., monitors, fire alarms, call bells)

## Visual

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, and bed)
- Distinguish color intensity (e.g., flushed skin, and skin paleness)

## Tactile

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)

## Smell

- Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

## Reading

- Read and understand written documents (e.g., policies, protocols)

## Arithmetic Competence

- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, and pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

## Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing, environment/stress
- Deal with the unexpected (e.g., client going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

## Analytical Thinking

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long term memory
- Use short term memory

## Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

## Interpersonal Skills

- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers

## Communication Skills

- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report on client's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)

*Source: National Council of State Boards of Nursing Inc.*

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

## Statement Regarding Reasonable Accommodations:

*Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. Applications need not be in writing. For further information, contact Dr. Lynn Dodge, Coordinator of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701)355-8264 or ljdodge@umary.edu; or log on to: http://www.umary.edu/accessibility*

*10/18*

I verify I meet the above stated criteria for Physical and Mental Requirements to Provide Safe Patient Care for Students, Faculty & Preceptors. If, for any reason, I am unable to meet the above requirements, University of Mary Nursing Division Faculty will be notified to ensure appropriate referral.

_____ _____

Signature of Student/Faculty/Preceptor Date *7/12*

# Physical Examination/Health History

Student Name _____

Height _____ Weight _____Temperature _____ Blood Pressure _____/_____ Pulse _____bpm

## Physical Examination:

**Must be completed by a *physician, nurse practitioner, or physician assistant* within the last 12 months.**

| Physical | Normal | Abnormal Findings/Nots |
|---|---|---|
| Respiration | | |
| Eyes /Ears /Nose /Throat | | |
| Teeth | | |
| Neck | | |
| Lymph Nodes | | |
| Lungs | | |
| Breasts | | |
| Heart | | |
| Abdomen | | |
| Spine & Back | | |
| Extremities | | |
| Skin | | |
| Genetalia (Male…hernia) | | |
| Reflexes | | |
| Mental Status | | |
| Motor | | |
| Sensory | | |

## Past Health History: (Comment on all that apply)

Accident or Injuries:

Serious or Chronic Physical and Mental Illness:

Hospitalizations/Surgeries:

Allergies: (Specify)

**Agency:_____**

Examiner signature**:_____ Date: _____**

# Annual Questionnaire for Known Positive TB Reactions

Please complete the following brief questionnaire and return to Sue Sande.

1. When was your last chest x-ray? (A new chest x-ray is required annually) _____
2. Did you receive preventative medicine (such as INH) when you first became a positive reactor?
   Yes_____ No_____
   a. If yes, when did you receive the treatment and how long did you take the treatment?
   _____
   _____
   b. If not, why not? _____

Have you experienced any of the following symptoms not associated with a specific illness (i.e. cold or flu) and lasting three weeks or longer?

| | | YES | NO |
|---|---|---|---|
| 1. | Persistent cough | ____ | ____ |
| 2. | Coughing up blood | ____ | ____ |
| 3. | Persistent low-grade fever | ____ | ____ |
| 4. | Night sweats | ____ | ____ |
| 5. | Unexplained loss of appetite/weight loss | ____ | ____ |
| 6. | Swollen glands, usually in the neck | ____ | ____ |
| 7. | Weakness/fatigue | ____ | ____ |

Please explain any "yes" answers to numbers 3-9 here:

_____
_____
_____

If you answered "yes" to any of the questions (#3-9), you must consult your primary health care provider to determine the need for TB treatment. You must provide documentation of treatment or a statement assuring absence of Active TB signed by a healthcare provider before you can engage in nursing practice.

By signing my name, I acknowledge that I have answered all of the questions on this page honestly and accurately.

Name:_____ Date:_____

*Dev. 3/14; rev. 8/17*

# Dress Code for Clinical Practice

## Philosophy

Appearance reflects pride in self, profession, and the University. The faculty reserves the right to require that students change clothing if judged inappropriate.

## Attire

- Nursing Student Assignment Attire: Any time students enter the medical facility as a student, they are to wear blue scrubs or their community attire.
- The standard attire for undergraduate University of Mary nursing students in the acute care nursing practice setting is a royal blue scrub/uniform pants and optional white lab coat, or royal blue cover-up jacket. Uniforms must be wrinkle free, smoke free, and must be at a length where they do not touch the floor. Requests for alternative attire will be handled on a case-by-case basis. Inquiries will be directed to the course coordinator.
- The standard attire for undergraduate University of Mary nursing students in community practice sites will be khaki or black dress pants (no jeans) and a royal blue polo shirt with the University of Mary logo and "nursing division" in the upper left corner. Requests for alternative attire will be handled on a case-by-case basis. Inquiries will be directed to the course coordinator.
- Clean shoes, including athletic shoes, are to be worn in all nursing practice areas. For safety reasons, shoes must be closed toe and enclosed heel in all practice settings. Shoes must have a professional look, be sturdy, and be neutral in color.
- Specific sites may vary from this uniform for specific reasons and will inform the student of this before the nursing practice experience.
- Based on nursing practice facility policy or faculty judgment, students may be required to remove jewelry from multiple piercings and/or cover visible tattoos.
- Guidelines for professional attire (non-uniform):

| Appropriate | Inappropriate |
|---|---|
| • Dress pants<br>• Skirts or dresses (knee length or longer)<br>• Minimal jewelry | • Jeans<br>• Skirts, dresses, or shorts shorter than knee length<br>• Skinny jeans, jeggings/leggings or tight fitting knit pants<br>• Sweat suits or yoga pants<br>• T-shirts or sweatshirts, midriff showing tops, NO LOGOS<br>• Dangling earrings<br>• Shorts, cropped or Capri pants<br>• Bib overalls<br>• See-through pants or blouses<br>• Colored underwear under white pants<br>• Sleeveless, strapless, midriff, or low-cut tops |

## Name Tags

All students must wear the University of Mary Division of Nursing photo nametag or facility provided identification at all times in the practice setting (unless otherwise instructed). The nametag must be positioned within 18" of the face to ensure visibility. Nothing is to be appended to the nametag.

## Jewelry/Tattoos/Piercings

Wearing jewelry must not interfere with patient or student safety. Minimal use of jewelry is recommended. No visible tattoos are allowed. Options for covering tattoos include clothing, makeup (such as Derma blend), or band aids. Tattoo removal is also an option. Piercings are limited to ears only. Earrings limited to small posts or hoops. Rings are limited to wedding sets only.

## Cologne

Wearing cologne or perfume including, but not limited to lotions and creams, is not allowed.

## Hygiene

- Nails should be short enough to do a competent physical examination, clean and manicured.
- Hair should be neat and controlled.
- Good oral hygiene is necessary (no smoking) prior to clinical experience for patient comfort.

*Revised 11/07; 5/10; 1/11; 12/12; 5/18*

# Personal Injury Liability Waiver

The University of Mary 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 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 because 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 follow all agency policies regarding the injury.

**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 because of nursing practice experiences.**

Student Signature: _____ Date: _____

Student name (printed): _____

*Stud Dev 02; 09*

# INFORMATION ON PERSONAL PROTECTION FROM INJURY

| TOPIC | DISCUSSION |
|---|---|
| **Handwash (Antibacterial hand cleanser may be used if there is no obvious soiling)** | To be performed before and after direct client contact and after touching contaminated articles, after glove removal for at least 10 seconds with soap. |
| **Personal Protective Equipment** | •Goggles/face shield must be used whenever spraying of blood or body fluids is anticipated.<br>•Gowns must be used if soiling on your own clothing is anticipated. Gowns are to be discarded immediately after use in proper receptacle.<br>•Masks are indicated for patients with respiratory illness. Special high filtration masks are indicated for patients with tuberculosis. |
| **Linen** | All used linen is placed in clear plastic laundry bags and secured by tying shut. |
| **Lab Specimens** | Must be placed in a labeled container with lid securely closed, then place in clear plastic bag. Do not send specimen with needle attached. |
| **Universal or Standard Precautions** | Treat all blood and body fluids as if infectious |
| **Needles and Syringes** | Needles must not be bent, broken, or recapped (unless a one-handed technique is used). Needles and syringes must be deposited in puncture resistant containers. Containers must not be over-filled. Use needleless systems whenever possible to avoid needlestick injuries. |
| **Food, Beverages, Application of Cosmetics** | Prohibited in work areas when there is potential for exposure to blood or body fluids. |
| **Blood Spills** | Must be cleaned with a 1:10 concentration of bleach and water or prepared disinfectant. A one minute contact time is sufficient to kill HIV. |
| **Broken Glassware** | Clean by using mechanical means such as brush and dustpan, tongs or forceps. |
| **Regulated waste** | Any liquid or semi-liquid blood or other potentially infectious materials need to be placed in a red bag, or double-bagged for disposal. |
| **Environmental Hazards** | Students must be aware of allergies and sensitivities and take the proper precautions to prevent exposure to them. Students also need to take proper action to prevent/minimize exposure to hazardous materials such as radiation (x-ray) by using proper shielding and limiting exposure time, radioactive dye, cleansers, latex, and anesthetic gases. Pregnant students need to avoid clients with infectious disease. |
| **Falls or muscle injury** | Proper body mechanics must be always practiced. Adequate personnel must be present for transport or ambulation of clients. |
| **Assault** | Adequate personnel must be present to control and care for combative clients. Students should not go into potentially dangerous situations alone. |

# DISCLOSURE FORM

The University of Mary, Division of Nursing requires that all applicants provide information concerning any past felony or misdemeanor records.

While an investigation, arrest, charge, or conviction would not necessarily prevent an applicant from being accepted or enrolled in the nursing program, failure to provide such information would warrant dismissal if the information were later revealed, thus indicating that the applicant had falsified the report.

As part of the application process and annually each fall, you must answer, sign, and submit as part of your formal records the following questions. Thank you for compliance with this policy.

**1. Have you ever been investigated, arrested, charged, or convicted for a felony or misdemeanor/appeared in court for anything other than a traffic violation?***

*All investigations, arrests, charges, or convictions must be reported. This includes misdemeanors, felonies, DWI and DUI. Exceptions include minor traffic offenses not related to the use of drugs or alcohol. Crimes must be reported even if they result in a suspended or deferred imposition of sentence or if the charges were dismissed. You do not need to report the arrest, charge or conviction if the crime occurred as a minor, has been expunged.

Yes_____ No_____

If you answered yes to the above question, please provide detailed explanation on a separate sheet.

**2. Have you ever been investigated and/or disciplined by a Board of Nursing?**

Yes_____ No_____

If you answered yes to the above question, please provide detailed explanation on a separate sheet.

**3. Have you ever been investigated and/or disciplined as a CNA, CMA, or other health related position?**

Yes_____ No_____

If you answered yes to the above question, please provide detailed explanation on a separate sheet.

All prior or current disciplinary actions against any certificate or professional license must be reported whether it occurred in North Dakota or in another state or country.

I hereby certify that the information above is true and complete. I understand that if the background check is found to be other than stated above, it is sufficient cause for rejection or dismissal of my application to the Division of Nursing. I give permission to release this information and information received on my background check to affiliated nursing practice agencies. I will inform the Associate Dean of Nursing of any changes in the above reported information during the academic year.

Print Name: _____

Signature: _____Date: _____

*Rev. 10/07; 5/08; 10/09*

CastleBranch
University of Mary
How to Place Order
Welcome to myCB
To place your order go to:
https://portal.castlebranch.com/UJ15
Package Name (if applicable):
Package Code: UE68 – Background Check
Package Code: UE68mu – Makeup Background Check
Place Order
Select Program
Select package
To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:
View order results
Upload documents
Manage requirements
Place additional orders
Complete tasks
Please have ready personal identifying information needed for security purposes.
The email address you provide will become your username.
Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com

# Professional Behavior Contract

The following behaviors are expectations of a professional nurse and are necessary for your success in this program. These behaviors reflect active practice of the Benedictine values of respect, community, hospitality, moderation, and service which are integral to the practice of nursing. They are also integral to successful acquisition of the core competences of Spirituality and Ethics, Global Stewardship, Communication and Critical Thinking.
Continued commitment to and growth in these areas will be evaluated throughout the program through written and oral communication, classroom observation, nursing practice evaluation, and university sanctioned experiences and events.

## Responsibility:

- Timeliness and full participation for classes, nursing practice experiences, appointments, and submission of assignments.
- Timely communication with appropriate faculty for unavoidable delays or absences and negotiation for make-up work.
- Accept responsibility for own actions.

## Excellence:

- A commitment to self-directed learning (daily review of course material, reading of assignments).
- Providing the best possible effort and always striving for growth and improvement.

## Attitude:

- The Benedictine values of respect for persons, hospitality, moderation, community, prayer, and service will guide all actions.
- Courtesy, positivity, and flexibility.

## Integrity:

- Honesty, truthfulness, forthrightness, and trustworthiness.
- Diligence and accountability.

## Communication:

- Confidentiality in all patient situations.
- Professional level written communication skills.
- Respectful, timely and courteous communication with appropriate persons regarding any issue involving the nursing program, making appointments as needed and following the chain of communication.
- Respond to electronic communications via email or the learning management system within 48 hours.
- Professional use of multimedia is expected (Facebook, Twitter, taping, etc.).

## Respect:

- Acknowledge others
- Listen
- Speak kindly
- Respect personal physical space
- Respect other people's time
- Display gratitude

## Civility in Nursing Education:

The University of Mary values the students' right to learn and the faculty's right to teach and believes in the freedom of expression. To foster teaching and learning, proper environments are necessary. As our learning community becomes increasingly diverse and global, it is important to establish a criterion that encourages openness to wide-ranging viewpoints.

Examples of civil behavior include, but are not limited to the following:

- Engaging in respectful dialog with peers and faculty

- Informing faculty in advance of any special circumstances
- Timeliness
- Active participation in all learning environments
- Abide by the University of Mary's Academic Honesty Code (Link Academic Honesty Code)

University of Mary undergraduate nursing faculty expect civil/professional behavior. If expected professional behaviors are not demonstrated, consequences appropriate to the level of the offense/infraction will be enacted. Examples include, but are not limited to:

- Faculty conference (Initiate Unprofessional Behavior Form)
- Behavioral contract
- Dismissal

I have read and understand my responsibilities as a member of this learning program.

_____

Signature

_____

Date

*10/14;* 03/22

## HIPAA CONFIDENTIALITY & PRIVACY OATH

I _____(print full name),promise to hold confidential, verbal, and written information received through observations of, direct contact with, or written and verbal material about, individuals who are recipients of services from health care providers. 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 individuals who are a part of my learning experience, directly or indirectly, including other professionals, families, student peers, and support staff.

I acknowledge a receipt of the University of Mary's policy for HIPAA Business Associate Agreements. I further acknowledge that I have read and understand the policy and I agree to abide by its terms.

**Student Signature: _____**

**Student Name: (printed) _____**

**Date: _____**

## PICTURE IDENTIFICATION REFUSAL FORM

I _____ (print full name), decline to have my digital photograph placed on course websites in the Division of Nursing at the University of Mary. I may choose to have my picture uploaded in the future by informing the secretary for the Division of Nursing at any time. I understand that not having my picture on the website will have no effect on my academic or clinical progress at the university.

_____
Signature

_____
Date

*Dev. 12/07*

# UNIVERSITY OF MARY
# SIMULATION CONFIDENTIALITY AGREEMENT

**SIMULATION MISSION STATEMENT:**
The University of Mary offers high quality, student-centered simulated clinical experiences. Within the simulation lab, the simulation team creates a safe environment, while utilizing high-fidelity simulators where students engage in the practice of nursing skills, evidence-based practice, informatics, professional standards, collaboration, provision of patient centered are, and interprofessional communication. The University of Mary nursing simulation experiences seeks to enhance the quality healthcare and patient safety.

During your participation in simulation exercises at the University of Mary, you will be both an active participant in patient care scenarios and an observer of others involved in similar situations (either in real time or on videotape). Participants are required to maintain strict confidentiality regarding both their own performance and the performance of others, whether witnessed in real time or on videotape. It is unethical to share information regarding others' performance outside the simulation setting.

While you are free to discuss in general terms the technical and behavioral skills acquired and practiced during simulation, you are required to maintain strict confidentiality regarding the specific scenarios to which you are both directly and indirectly exposed. The development of challenging scenarios is extremely labor intensive and any foreknowledge by participants of what is to be presented to them will defeat the purpose of this type of education.

I acknowledge I fully understand the sharing of confidential information is prohibited and I may receive an Unsatisfactory on my nursing practice evaluation tool if I violate this agreement. I will behave in a professional manner and demonstrate respect for the University of Mary's value for confidentiality, integrity, and human dignity always.

By signing below, I acknowledge I have read and understand this statement and agree to maintain the strictest confidentiality about the performance of individuals and the details of scenarios to which I am exposed.

**Signature:_____ Date _____**

**Print name: _____**

*Rev.11/17*

# Verification of Receipt
# of Undergraduate Nursing Handbook

I, _____
(print first and last name),
have received and read a copy of the

## Undergraduate Nursing Student Handbook for 2023-2024

(October 2023)

I understand that I am responsible for the information contained within this document. I will abide by the policies, guidelines, and procedures as stated. I also understand that at any time the Department of Nursing may adapt, delete, add and/or otherwise modify contents within this document. When content changes are made to the **Undergraduate Nursing Handbook** by the Nursing faculty, I will be notified in writing and asked to replace the current information with new or revised information.

Concerning the **Undergraduate Nursing Handbook**, I also acknowledge that it contains information that is helpful to me as a new student in the Nursing Program, but that it also contains information about my academic and professional progress as a nursing student. Therefore, since this may be the only source of such information and will be referred to by Nursing faculty, I will keep this **Undergraduate Nursing Handbook** safe but available for use throughout my enrollment in the Nursing Program.

_____ _____

Signature Date