



UNIVERSITY
of MARY

Undergraduate

NURSING

**STUDENT HANDBOOK
2024-2025**

**University of Mary
Saint Gianna School of Health Sciences
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
<https://www.aacnnursing.org/ccne-accreditation>

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

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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.

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Welcome 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, DNP, APRN, FNP-C, FAANP
Associate Dean, Nursing

for Life.

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 across 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.

Rev 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.

Rev 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* found in Appendix A.

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 board, 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 Appendix B.

Competencies & Outcomes

Undergraduate University 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 3/13

Professional Nursing Standards

Working from the cornerstones of the University, the Saint Gianna School of Health Sciences (SGSHS) 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.

North Dakota 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 Nursing Division Traditional Nursing program, transfer requirements, and curriculum requirements.

Academic Progression Requirements in the Traditional Nursing 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.

Graduates of the nursing program are eligible to take the NCLEX RN exam to obtain licensure through the National Council of State Boards of Nursing.

Rev 7/10, 5/11, 2/14, 5/14, 8/17, 12/17, 4/21, 9/23, 7/24, 9/24

Progression Requirements Necessary to Begin Nursing Practice Courses (i.e., NUR 326)

- All nursing prerequisite courses must be successfully completed before beginning nursing practice coursework. Once admitted, students must earn a grade of C or higher in nursing courses and any remaining courses required for the nursing major to continue in nursing practice courses.
- Up to date immunizations. Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).
- American Heart Association Basic Life Support (BLS) Provider (two-year certification) and must be maintained through completion of the program.

Rev 7/10, 5/11, 2/14, 5/14, 8/17, 12/17, 4/21, 9/23, 7/24, 1/25

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 Chair of the Nursing Admission and Progression Committee 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, Rev 7/24

Progression After Absence from the Traditional Nursing Program

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. In this scenario, the student will be subject to any curricular changes that have occurred during their absence. The student must make a written request to the Chair of the Nursing Admission and Progression Committee to be considered for program continuation. The committee chair 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, Rev 7/24

Senior Level Progression Policy

Senior final semester students must participate, in full, the ATI Live/Virtual Review. If a student fails a senior level nursing course in their final semester, while taking NUR 459, the student will be required to either:

1. Enroll in a Special Topics course, which will include an ATI Live/Virtual Review, concurrently with the repeated nursing course,
- OR** 2. The student may take a WP/WF/F in NUR 459 and retake NUR 459 concurrently with the repeated nursing course.

Dev 8/19, Rev 9/23, 7/24, 9/24

Change to Plan of Study

Any student who would like to change their plan of study for any reason must submit a [Request to Change Plan of Study](#) to the Admissions and Progressions Committee. Prior to submission of request, the student is required to meet with their academic advisor to update their academic plan in J1 Web. Requests are not guaranteed and are granted on a space available basis. If approved, the plan will remain as edited, if not approved, the plan will be restored to its previous state.

Dev 8/24

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 (must be American Heart Association Health Care Provider certification and current certification is required to be maintained through graduation)
- Up to date immunizations. Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).

And complete the follow documents:

- Disclosure form (Appendix C)
- Physical and Mental Requirements form (Appendix D)
- Professional Behavior Contract (Appendix E)

Rev 12/17, 7/10, 4/11, 5/14, 3/21, 9/24, 12/24

Dismissal from the Traditional Nursing Program

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

A student will be dismissed from the Nursing Program for either of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course

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

- 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

Students who wish to appeal any academic progression or dismissal decision are instructed to follow the Grievance Procedures and Responsibilities Policy as found on page 30 of this handbook.

Rev 7/10, 5/18, 9/22, 7/24

Request for Readmission after Dismissal from the Traditional Nursing Program

If a student has been dismissed from the nursing program and 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, Rev 7/24

Nursing Academy Program

Baccalaureate Nursing Curriculum

Applicants and enrolled students are referred to the [University Catalog](#) for information related to requirements for application/admission to the Nursing Division Nursing Academy program, and curriculum requirements.

Academic Progression Requirements in the Nursing Academy Program

- Continuous progression, following the Nursing Academy eight consecutive semesters (2.6 year-round) program of study, is required.
- Students must earn a grade of C or higher in nursing prerequisite courses with evidence of not more than one repeat in a single nursing prerequisite course or repeat of more than two unique nursing prerequisite courses in which a student received a C- or WF (includes all alternate course selections and approved substitutions). The highest earned grade will be considered. Students falling outside of this parameter will be considered on a case-by-case basis and is dependent on the ability to progress within the Nursing Academy eight consecutive semesters (2.6 year-round) program of study and remain on track with progression to graduation.
- Once beginning nursing practice coursework, students must successfully pass each semester of nursing courses prior to enrolling in subsequent nursing semesters.
- Students may only repeat one NUR course. Repeated classes also include those from which a student has withdrawn (WF). Permission to continue will be granted or denied based on the circumstances related to the failure, the ability to progress within the Nursing Academy eight consecutive semesters (2.6 year-round) program of study, and space availability in the program of study.
- Graduates of the nursing program are eligible to take the NCLEX RN exam to obtain licensure through the National Council of State Boards of Nursing.

Dev 3/24; Rev 9/24

Progression Requirements Necessary to Begin Nursing Practice Courses (i.e., NUR 326)

- All nursing prerequisite courses must be successfully completed with a grade of C or higher with the exception of [MAT 103](#) which will be taken concurrently with [NUR 326](#).
- Must have a 3.0 or higher GPA in at least 21 credits required for the nursing major which must include a minimum of 2 science courses.
- Grade of "C" or higher in nursing prerequisite courses and official transcripts for transferred credits.
- Successful completion of all attempted prerequisite courses.
- Evidence of not more than one repeat in a single nursing prerequisite course or repeat of more than two unique nursing prerequisite courses in which a student received a C- or WF (includes all alternate course selections and approved substitutions). The highest earned grade will be considered. Students falling outside of this parameter will be considered on a case-by-case basis. One progression determinant will be based on the ability to progress within the Nursing Academy eight consecutive semesters (2.6 year-round) program of study and remain on track with progression to graduation.
- Students who withdraw from courses due to nonacademic reasons may request consideration for progression.
 - *Dependent on the ability to progress within the Nursing Academy eight consecutive semesters (2.6 year-round) program of study and remain on track with progression to graduation.*
- Students must earn a grade of C or higher in nursing courses and any remaining courses required for the nursing major to continue in nursing practice courses.
- Documentation of physical assessment, health history, current immunizations, and criminal background checks must be submitted through www.castlebranch.com.
 - Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).

- Completed online documentation including signed Certified Background Check disclosure form (Appendix C), signed Physical and Mental Requirements form (Appendix D), and signed Professional Behavior Contract (Appendix E).
- American Heart Association Basic Life Support for Health Care Professionals Certification® (two-year certification) must be achieved prior to entry into nursing practice coursework and maintained through completion of the program.

Dev 3/24; Rev 9/24, 12/24

Senior Level Progression Policy

Senior final semester students must participate, in full, the ATI Live/Virtual Review. If a student fails a senior level nursing course in their final semester, while taking NUR 459, the student will be required to either:

1. Enroll in a Special Topics course, which will include an ATI Live/Virtual Review, concurrently with the repeated nursing course,
- OR** 2. The student may take a WP/WF/F in NUR 459 and retake NUR 459 concurrently with the repeated nursing course.

Dev 8/19; Rev 9/23, 7/24, 9/24

Dismissal from the Nursing Academy Program

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

A student will be dismissed from the Nursing Program for either of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course

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

- 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

Students who wish to appeal any academic progression or dismissal decision are instructed to follow the Grievance Procedures and Responsibilities Policy as found on page 30 of this handbook.

Rev 7/10, 5/18, 9/22, 7/24

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 Nursing Division Accelerated Second Degree BSN Program, transfer requirements, and curriculum requirements.

Admission to the Accelerated Second 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 (Appendix E)
- 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

Academic Progression Requirements in the Accelerated Second 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).

Rev 11/19, 3/21

Progression Requirements Necessary to Begin Nursing Practice Courses (i.e., NUR 326)

- All nursing prerequisite courses must be successfully completed before beginning nursing practice coursework. Once admitted, students must earn a grade of C or higher in nursing courses and any remaining courses required for the nursing major to continue in nursing practice courses.
- Up to date immunizations. Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).
- American Heart Association Basic Life Support (BLS) Provider (two-year certification) and must be maintained through completion of the program.

Rev 7/10, 5/11, 2/14, 5/14, 8/17, 12/17, 4/21, 9/23, 7/24, 1/25

Senior Level Progression Policy

Senior final semester students must participate, in full, the ATI Live/Virtual Review. If a student fails a senior level nursing course in their final semester, while taking NUR 459, the student will be required to either:

1. Enroll in a Special Topics course, which will include an ATI Live/Virtual Review, concurrently with the repeated nursing course,
- OR** 2. The student may take a WP/WF/F in NUR 459 and retake NUR 459 concurrently with the repeated nursing course.

Dev 8/19, Rev 9/23, 7/24, 9/24

Change to Plan of Study

Any student who would like to change their plan of study for any reason must submit a [Request to Change Plan of Study](#) to the Admissions and Progressions Committee. Prior to submission of request, the student is required to meet with their academic advisor to update their academic plan in J1 Web. Requests are not guaranteed and are granted on a space available basis. If approved, the plan will remain as edited, if not approved, the plan will be restored to its previous state.

Dev 8/24

Transfer, Progression, and Readmission Requirements

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

And complete the follow documents:

- Disclosure form (Appendix C)
- Physical and Mental Requirements form (Appendix D)
- Professional Behavior Contract (Appendix E)

Rev 11/19, 3/21, 9/24, 12/24

Dismissal from the Accelerated Second Degree BSN Program

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

A student will be dismissed from the Nursing Program for either of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course

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

- 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

Students who wish to appeal any academic progression or dismissal decision are instructed to follow the Grievance Procedures and Responsibilities Policy as found on page 30 of this handbook.

Rev 7/24

Request for Readmission after Dismissal from the Accelerated Second Degree BSN Program

If a student has been dismissed from the nursing program and 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, Rev 7/24

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 Nursing Division LPN to BSN Program, transfer requirements, and curriculum requirements.

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 (Appendix F)
- CPR certification (American Heart Association Health Care Provider)
- Up to date immunizations. Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).
- Signed Disclosure form (Appendix C)
- Signed Physical and Mental Requirements form (Appendix D)
- Current unencumbered, US issued, LPN/LVB license

Rev 10/17, 3/21, 4/21, 12/24

Academic Progression Requirements 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.

Rev 4/21, 9/23

Progression Requirements Necessary to Begin Nursing Practice Courses (i.e., NUR 326)

- All nursing prerequisite courses must be successfully completed before beginning nursing practice coursework. Once admitted, students must earn a grade of C or higher in nursing courses and any remaining courses required for the nursing major to continue in nursing practice courses.
- Up to date immunizations. Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).
- American Heart Association Basic Life Support (BLS) Provider (two-year certification) and must be maintained through completion of the program.

Rev 7/10, 5/11, 2/14, 5/14, 8/17, 12/17, 4/21, 9/23, 7/24, 1/25

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 Chair of the Nursing Admission and Progression Committee 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, Rev 7/24

Senior Level Progression Policy

Senior final semester students must participate, in full, the ATI Live/Virtual Review. If a student fails a senior level nursing course in their final semester, while taking NUR 459, the student will be required to either:

1. Enroll in a Special Topics course, which will include an ATI Live/Virtual Review, concurrently with the repeated nursing course,

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

Dev 8/19, Rev 7/24, 9/24

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 (must be American Heart Association Health Care Provider certification and current certification is required to be maintained through graduation)
- Up to date immunizations. Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).

And complete the follow documents:

- Disclosure form (Appendix C)
- Physical and Mental Requirements form (Appendix D)
- Professional Behavior Contract (Appendix E)

Rev 7/10, 4/11, 5/14, 9/24, 12/24

Dismissal from the LPN to BSN Program

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

A student will be dismissed from the Nursing Program for either of the following reasons:

- Unsatisfactory completion of two nursing courses
- Unsatisfactory completion of a repeated nursing course

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

- 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

Students who wish to appeal any academic progression or dismissal decision are instructed to follow the Grievance Procedures and Responsibilities Policy as found on page 30 of this handbook.

Rev 9/16, 5/18, 7/24

Request for Readmission after Dismissal from the LPN to BSN Program

If a student has been dismissed from the nursing program and 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 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, 7/24

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 Nursing Division RN to BSN Program, transfer requirements, and curriculum requirements.

Academic 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 prior to enrolling in NUR 479 Professional Nursing II.

Rev 10/10, 8/17, 4/18, 9/23, 9/24

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:

- Failure to meet University academic progression requirements
- 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

Rev 10/10, 4/18, 9/24

Readmission 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 been dismissed from the nursing program and 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 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, 7/24

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 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, 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 competencies 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
- Accountability

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/infracton will be enacted. Examples include, but are not limited to:

- Faculty conference
- **Success Plan Contract to Address Academic or Professional Behavior Challenges**
- Dismissal

Students are required to sign a Professional Behavior Contract with their application for admission to the program and each semester thereafter (Appendix E).

10/14, 3/22, 9/24

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>

Rev 4/21

Success Plan Contract to Address Academic or Professional Behavior Challenges

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 **Success Plan Contract to Address Academic or Professional Behavior Challenges**. 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, Rev 9/24

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 **Success Plan Contract to Address Academic or Professional Behavior Challenges** 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, 9/24

Grading Scale

In Figure 1 below, you will find the Division of Nursing Grading Scale. **Note:** Per division policy, grades will not be rounded.

Figure 1
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

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.

Rev 4/02, 1/14, 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, Rev 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 or University exit.
- Students and faculty are able to access past coursework/assignments through CANVAS.

Rev '84, '09, '10, 7/24

Classroom Policies

Student Rights

Please refer to the [University Catalog](#): Family Education and Rights and Privacy Act for information regarding student rights.

2/11

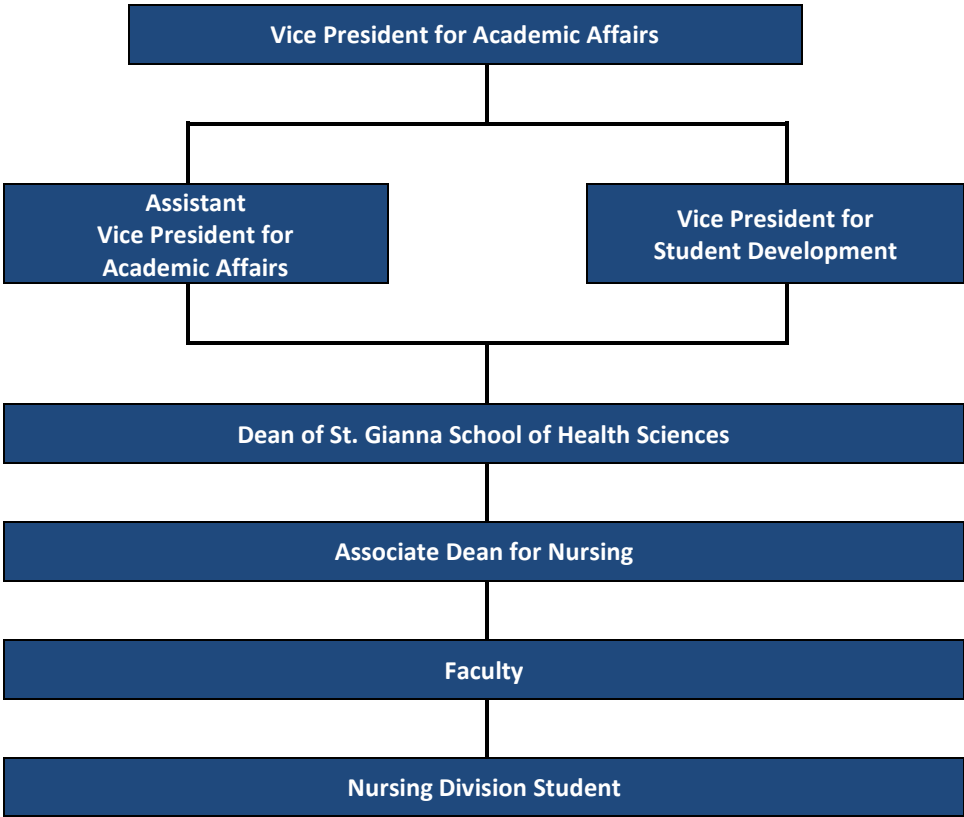
Grievance Procedures and Responsibilities

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 (Figure 2) 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.

Figure 2
Channels of Communication Chart



Dev. 2/11, Rev 8/23

Accommodations

Students who have been granted testing accommodations must utilize those accommodations for every applicable testing situation.

Students must provide an accommodation 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 of those faculty member/s. 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

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.

Class

For class attendance refer to the current University Catalog. Individual course attendance policies may be established.

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 monetary charge that is the responsibility of the student.

Rev '98, 9/24

Lab

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.

Dev 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.

Dev 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 most current edition of the Publication Manual of the American Psychological Association (APA) serves accepted writing style. 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 dismissal 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 external webcam and microphone.
- Students, when accessing Honorlock in Canvas, will be prompted, and are required to install the Honorlock Chrome Extension.
- Students must have a stable internet connection and ensure their computer is fully charged and plugged into a wall source.
- Students must be alone in a room that has a door that can be closed. The student will be required to show photo ID and scan the area to make sure it is free from books, notes, or other resources. The scan must include the 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

Rev 4/18, 4/21, 9/22, 9/24

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.

Dev 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.

Dev 5/09, Rev 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.

Rev 3/13, 12/17, 5/18, 4/21, 9/24

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, Rev 2/18, 4/21

Student Photos

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.

Nametags

All students are required to have a head and shoulder photograph taken when enrolled in NUR 242. This photograph will be used for the nametags to be used by students during nursing practice experiences associated with University of Mary Division of Nursing program requirements.

Rev 5/10, 2/18, 9/24

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 <https://www.umary.edu/info-current-students>. Hard copies of the handbook are available at the Student Development office located in the Benedictine Center.

2/11, Rev 5/18, 9/24

Policy on Breastfeeding Infants

To promote and support breastfeeding, the Division of Nursing will allow breastfeeding 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, Rev 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.

Reviewed 9/24

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], 3) Attendance, and 4) 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.

Dev 9/23, Rev 1/25

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 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 feedback from 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 in a nursing practice 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.

Rev '01, 9/23, 9/24

Errors and Near Misses in Student Clinical Experiences Policy

The University of Mary is committed to ensuring the highest standards of safety and quality in nursing education. To promote a culture of learning and improvement, this policy outlines the procedures for tracking errors and near misses during student clinical experiences. This process aims to identify areas for system and educational improvements, enhance student learning, and ensure safety of patients, staff, students, and faculty.

Purpose

The purpose of this policy is to:

1. Establish a standardized process for reporting errors and near misses.
2. Foster a culture of transparency and continuous improvement.
3. Implement corrective actions and educational interventions based on identified trends.

Definitions

- **Error:** An unintended act or omission that leads to a deviation from expected outcomes in clinical practice.
- **Near Miss:** An incident that could have resulted in harm but did not, either by chance or timely intervention.

Scope

This policy applies to all undergraduate nursing students engaged in clinical experiences, faculty members, and clinical preceptors.

Procedures

I. Reporting Errors and Near Misses

A. Immediate Reporting:

1. Students must verbally report any errors or near misses immediately to their clinical instructor and, if applicable, to the supervising healthcare professional (preceptor).
2. Policy and procedures related to errors and near misses of the respective clinical institution will be followed.

B. Documentation:

1. Students will complete a Division of Nursing Incident Report Form within 24 hours of the incident detailing:
 - a) Student first and last name.
 - b) Clinical instructor/preceptor first and last name.
 - c) Date and time of the incident.
 - d) Associated clinical course and location.
 - e) Description of the error or near miss.
 - f) Contributing factors (e.g., environmental, communication).
 - g) Immediate actions taken.
 - h) Any outcomes or patient impact.
 - i) Student's reflection of learning related to error or near miss

II. Review and Analysis

A. Initial Review:

1. The clinical instruction committee chair will review the incident report within 72 hours and route to respective clinical instructors.
2. The associated course or clinical faculty will initiate a [Success Plan](#) to Address Academic or Professional Behavior Challenges.

B. Data Analysis:

1. All reported incidents will be compiled and categorized (e.g., medication errors, communication failures, procedural errors) to identify trends.

C. Monthly Review Meetings:

1. The clinical instruction committee will meet monthly to analyze the aggregated data from incident reports.
2. The committee will identify patterns, root causes, and potential system failures.
3. The committee will report findings and offer curricular recommendations annually during programmatic assessment unless findings require a timelier intervention.

III. Curricular Action and Improvement

A. System Improvements:

1. Recommendations for systemic changes will be submitted to the nursing program curriculum committee for consideration, including:
 - Adjustments to clinical protocols.
 - Revisions to didactic and/or lab course content.
 - Improvements in communication processes within clinical settings.
 - Enhanced supervision or mentorship models.

IV. Confidentiality and Non-Punitive Environment

A. Confidentiality:

1. All reports of errors and near misses will be treated confidentially. Identifying information about the student and healthcare personnel will not be disclosed in any reports or discussions.

B. Non-Punitive Approach:

1. This policy promotes a non-punitive approach to error reporting, emphasizing learning and improvement rather than punishment. Students are encouraged to report incidents without fear of disciplinary action.

Dev 11/24

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.

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, in North Dakota, or the respective state they plan to test, regarding eligibility to write the NCLEX.

A signed disclosure form verifying no new offenses is required prior to each semester of nursing practice. A background check along with a signed disclosure form (Appendix F) is required prior to the senior year and upon request.

See Appendix C for Disclosure form and Appendix F for CastleBranch Background Check Instructions.

Rev 5/06, 1/10, 5/10, 10/12, 1/15, 9/23, 9/24

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, Rev 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.

Agency Required Drug Testing

If an agency (nursing practice site/clinical partner) requires drug testing, the student is responsible for all costs associated with this testing.

Dev '10, Rev 2/16, 2/18, 4/21, 9/21, 9/24

Health Requirements for Participation in Nursing Practice

Student participation in clinical experiences across a variety of agencies 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.
 - Immunization requirements for health science programs are officially listed online in the student handbook (umary.edu/studenthandbook), along with the full immunization policy. These immunization requirements supersede and replace all other immunization requirements listed in previous editions of the academic catalog and/or health science program handbooks (printed or digital).
- ***The student must disclose to faculty any considerations (physical or mental) that may affect their participation or progress during this course of study.*** See Appendix D for Physical and Mental Requirements to Provide Safe Patient Care.
- Please see Appendix H for information regarding personal injury/hazards for nursing students.

Rev '15, 8/17, 5/13, 4/21, 9/24, 12/24

Information on Personal Protection from Injury

In Table 1 below, we outline several effective methods for nursing students to protect themselves from personal injury during clinical practice. By adopting these practices now, students can develop a foundation for a sustainable and healthy professional life in nursing.

Table 1
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	<ul style="list-style-type: none"> Goggles/face shield must be used whenever spraying of blood or body fluids is anticipated. Gowns must be used if soiling on your own clothing is anticipated. Gowns are to be discarded immediately after use in proper receptacle. 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.

Rev 9/24

Needle Stick Injury

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.

If students are not in an agency or there is no needlestick injury policy in the agency:

- Wash area of needle stick injury for 10 minutes with antibacterial soap, chlorhexidine, or Betadine.
- Contact instructor.
- Obtain contact information (name, address, phone number) and permission to obtain blood specimen and

- medical information from person whose blood/body fluid contaminated the needle.
- 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.

Dev '02, Rev 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/>) and appropriate personal protective gear respective of the type of isolation that patient may be in. Students may not care for clients with airborne related illnesses unless they have been properly fit tested for a specialized mask.

Dev '08, Rev 2/18, 4/21, 9/24

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 students engaged in nursing practice experiences. A separate fee will appear on the student's financial billing statement for this coverage.

Rev '93, '94, '95, '97, '98, '24

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 I). 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.

Rev 2/18, 9/21

Dress Code for Nursing 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.
- See Table 2 for non-uniform guidelines for professional attire.

Table 2

Guidelines for Professional Attire (non-uniform)

Appropriate	Inappropriate
<ul style="list-style-type: none"> • Dress pants • Skirts or dresses (knee length or longer) • Minimal jewelry 	<ul style="list-style-type: none"> • Jeans • Skirts, dresses, or shorts shorter than knee length • Skinny jeans, jeggings/leggings or tight fitting knit pants • Sweat suits or yoga pants • T-shirts or sweatshirts, midriff showing tops, NO LOGOS • Dangling earrings • Shorts, cropped or Capri pants • Bib overalls • See-through pants or blouses • Colored underwear under white pants • 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.

Rev 11/07, 5/10, 1/11, 12/12, 5/18

Undergraduate Nursing Internship Policy

During the nursing program of study, students may have the opportunity to participate in a nursing internship. 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 NUR 442 Internship. Internship placements must comply with the North Dakota Board of [Nursing Student Nurse Intern Guidance](#).

Rev 5/18, 9/24

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.

Rev 1/10, 1/15, 2/18

Nursing Simulation Education at University of Mary

Nursing simulation education equips nursing students with the essential skills in clinical judgment, effective communication, ethical decision-making, compassion, and efficient care delivery by immersing them in realistic scenarios that foster critical thinking and hands-on experience. As part of University of Mary nursing curriculum, students experience numerous opportunities of simulated patient encounters every semester. Simulation intends to offer students hands on experience in high stakes, real life scenarios in an environment where it is safe to make mistakes, learn, and develop into highly skilled registered nurses. The Nursing Simulation Center at the University of Mary aligns with best practices in simulation education outlined by International Nursing Association of Clinical Simulation and Learning (INACSL).

Students, faculty, and other stakeholders are referred to the [University of Mary Nursing Simulation Manual](#) for simulation specific policies, procedures, and standards of practice.

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 (8255)
- 1-800-SUICIDE (784-2433)
- Suicide and Crisis Lifeline – 988
- West Central Human Service Center 1-888-328-2112 (toll free)

Dev 1/19, Rev 4/21, 9/23

Student Name, Address, and Email

The Division of Nursing communicates with students, through a multitude of ways, during enrollment and after graduation. To assure timely communications reach their intended destination, it is essential that accurate contact information is maintained. Students are referred to the University of Mary [Student Records: Student Responsibilities of the University Catalog](#).

Rev 2/18, 9/24

UMary Email & Course Announcements

Most course/division information will be posted within respective courses in the CANVAS LMS. Students must check UMARY email and course announcements on the web **daily** for critical information. Students are responsible for all posted information.

Rev 2/18, 9/24

Computer Services

It is required that students have a laptop with an external webcam and speakers. Browser compatibility requirements for Canvas, the Learning Management System students engage in coursework, are outlined [here](#). NOTE: Nursing students are required to have an external webcam in order to perform an adequate room scan for online proctored examinations.

Students have access to University of Mary computer services. The university provides computers through the residence hall computer labs, the Welder Library lab, Harold J. Miller lab, and Chesterton's computer and printer station.

Rev 5/10, 2/18, 9/22, 9/24

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.

Nursing Student Opportunities

Division of Nursing Committees and Student Representation

The Division of Nursing organizational chart (see Appendix A) 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

The 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.

Revised 10/22

Curriculum Committee

The 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.

Revised 10/22

Assessment Committee

The Assessment Committee for undergraduate level 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.

Revised 10/22

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.

Revised 2/21, 10/22

Nursing Student Association (NSA)

Membership in the national and local NSA organization is required for all nursing students. Students will become members as a course requirement in NUR 326 Introduction to Nursing Practice.

Cruess, Johnston, and Cruess (2004) offer this definition of a profession:

*An occupation whose core element is work based upon the **mastery of a complex body of knowledge and skills**. It is a **vocation** in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the **service of others**. Its members are **governed by codes of ethics** and **profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good** within their domain. These commitments form the basis of a **social contract between a profession and society**, which in return **grants the profession a monopoly over the use of its knowledge base**, the right to considerable **autonomy in practice** and the **privilege of self-regulation**. Professions and their members are **accountable to those served and to society**.*

Cruess, S. R., Johnston S., & Cruess, R. L. "Profession": a working definition for medical educators. (2004). *Teach Learn Med.* 16(1): 74-6. doi: 10.1207/s15328015t1m1601_15. PMID: 14987179.

Membership and active participation in professional organizations is a vital component of the professional identity of nurses. The NSNA 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 students meeting SNOY eligibility requirements. 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, 9/24

Servant Leader (Professional & Volunteer) Student Experience

The vision of the University of Mary Division of Nursing states: In the spirit of St. Gianna, we envision a thriving center of excellence that prepares servant leaders who will transform healthcare for everyone at all stages of life. As part of this vision, students admitted to the Division of Nursing will assist with leadership activities implemented by the University of Mary Nursing Student Association, engage in meaningful volunteer activities to enrich the health and well-being of others, and participate in professional activities related to nursing. Servant Leader Student Experience requirements found [here](#).

Dev 12/10, 9/24, 11/24

Student Accomplishments

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, 4/21, 9/23

Awards & Scholarships

The University of Mary recognizes students for their contributions to the University of Mary community, as well as their commitment to academics and extracurricular involvement. The recipients serve as a source of pride and inspiration to others by giving generously of themselves in order to enhance campus life and to make the University a better place for all. Awards are divided into four major categories:

- University Wide Awards
- University of Mary Alumni Awards
- Department Awards
- Student Life Awards

To learn more about various awards, nomination processes, and deadlines, please visit the [Student Awards Info](#) page.

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 Scholarship, the Thrivent Financial Scholarship, and the Tony & Jenny Wolf Scholarship Criteria, and the Voiture 40 & 8 Scholarship.

Rev 9/24

Sigma Theta Tau International Honor Society: Kappa Upsilon Chapter

Started in May 1988, Kappa Upsilon, the local chapter of the Sigma Theta Tau International Honor Society, remains a thriving group of nursing students, clinical nurses, administrators, nurse educators, and others working to fulfill the organization's vision of connected, empowered nurse leaders transforming global healthcare.

Sigma is an international community of nurses dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research.

Eligibility requirements include:

- Complete half of the nursing curriculum
- Minimum GPA 3.0
- Rank in the upper 35% of class
- Meet expectations of academic integrity

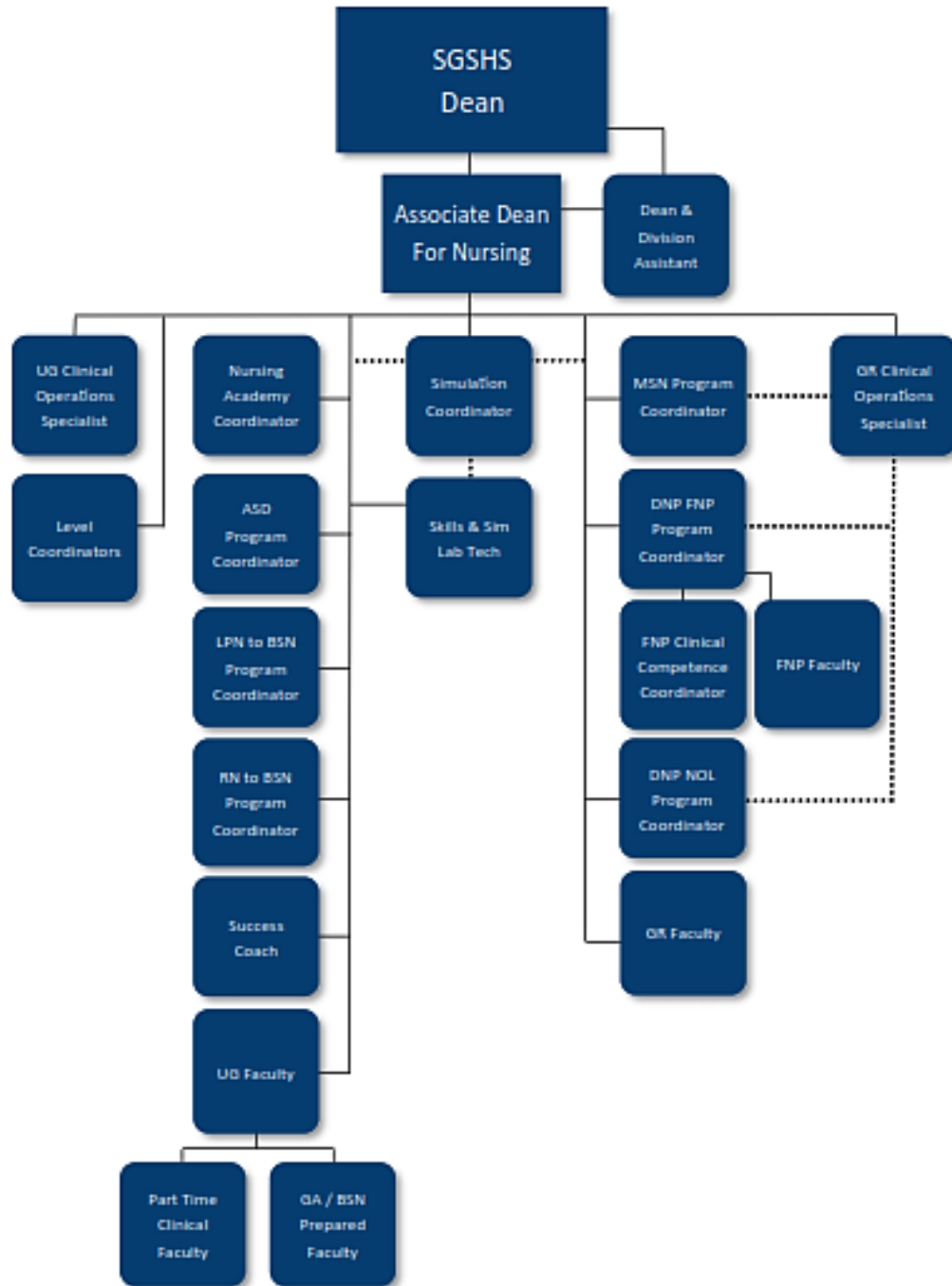
Take your place among the world's top nurses. Invitations are sent each Fall.

Rev '93, '98, 3/18, 9/24

Appendix A

Organizational Chart of the Nursing Division

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, 7/24

Appendix B

Undergraduate Nursing Advisory Board Operational Principles

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, Rev 7/21, 5/22, 6/23

Appendix C

Disclosure Form

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

Appendix D

Physical and Mental Requirements to Provide Safe Patient Care Form

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

Appendix E

Professional Behavior Contract

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
- Accountability

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 Honor 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
- **Success Plan Contract to Address Academic or Professional Behavior Challenges**
- Dismissal

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

Signature

Date

10/14; 03/22, 8/24, 9/24

Appendix F

CastleBranch Background Check Instructions

CastleBranch Background Check Instructions



University of Mary

How to Place Order

Welcome to my 

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

Appendix G

Annual Questionnaire for Known Positive TB Reactions

Annual Questionnaire for Known Positive TB Reactions

Please complete the following brief questionnaire and return to the Division of Nursing Administrative Assistant.

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?

	<u>YES</u>	<u>NO</u>
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, 9/24

Appendix H

Personal Injury Liability Waiver

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): _____

Appendix I

HIPAA Confidentiality & Privacy Oath

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, outlined in the University of Mary Undergraduate Nursing Student Handbook. 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: _____