University of Mary | *Larry and Eileen Weigum Division of Nursing*

Undergraduate

NURSING STUDENT HANDBOOK 2025-2026

University of Mary
Saint Gianna School of Health Sciences
Larry & Eileen Weigum 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.

Dev 2/16

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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

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

Larry & Eileen Weigum 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 Larry & Eileen Weigum 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:

Spirituality and Ethics

Students exhibit the integration of reason, faith, and virtue in the pursuit of a well-lived and morally grounded life. Students will explore moral truths based on human nature, the inherent dignity of all, and the role of virtue in character formation. They will examine the harmony between faith and reason, deepening their understanding of human dignity, sin, and salvation. Grounded in the Christian, Catholic, and Benedictine traditions, students will apply key values such as community, prayer, hospitality, and service to their personal and professional lives, fostering holistic growth and ethical leadership.

Communication

Students will develop a strong foundation in communication principles and their practical applications. They will analyze rhetorical concepts such as purpose, audience, and context while integrating credible research into their academic work. In addition, they will refine their ability to craft clear, effective messages through strong written communication skills and the proper use of grammar and technical conventions. Students will also develop oral and interpersonal communication techniques to convey ideas persuasively and professionally. These skills will prepare them to communicate confidently in academic, professional, and real-world settings.

Critical Thinking

Students will be prepared to approach complex situations with curiosity, logic, and adaptability, fostering both academic and real-world success. They will enhance their ability to ask thoughtful questions, recognize key concepts, and assess the credibility and relevance of information. By drawing on prior knowledge, they will navigate new challenges with confidence, making connections that enhance their understanding. Reflection will become an integral part of their thinking, helping them recognize and refine their cognitive processes.

Global Stewardship

Students demonstrate cultural proficiency by evaluating diverse systems/environments through multiple perspectives, reflecting on their cultural viewpoints, and embodying curiosity and openness in alignment with principles of equity and respect. They further exemplify responsible civic behavior by integrating ethical values and cultural awareness into meaningful social responsibilities and actively contributing to civic reforms and initiatives.

Rev 8/25

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.

North Dakota Board of Nursing Standards

ND Administrative Code - Title 54 Article 3.2

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.

The list of courses below are required for the nursing major. Preference for admission is given to those with a 3.0 or higher GPA in at least 21 credits of listed courses which must include a minimum of two of the science courses and the math course. Grade of "C" or higher is required in this coursework.

- ENG 121 Composition II
- ANT 171/HIS 415
- BIO 207/L
- BIO 208/L
- BIO 209/L
- CHE 107
- MAT 103
- PSY 201
- PSY 207
- NUR 216
- NUR 240

Rev 5/25

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 NUR 216 and NUR 240, 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 NUR 326

- Successful completion of NUR 242 and NUR 248 with a letter grade of C or higher
- Completed clinical practice forms (i.e., Technical Standards, Disclosure Form, HIPPA Confidentiality & Privacy Oath, Personal Injury Liability Waiver, Professional Behavior Contract, Clinical Practice Student Expectations and Critical Behaviors Policy).
- 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, 5/25

Progression Requirements Necessary to Begin NUR 349

Courses that must be successfully completed prior to NUR 349 Adult Health Nursing Practice:

- ENG 121
- BIO 207/L
- BIO 208/L
- CHE 107
- BIO 209/L
- PSY 201
- PSY 207
- MATH 103
- NUR 240
- NUR 216

Rev 5/25

Progression After Failure of a Nursing Course

If a student fails a nursing course, the student must meet with their academic advisor, complete a Request to Change Plan of Study Form and make a written/e-mailed 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, 5/25

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 meet with academic advisor and complete a Request to Change Plan of Study Form as well as make a written/e-mailed 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, 5/25

Senior Level Progression Policy

To be eligible for preceptorship hours, all prerequisite courses must be successfully completed, and the student must have a grade of 75% or higher in the co-requisite courses prior to beginning preceptorship hours.

Dev 8/19, Rev 9/23, 7/24, 9/24, 5/25

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 Form to the Admissions and Progressions Committee. Prior to submission of the 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 at least 6 weeks prior to the beginning of classes using the platform identified by the Division of Nursing:

- Background check
- Current CPR certification (must be American Heart Association Basic Life Support (BLS) Provider certification. 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).
- Complete Nursing Practice Forms
    - Disclosure Form (Appendix C)
    - Technical Standards (Appendix D)
    - Professional Behavior Contract (Appendix E)
    - Personal Injury Liability Waiver (Appendix F)
    - HIPAA Confidentiality & Privacy Oath (Appendix G)
    - Clinical Practice Student Expectations and Critical Behaviors (Appendix H)

Rev 12/17, 7/10, 4/11, 5/14, 3/21, 9/24, 12/24, 5/25

Dismissal from the Traditional Nursing Program

The Division of Nursing retains, in the major, only those students who demonstrate academic 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 also 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, Professional Behavior Policies, or the Clinical Nursing Practice Critical Behaviors Expectations Policy
- 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 in the *Classroom Policies* section of this handbook.

Rev 7/10, 5/18, 9/22, 7/24, 5/25

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 Nursing 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 NUR 326

- Successful completion of NUR 242 and NUR 248 with a letter grade of C or higher
- 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 non-academic 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 using the collection platform selected by the Division of Nursing.
    - 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 nursing practice forms
    - Disclosure Form (Appendix C)
    - Technical Standards (Appendix D)
    - Professional Behavior Contract (Appendix E)
    - Personal Injury Liability Waiver (Appendix F)
    - HIPAA Confidentiality & Privacy Oath (Appendix G)
    - Clinical Practice Student Expectations and Critical Behaviors (Appendix H)
- American Heart Association Basic Life Support (BLS) Provider (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, 5/25

Senior Level Progression Policy

To be eligible for preceptorship hours, all prerequisite courses must be successfully completed, and the student must have a grade of 75% or higher in the co-requisite courses prior to beginning preceptorship hours.

Dev 8/19, Rev 9/23, 7/24, 9/24, 5/25

Dismissal from the Nursing Academy Program

The Division of Nursing retains, in the major, only those students who demonstrate academic 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 also 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, Professional Behavior Policies, or the Clinical Nursing Practice Critical Behaviors Expectations Policy
- 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 in the *Classroom Policies* section of this handbook.

Rev 7/10, 5/18, 9/22, 7/24, 5/25

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 NUR 326

- Successful completion of NUR 242 and NUR 248 with a letter grade of C or higher
- Completed clinical practice forms (i.e., Technical Standards, Disclosure Form, HIPPA Confidentiality & Privacy Oath, Personal Injury Liability Waiver, Professional Behavior Contract, Clinical Practice Student Expectations and Critical Behaviors Policy).
- 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, 5/25

Senior Level Progression Policy

To be eligible for preceptorship hours, all prerequisite courses must be successfully completed, and the student must have a grade of 75% or higher in the co-requisite courses prior to beginning preceptorship hours.

Dev 8/19, Rev 9/23, 7/24, 9/24, 5/25

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 Form to the Admissions and Progressions Committee. Prior to submission of the 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 at least 6 weeks prior to the beginning of classes using the platform identified by the Division of Nursing:

- Background check
- Current CPR certification (must be American Heart Association Basic Life Support (BLS) Provider certification. 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).
- Complete Nursing Practice Forms
    - Disclosure Form (Appendix C)
    - Technical Standards (Appendix D)
    - Professional Behavior Contract (Appendix E)
    - Personal Injury Liability Waiver (Appendix F)
    - HIPAA Confidentiality & Privacy Oath (Appendix G)
    - Clinical Practice Student Expectations and Critical Behaviors (Appendix H)

Rev 12/17, 7/10, 4/11, 5/14, 3/21, 9/24, 12/24, 5/25

Dismissal from the Accelerated Second Degree BSN Program

The Division of Nursing retains, in the major, only those students who demonstrate academic 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 in the *Classroom Policies* section of this handbook.

Rev 7/24, 5/25

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
- CPR certification (American Heart Association BLS 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 Technical Standards 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

- Successful completion of NUR 242 and NUR 248 with a letter grade of C or higher
- Completed clinical practice forms (i.e., Technical Standards, Disclosure Form, HIPPA Confidentiality & Privacy Oath, Personal Injury Liability Waiver, Professional Behavior Contract, Clinical Practice Student Expectations and Critical Behaviors Policy).
- 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, 5/25

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

To be eligible for preceptorship hours, all prerequisite courses must be successfully completed, and the student must have a grade of 75% or higher in the co-requisite courses prior to beginning preceptorship hours.

Dev 8/19, Rev 9/23, 7/24, 9/24, 5/25

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 the Division of Nursing approved platform prior to the beginning of classes:

- Background check
- Current CPR certification (must be American Heart Association Basic Life Support (BLS) Provider 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).
- Complete Nursing Practice Forms
    - Disclosure Form (Appendix C)
    - Technical Standards (Appendix D)
    - Professional Behavior Contract (Appendix E)
    - Personal Injury Liability Waiver (Appendix F)
    - HIPAA Confidentiality & Privacy Oath (Appendix G)
    - Clinical Practice Student Expectations and Critical Behaviors (Appendix H)

Rev 7/10, 4/11, 5/14, 9/24, 12/24, 5/25

Dismissal from the LPN to BSN Program

The Division of Nursing retains, in the major, only those students who demonstrate academic 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 in the *Classroom Policies* section of this handbook.

Rev 9/16, 5/18, 7/24, 5/25

Request for Readmission after Dismissal from the LPN to BSN Program

The 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 Division of Nursing retains, in the major, only those students who demonstrate academic 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, 5/25

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 Academic Honor Code and Honor System. 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.

Dev 1/16

Professional Behavior Policy

The following behaviors are expectations of a professional nurse and are necessary for 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, Communication, Critical Thinking, and Global Stewardship.

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

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

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

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 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 success plan with the student.

The Success Plan 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, Rev 9/24

Nursing Study Table

The Nursing Study Table is a resource designed to support undergraduate nursing students in their academic success. It is staffed by one or more peer tutors. Peer tutors are nursing students who have demonstrated strong academic performance and a commitment to helping others.

At the Study Table, students can:

- Review challenging course concepts and content.
- Ask questions in a supportive, small-group environment.
- Practice test-taking strategies and clinical reasoning skills.
- Strengthen study habits alongside their peers.

The Study Table is open to all nursing students, regardless of class year or GPA. Attendance is highly encouraged. Schedules and tutor availability are published each semester and can be found in the Student Success Course.

Our goal is to create a welcoming environment where students feel comfortable asking questions, reinforcing their learning, and building confidence in preparation for their nursing courses and clinical practice.

Dev 9/25

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 Competences, the Benedictine Experience, and the Servant Leadership Experience. These experiences are synthesized into a nursing student portfolio that is introduced during Semester 3 and continues throughout the program.

Rev 4/02, 1/14, 9/22, 9/25

Dosage Calculation and Safe Medication Administration Policy

Students will complete several ATI Dosage Calculation Practice Assessments 3.2, Skills Modules 4.0, 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 and Safe Medication Administration Policy.

Dev 5/09, Rev 5/18, 9/20, 9/22, 10/23, 1/25, 4/25, 10/25

Retainment of Division of Nursing Undergraduate Student Records

- Division records remain intact for a minimum of three years following the 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.

Dev 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/Course Instructor
- Program Coordinator
- Associate Dean of Nursing
- Dean, St. Gianna School of Health Sciences

Students should also review the University of Mary's policy on academic grievances to learn more about the university's process for responding to academic concerns.

Dev 2/11, Rev 8/23, 9/25

Accommodations

For faculty to meet accommodation requests in respective courses the student has been granted accommodations, the students must provide an accommodation form. In order for accommodations to be applied, the student is encouraged to notify respective faculty as soon as the accommodation is granted and/or at the beginning of each semester. Failure to do so may create situations that prevent the faculty from having sufficient time to make adjustments to classroom or assessment parameters. Students must obtain a dated signature from each of those faculty member/s.

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, 5/25

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 Attendance

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

Conference Attendance

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/Simulation/Clinical Attendance

Students are encouraged to review the Clinical Practice Student Expectations and Critical Behaviors policy (Appendix H) for details regarding attendance in lab, simulation, and clinical experiences. **Please Note:** Attendance in these experiences are mandatory and absence may subject the student to course failure.

Dev 12/10, Rev 5/25

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 as 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 at least 1 business day prior to scheduled exam time. 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 Semester 8 nursing courses where the coursework is completed in the first 10 weeks of the term to allow for the preceptorship experience. 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 avoid final exam date/time conflicts.
- 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.

Rev 9/25

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 (In Class or Out of Class)

- Aside from the device the test is being taken on, personal electronic devices such as AI glasses, 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 (if not integrated in the testing platform).
- 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).
- 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 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 are required to complete an exam autopsy form but are not allowed to take any additional notes during an exam review session.
    - 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:
    - **Attendance at exam reviews is an expectation. The only exception for exam review attendance would be if the exam score earned was a 100%.**
    - Present to exam review with copy of Exam Review Notebook
    - 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 using the Exam Review Notebook

Rev 4/18, 4/21, 9/22, 9/24, 9/25

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

Student Photos

Learning Management System

The University of Mary Division of Nursing prefers to have digital photos of students (photo must be of student only) 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.

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, 9/25

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 parent 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 parent is responsible for bringing a person to provide this assistance (if needed) to the campus.

Dev 9/11, Rev 12/17, 9/25

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 Practice Student Expectations and Critical Behaviors

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 Practice Student Expectations and Critical Behaviors form (Appendix H) 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

Clinical Practice Experiences

Students are required to review and sign the series of Clinical Practice at the beginning of each nursing practice course. These forms are distributed to respective students by course faculty and often an initial assignment in clinical practice courses:

- Disclosure Form (Appendix C)
- Technical Standards (Appendix D)
- Professional Behavior Contract (Appendix E)
- Personal Injury Liability Waiver (Appendix F)
- HIPAA Confidentiality & Privacy Oath (Appendix G)
- Clinical Practice Student Expectations and Critical Behaviors (Appendix H)

Nursing practice is considered part of academic performance. Faculty evaluation and documentation of student performance in nursing practice experience are 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, 5/25

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

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 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, Rev 5/25

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

Rev 5/06, 1/10, 5/10, 10/12, 1/15, 9/23, 9/24, 5/25

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 for the Division of Nursing to protect the health and safety of its students as well as patients and families that students serve. 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 Semester 5 nursing practice, will complete a 12-panel urine drug screen. All students in Semester 7 or 8 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.

Marijuana Policy

The University of Mary Division of Nursing adheres to the position that marijuana—including medical marijuana—is not recognized as an FDA-approved medication for prescription purposes. While some states have legalized the use of medical marijuana and allow healthcare providers to legally attest to or recommend its use, it cannot be prescribed in the traditional sense under federal law. The use of medical marijuana remains inconsistent with the professional, educational, and clinical expectations of nursing students and healthcare professionals. Regardless of legal status in certain jurisdictions, marijuana use—medical or recreational—may impair an individual's cognitive or physical abilities, directly impacting their ability to perform duties that ensure patient safety and quality of care.

All students must comply with applicable federal and state laws regarding substance use. However, the Division of Nursing reserves the right to enforce stricter internal policies to ensure the integrity of its education program, alignment with clinical partner expectations, and the promotion of safe patient care practices. The Division of Nursing maintains a zero-tolerance policy regarding the use of marijuana in any form, including THC-containing products, regardless of whether they are used for medical or recreational purposes.

Any nursing student found in violation of this policy will be subject to disciplinary action, which may include removal from clinical placements, academic probation, or dismissal from the nursing program. Violations may also negatively impact future eligibility for professional licensure.

Dev '10, Rev 2/16, 2/18, 4/21, 9/21, 9/24, 5/25

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 the Division of Nursing approved platform 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 any considerations that may impact their participation or progress during this course of study and are expected to meet the outlined Technical Standards (Appendix D).
- All students must review and sign the Personal Injury Liability Waiver form (Appendix F).

Rev '15, 8/17, 5/13, 4/21, 9/24, 12/24, 5/25

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	• 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 and complete the University of Mary **Errors and Near Miss Policy**.

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

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

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

Dev '02, Rev 2/18, 9/25

Care of Clients with Suspected Highly Transmissible Illnesses

In compliance with CDC guidelines, anyone caring for a patient 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 patients with airborne-related illnesses unless they have been properly fit tested for a specialized mask.

Dev '08, Rev 2/18, 4/21, 9/24, 9/25

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 HIPAA Confidentiality & Privacy Oath (see Appendix G). 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.

Revised 2/18, 9/21; Reviewed 4/25

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

- Any time nursing students enter a nursing practice experiences (lab/simulation/clinical) as a student, they are to wear royal blue scrubs or their community attire.
- The standard attire for undergraduate University of Mary nursing students in the acute care nursing practice setting is royal blue scrubs and optional royal blue coverup 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
• Dress pants • Skirts or dresses (knee length or longer) • Minimal jewelry	• 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, 9/25

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 an opportunity 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, 9/25

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.

Dev '24, Rev 9/25

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 Larry and Eileen Weigum Division of Nursing organizational chart (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 September through April, 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, 9/25

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 student representatives. The committee meets each month September through April. 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, 9/25

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 student representatives. The committee meets monthly September through April, 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, 9/25

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 September through April, 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, 9/25

Clinical Instruction Committee

The Clinical Instruction Committee will oversee the quality of clinical education provided to students within the Division of Nursing, to include the evaluation of clinical instructors, student performance in clinical settings, and ensuring compliance with relevant accreditation standards.

Dev 11/24

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/s15328015tlm1601_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

National Association of Catholic Nurses

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

Purpose and Mission

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

Membership

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

- **Associate Members:** Catholic or non-Catholic healthcare professionals or friends who support the mission of NACN.

Why join as a student?

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

Dev 4/25

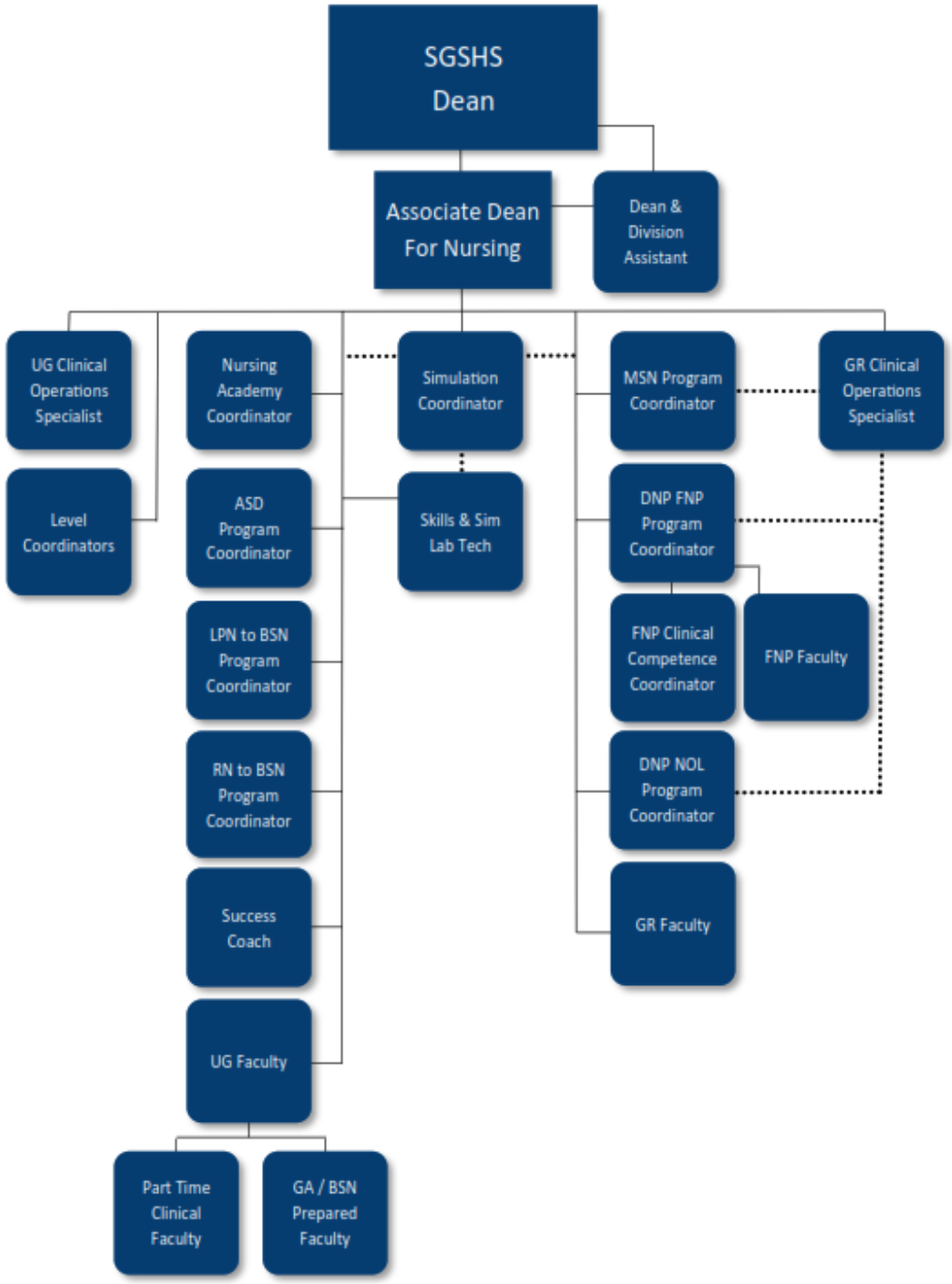
Appendix A

Organizational Chart: Larry and Eileen Weigum Division of Nursing

Saint Gianna School of Health Sciences

Larry and Eileen Weigum Division of Nursing

Organizational Chart



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

Appendix B

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: Associate Dean

- Duties:
  - 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 each subsequent semester of nursing coursework, 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.

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.

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.

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, 5/25

Appendix D

Technical Standards Form

Technical Standards

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

Cognitive, Affective, Psychomotor, Physical, and Social Abilities

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

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

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

Fundamental Knowledge

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

Students must demonstrate the ability to:

- Effectively learn and retain information presented through various educational formats, including classroom instruction, laboratory experiences, physical demonstrations, group seminars, simulation, online platforms, and independent study.
- Acquire and apply evidence-based knowledge from the basic and applied sciences—including anatomy, physiology, pathophysiology, pharmacology, and behavioral sciences—as a foundation for clinical reasoning and nursing practice.
- Engage in critical thinking and problem-solving that extends beyond rote memorization, using novel and adaptive thinking to address complex and unpredictable clinical situations.

- Locate, assess, and integrate information from a wide range of sources, including peer-reviewed literature, clinical guidelines, databases, and contemporary scientific research, to make informed clinical decisions.
- Participate in collaborative and independent learning, including small-group discussions, interprofessional team-based activities, written assignments, presentations, and the use of current technology to support knowledge acquisition.
- Develop conceptual understanding through synthesis of information gained from coursework, patient care experiences, and feedback in clinical and academic settings.
- Demonstrate self-directed learning habits and a commitment to continued professional growth and development throughout their academic and clinical careers.
- Apply theoretical knowledge in practical, real-world settings, demonstrating the ability to transition from foundational learning to safe, effective, and compassionate patient care.

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

Communication Skills

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

Students must demonstrate the ability to:

- Communicate clearly and effectively in English using verbal, nonverbal, written, and electronic formats to exchange information and convey empathy, support, and clinical reasoning.
- Establish therapeutic relationships with patients by actively listening, perceiving and responding to nonverbal cues, expressing compassion, and adapting communication styles to meet the needs of individuals from diverse backgrounds and with varying levels of health literacy.
- Elicit and interpret information accurately through patient interviews, health histories, and ongoing dialogue, while recognizing and appropriately responding to verbal and nonverbal indicators of distress, discomfort, or changes in condition.
- Provide communication that is clear, culturally sensitive, and tailored to individual needs, enabling patients and families to make informed care decisions.
- Collaborate professionally with peers, faculty, clinical instructors, and members of the healthcare team in oral and written formats, including classroom discussions, simulation exercises, care planning, and clinical documentation.
- Utilize feedback constructively, demonstrating openness to receiving input and the capacity to provide respectful, appropriate feedback to others.
- Adapt communication methods as appropriate to the context, using in-person, telephone, and digital platforms.
- Demonstrate judgment in communication, including knowing when to seek supervision, escalate care concerns, or clarify instructions to ensure patient safety and high-quality care.

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

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

Students must demonstrate the ability to:

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

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

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

Students must demonstrate the ability to:

- Engage in critical thinking and problem-solving by synthesizing objective and subjective data to make informed, timely, and ethical decisions in both routine and urgent clinical situations.

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

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

Professional Attitudes and Behaviors

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

Students must demonstrate the ability to:

- Exhibit emotional maturity, integrity, and stability necessary to fully utilize intellectual abilities, exercise sound judgment, and complete all responsibilities associated with patient care promptly and responsibly.
- Engage in professional relationships that are respectful, sensitive, and effective with individuals from a wide range of backgrounds, including patients, families, students, faculty, and clinical staff, even under stressful or rapidly changing conditions.
- Maintain a therapeutic and professional demeanor by demonstrating empathy, compassion, concern for others, and self-awareness in all interactions.
- Adapt to the demands of the clinical environment, including the ability to function under physical and mental stress, manage heavy workloads, respond flexibly to change, and tolerate uncertainty inherent in complex patient care.
- Take personal responsibility for maintaining physical and emotional health at a level that ensures safe and competent participation in academic and clinical activities.

- Uphold professional and ethical standards, including adherence to codes of ethics, privacy and confidentiality policies, institutional rules, and legal frameworks governing nursing practice.
- Demonstrate accountability through consistent attendance, punctuality, preparation, and engagement in all academic and clinical obligations.
- Receive and integrate feedback constructively, showing a willingness to reflect on and modify behaviors that interfere with learning or team collaboration.
- Interact respectfully with diverse individuals, recognizing and honoring differences in values, beliefs, cultures, languages, and lived experiences. This includes a commitment to equity, inclusion, and culturally responsive care.
- Promote an inclusive environment by continually engaging in learning about cultures, worldviews, and systems that influence health outcomes and contribute to disparities.
- Function effectively in team-based environments, working cooperatively and efficiently with others while respecting professional boundaries and maintaining a patient-centered focus.
- Demonstrate motivation, curiosity, and engagement throughout the educational experience, showing interest in lifelong learning and growth as a healthcare professional.

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

Supporting resources for document development:

Barriers and Belief Systems Webinar Series for Nursing Education Resource Toolkit
Technical Standards - Michael M. McKee, Steven Gay, Sarah Ailey, and Lisa M. Meeks
Technical standards from:

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

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

Statement Regarding Reasonable Accommodations:

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

I verify I meet the above stated criteria for Technical Standards 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

5/25

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 Academic Honor Code and Honor System

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 to Address Academic or Professional Behavior Challenges
- Dismissal

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

_____

Signature

_____

Date

Dev 10/14, Rev 03/22, 8/24, 9/24

Appendix F

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): _____

Dev '02, Rev '09

Appendix G

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: _____

Rev 9/24

Appendix H

Clinical Practice Student Expectations and Critical Behaviors

Clinical Practice Student Expectations and Critical Behaviors

Clinical Practice Definition

Clinical Practice at the University of Mary is defined as the integration and application of knowledge, skills, clinical reasoning, and professional behaviors in diverse learning environments that prepare students to deliver safe, effective, and compassionate care. This includes **clinical practice**, **simulation**, and **lab experiences**, which collectively serve as essential components of nursing education.

- **Clinical practice** provides students with direct patient care experiences in real-world healthcare settings under the supervision of licensed faculty or clinical preceptors.
- **Simulation** offers a structured, immersive environment using high- and low-fidelity technologies to replicate clinical scenarios, allowing students to practice and refine decision-making, teamwork, and technical skills in a safe setting.
- **Lab experiences** support skill acquisition and application of foundational concepts through hands-on learning in a controlled setting. This includes practice with assessment techniques, clinical procedures, and development of psychomotor skills critical to nursing care.

Each of these components is vital to the development of professional nursing competency and is treated as an essential part of the student's clinical education.

The purpose of this policy is to establish clear and consistent expectations for attendance, performance, and progression within the clinical practice components of the University of Mary's nursing program. These expectations apply to all students enrolled in courses that include clinical practice, simulation, and lab experiences, including but not limited to NUR 242, NUR 248, NUR 321, all courses with direct patient care clinical, and all Clinical Judgment courses.

This policy aims to:

- Promote the development of safe, competent, and ethical nursing professionals.
- Ensure that students engage fully in all components of nursing practice to meet programmatic and accreditation standards.
- Provide a framework for accountability, remediation, and professional growth.
- Safeguard the learning environment, the safety of patients and the healthcare team, and uphold the values of the University of Mary.

Clinical Practice, Simulation, and Lab Attendance Expectations

- **Clinical practice, simulation, and lab experiences are MANDATORY,** although not an exhaustive list, these experiences include electronic health record orientation, facility orientation for clinical practice, simulation orientation, lab orientation, and all scheduled experiences in clinical practice, simulation, and lab.
- Absences **must** be rescheduled and completed.

- If a student is unable to attend any clinical practice, simulation, or lab experience, they **must notify the instructor and, if applicable, the practice area at least one hour before** the scheduled practice, lab or simulation time, or risk course failure.
- Within one week of absence, the student must negotiate a make-up experience with the instructor and, in the case of clinical practice, in cooperation with the Clinical Operations Specialist.
- **Absences greater than one (1) clinical practice, simulation, or lab experience**, regardless of the reason, will result in failure of the course. Rescheduled hours do not negate the total number of experiences missed.
- Extenuating circumstances will be considered on a case-by-case basis.

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). Unsafe student performance in clinical practice, lab or simulation will be addressed by faculty and may require the student to complete remediation. In clinical practice, certain behaviors may result in an immediate removal from the clinical practice area and could result in failure of the course. Unsafe behaviors can include those related to, but not limited to knowledge and skills, clinical judgment, interprofessional communication, and professionalism.

Critical Behaviors Expectations

- Arrives to clinical practice, simulation, or lab **on time**, prepared, and follows dress code policy (found in student handbook)
    - Punctuality is essential in nursing as it promotes safe and timely delivery of patient care, maintains the smooth functioning of the healthcare team, and demonstrates professionalism and reliability. When nurses are not punctual for their shift start time, patient safety may be compromised, care continuity can be disrupted, and the workload may increase for other team members, ultimately affecting the quality of care and team cohesion. Therefore, punctuality is a professional behavior expected of nursing students in all clinical practice, simulation, and lab experiences.
    - Students who recognize they will be arriving late must notify their instructor as soon as possible. For clinical practice experiences, the student must notify the appropriate clinical instructor and practice area prior to any missed shift or late arrival.
    - Students who arrive late may be sent home from clinical practice or be asked to leave simulation or lab, [dependent on the nature of the circumstances that resulted in the late arrival and the student's degree of professional communication and situational management related to the late arrival]. This would count as a clinical or lab absence. Any student who has more than one late arrival to clinical, simulation or lab may be dismissed from the course with a failing grade.
- Satisfactorily completes all course learning activities in a timely manner.
- Follows appropriate safety precautions, infection control guidelines, and provides a safe environment for others.
- Follows facility medication administration policies.
- Appropriately assesses patient before giving medications and knows appropriate info such as med effects, side effects, adverse effects and/or relevant labs without prompting.

- Reports any unsafe conditions, errors, and/or omissions to instructor/appropriate personnel in a prompt manner.
    - For clinical practice, in addition to following policy and procedures related to errors and near misses of the respective clinical institution, the student will complete a Division of Nursing Incident Report Form within 24 hours of the incident.
- Performs patient care, including assessment, in a timely manner, focusing on the patient while giving care.
- Implements appropriate basic nursing interventions for the patient's diagnosis and health needs.
- Utilizes effective therapeutic communication techniques with patients and families.
- Documents the required information for lab or assigned patients in appropriate system, by deadline and follows agency documentation policy.
- Demonstrates a professional demeanor throughout lab, simulation or clinical practice experience and adheres to the principles of the University of Mary Division of Nursing Professional Behavioral Contract as outlined in the Undergraduate Nursing Student Handbook.
- Adheres to the University of Mary Division of Nursing Simulation Manual student policies.
- Consistently respects the dignity of the human person.
- Demonstrates caring and empathy by word and/or actions to patients, their families, and others.
- Maintains confidentiality of all patient information and in all forms of communication.

Faculty responsibilities

- Clinical faculty will inform the student of the behavior or action of concern at the time of the incident, or as soon as possible, and follow up with documentation in the clinical evaluation.
- Faculty reserves the right to dismiss a student from clinical practice, simulation, or lab experiences if the student demonstrates unsafe or unprofessional behavior.

Progression

Successful completion of clinical practice, simulation, and lab experiences allows the student to progress to the next level. To be successful, the following must be met:

- Students will meet attendance expectations outlined above.
- Students must meet all critical behaviors.
- Students who are identified to have not met a critical behavior will be required to complete a behavioral plan. This behavior plan is a permanent part of the student file. Students must utilize the behavior plan to identify and implement strategies to demonstrate improvement.
    - Depending on the severity of the behavior observed, faculty have the right to elevate the concerning behavior to the Admission and Progression Committee. Examples include any behaviors or actions that risk patient safety.
    - Faculty reserve the right to elevate any concerns related to initial problematic behaviors; however, repeated problematic behaviors must be reported by the clinical faculty to the Division of Nursing Admission and Progression Committee for review and subsequent program progression decisions.
- Students on a behavioral plan who do not demonstrate improvement are at risk of failing the associated course.

- Students must reach the assigned competency level for all performance behaviors by the end of the associated course.
- Students must demonstrate improvement in the area(s) of concern based on the expectation listed on the Behavioral Plan.

Dev 9/23, Rev 1/25, 4/25