# Table of Contents

University of Providence........................................................................................................ 3
Accreditation and Affiliation .................................................................................................... 3
Master of Science in Nursing (MSN) Program Description .................................................. 3
Nursing Program Purpose ........................................................................................................ 4
MSN Program Outcomes .......................................................................................................... 5
Governance ................................................................................................................................ 5
Graduate Nursing Student Council ......................................................................................... 6
Educational Objectives ............................................................................................................. 6
Program Information and Policies ............................................................................................. 7
Academic Policies ..................................................................................................................... 10
Computer Proficiency Requirements ....................................................................................... 11
Practice Experiences ............................................................................................................... 11
Support Information ............................................................................................................... 12
Complaint Process ................................................................................................................ 14
Unsatisfactory Student Performance ...................................................................................... 16
Appendix A. Nursing Course Descriptions ........................................................................... 20
Appendix B. Integration of PSJH, UP Mission, Core Themes, SHP Mission, MSN Program Definitions and Constructs ........................................................................ 25
Appendix C. Integration of Outcomes, Master’s Essentials, Core Themes, and Constructs .......... 27
Appendix D. Preceptor Guidelines – MSN Program ................................................................ 28
Appendix E. University of Providence Department, Fax, and 800 Numbers ........................... 32
University of Providence
As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence (UP) is to provide students with the opportunity to obtain a liberal education for living and for making a living. UP was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls, and the civic community, all of whom recognized societal need for higher education. Its educational mission, sponsored by the Sisters of Providence, continues to be the shared endeavor of dedicated people. The University cooperates with both private and public institutions to attain goals consistent with its educational purpose and values.

The University continually and responsibly evaluates its operation and programs. The University offers students a foundation for actively implementing Gospel values and the teaching of Jesus within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs. The goal of graduate education is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry demonstrate personal and professional integrity and foster mutual respect.

Graduate Outcomes are integrated within each degree plan:
- **Reflective Scholarship:** To understand the major theoretical perspectives in their field of study.
- **Reflective Learning:** To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications.
- **Reflective Practice:** To reflect and act on one’s own ideas, analyses, values, and personal and organizational interests in relation to one’s field of study.

Accreditation and Affiliation
Northwest Commission on Colleges and Universities Accreditation: UP is a private, Catholic university, incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas and confer academic honors and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings. UP is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education.

Commission on Collegiate Nursing Education: In 2019, the graduate nursing program at the University of Providence is seeking accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Master of Science in Nursing (MSN) Program Description
The University of Providence’s Master of Science in Nursing, Nurse Educator program prepares graduates to utilize the latest evidence, tools and resources for teaching and learning in a variety of academic and clinical settings. The graduate demonstrates the ability to effectively develop, deliver, and evaluate nursing education now and in the future.

It is the mission of Graduate Studies to prepare reflective practitioners. The graduate programs all involve learning and mastering the skills of reflective scholarship as the ability to understand and to reflect on the major theoretical and empirical data in a field of study. Reflective learning is the ability to
Graduate Nursing Handbook

act while reflecting on one’s own ideas, analyses, values, personal and organizational interests, and the interests of others; and reflective practice as the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The MSN program is offered to licensed, practicing BSN prepared registered nurses. The program is delivered through a combination of distance technologies and includes a one-day face-to-face orientation held prior to the fall or spring term of university courses. Students are expected to progress through the seven consecutive semesters asynchronous distance learning program on a full-time, cohort-based model.

MSN Program is designed for completion in seven consecutive semesters. Following a required face-to-face one-day orientation, students complete all required coursework online. Successful students begin in either Fall or Spring cohort, progress through the subsequent seven semesters together, and meet requirements for gradation. The program is designed to be completed in approximately 25 months, if all requirements for the University of Providence have been met. The University grants degrees in December and in May.

Nursing Program Purpose

In the tradition of the visionary Sisters of Providence, the University and Providence St. Joseph Health created a partnership to develop and implement a master’s program for BSN prepared registered nurses. This collaborative team process united expert University and Providence faculty, state-of-the-art academic university resources, and nurse educators to support experienced nurses in attainment of a graduate degree.

The MSN program is designed to develop nurses who become excellent communicators, clinicians, educators, leaders, and change agents. A graduate of the program is a lifelong learner who enhances the health of all through excellence in nursing by providing evidence-based practice that is population centered, and grounded in spiritual, ethical and compassionate care.

The program supports the ideal form of nursing care that centers on a sacred, therapeutic relationship with patients, families, and communities. This practice is characterized by vigilance in keeping patients safe and protected from harm as well as focusing on health promotion and disease prevention measures. Such nursing care is grounded in the best available evidence and reflects a spirit of inquiry in delivering clinically excellent care of the whole patient, however patient is defined. The nurse is provided the necessary tools to effectively lead, manage, design, and deliver patient care in a highly complex and ever-changing healthcare system.

A construct in the philosophy of science is an ideal object, where the existence of the thing may be said to depend upon a subject's mind. This contrasts with a real object, where existence does not seem to depend on the existence of a mind. The University’s Master of Science Degree in Nursing (MSN) program prepares graduates for accountable and professional nursing practice that are built of the constructs of relationship-based, vigilant, theory-guided, and grounded in the best available evidence.

The program is innovative in many ways. The program is strategically aligned with the Providence mission and core values (see the University Catalog, p. vi-vii). It is designed so nurses who have
abundant clinical experience and are seeking to broaden their professional expertise. (See Appendix A).

The program boasts the following advantages:
- A values-based, innovative, and dynamic curriculum
- Extensive use of web-enhanced instruction
- Cohort model

**MSN Program Outcomes**

The program outcomes (PO) include:
- PO 1. Integrates findings from sciences and humanities for the continual improvement of nursing care across diverse settings.
- PO 2. Applies knowledge of organizational and system leadership practices.
- PO 3. Selects and applies quality improvement strategies to optimize safety and patient outcomes.
- PO 4. Utilizes clinical scholarship as a foundation for practice.
- PO 5. Applies technology to enhance care, promote lifelong learning, and facilitate data generation and use.
- PO 6. Promotes social justice and human dignity through policy and advocacy. (period needed)
- PO 7. Leads and collaborates in interprofessional teams to improve individual and population health outcomes.

**Governance**

Organizational Structure and Framework

The University’s Master of Science in Nursing (MSN) program is developed in response to an initiative of Providence St. Joseph Health. UP’s academic policies and procedures are in effect as program policies and procedures unless otherwise stated.

Governing Committee

The program is offered through the University’s curriculum and any additions or changes to the curriculum will follow UP’s established procedures and be forwarded to the Graduate Council for approval. The program is operated and managed by the Division Chair, School of Health Professions, Nursing Division who reports to the Vice President of School of Health Professions.

Meetings

Full-time nursing faculty attend University faculty meetings, division meetings, and participate in committee work as part of their contractual agreement. The nursing faculty participates in monthly department meetings that focus on quality improvement and innovative program strategies. The MSN Team Meetings are comprised of key university departments that interact with the program on a regular basis: Admissions, Registrar, Information Services, Instructional Design, VP Academic Affairs, Nursing faculty, and the SHP staff to help ensure program review is consistent with University protocols.
Graduate Nursing Handbook

Graduate Nursing Student Council

The Graduate Nursing Student (GNSC) is the shared governance committee exclusively for UP Graduate Nursing Students and faculty. The GNSC is organized for the purpose of representing the students enrolled in the collegiate program at the University of Providence, School of Health Professions, Nursing Division while promoting camaraderie within the program between students and faculty. The committee provides a means for direct communication between student graduate nurses and faculty. It provides a forum for the discussion of professional issues uniquely affecting graduate student nurses.

Membership

The GNSC consists of representatives from each graduate nurse cohort at UP. Membership is made through either self or peer nomination to serve one to two-year term. Meetings will occur at a minimum on a quarterly basis via a Collaborate or SKYPE format to allow all members an equal opportunity to participate. GNSC is considered an open forum. Any graduate nursing student who would like to attend the council meetings is welcome to do so.

Function

The GNSC provides a forum for the discussion of student concerns and suggestions. This committee will review student suggestions or concerns for items such as reviewing aggregate program data, recruitment/retention, orientation, curriculum, and policies to develop strategies to optimize the student experience.

Educational Objectives

Educational Plan

The program explores topics in greater depth than a BSN degree program offers. Topics provided during the program include role of advance nurse in practice, theory, statistics, evidence-based practice and translational research, social justice (including law and health care policy), and organization leadership as core classes. Concentration specific courses are based on the AACN master’s essentials, evidenced-based literature, and advance pathophysiology concepts; all in the preparation for additional graduate studies and the potential of our graduates moving into leadership positions.

Graduate Nursing Courses

Below is the list of nursing courses. Courses are 8-week terms taken in a sequential order. For a full course description, refer to Appendix A.

MSN CORE Courses

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 515</td>
<td>Theoretical Foundations of Advanced Nursing Practice,</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 520</td>
<td>Survey of Nursing Research and Statistics,</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 525</td>
<td>Evidence Based Practice and Translational Research,</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 530</td>
<td>Social Justice, Law, and Policy in Healthcare,</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 540</td>
<td>Organizational Leadership,</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Below are the courses for the cohort of MSN – NE graduate students beginning fall term based on the approved curriculum. For a full course description, refer to Appendix A.

**MSN Nurse Educator Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 505</td>
<td>Role of the Nurse Educator Across Diverse Settings</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 635</td>
<td>Informatics and Healthcare Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 684</td>
<td>Advanced Concepts in Assessment, Pathophysiology, &amp; Pharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 694</td>
<td>Advanced Clinical Practicum</td>
<td>1 credit</td>
</tr>
<tr>
<td>MSN 652</td>
<td>Curriculum Development &amp; Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 660</td>
<td>Innovative Teaching &amp; Learning Strategies</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 670</td>
<td>Assessment &amp; Evaluation in Nursing Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSN 696</td>
<td>Practicum in Nursing Education</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

**First Semester Courses (Fall 1)**

- MSN 505- Role of the Nurse Educator Across Diverse Settings
- MSN 515- Theoretical Foundations of Advanced Nursing Practice

**Second Semester Courses (Spring 1)**

- MSN 520- Survey of Nursing Research and Statistics
- MSN 525- Evidence Based Practice and Translational Research

**Third Semester Courses (Summer 1)**

- MSN 530- Social Justice, Law, and Policy in Healthcare
- MSN 540- Organizational Leadership

**Fourth Semester Courses (Fall 2)**

- MSN 684- Advanced Concepts in Assessment, Pathophysiology, and Pharmacology
- MSN 694- Advanced Clinical Practicum

**Fifth Semester Courses (Spring 2)**

- MSN 635- Informatics and Healthcare Technologies
- MSN 652- Curriculum Development & Analysis

**Sixth Semester Courses (Summer 2)**

- MSN 660- Innovative Teaching & Learning Strategies
- MSN 670- Assessment & Evaluation in Nursing Education

**Seventh Semester Courses (Fall 3)**

- MSN 696- Practicum in Nursing Education

**Program Information and Policies**

*Requirements to apply for Master of Science in Nursing Degree Program*

Applicant must have successfully completed an accredited BSN program prior to starting the MSN. The MSN program at the University requires at least 36 semester credits. The MSN program requires one day face-to-face orientation prior to starting the program. Generally, the orientation issues are held
either in Renton, WA or Portland, OR. The cost of travel, hotel, tuition, and books are the responsibility of the student.

To earn a master’s degree from UP, a student must:
- Complete a minimum of 36 credits.
- Maintain a cumulative University grade point average of 3.00 or higher.
- Apply for graduation in accordance with the prescribed deadlines.
- Comply with all University policies, rules, and regulations.
- Pay all indebtedness to the University.

Application Procedure
- **Program Application:** Applicants must complete an online application through [www.uprovidence.edu](http://www.uprovidence.edu).
- **Official Transcripts:** Applicants must submit an official transcript that shows completion of a baccalaureate degree. Additional transcripts from other undergraduate coursework completed may be requested for admission review if a minimum 3.00 GPA was not achieved from the degree granting university.
- **Personal Essay:** Applicants are required to upload a one-page essay with their application.
- **Curriculum Vitae or Résumé:** Applicants are required to upload a current CV or résumé.
- **Application Fee:** Applicants must pay a $50 application fee.
- The application for Fall (August courses) is July 15; for Spring (January courses) is November 15th.

Re-Admission
Per institutional policy, a student in good standing, returning after an absence of at least one year, must submit a new graduate application for admission. However, program policy is such that re-entry is at the discretion of the Program Director and Division Chair. The application fee will be assessed for each application submitted. No additional supporting documentation will be required as long as the new application is within five years of past attendance. A student who has attended any other school in the interim period must provide official transcripts from all colleges and/or universities attended. Per program policy, students must have completed at least 50% of their coursework to be eligible for re-admission under the catalog in effect when they initially entered the program.

Note: Health program graduate courses are sequenced and must be completed in a specific order. Re-admits into these programs must enter back into the program when the next course in the sequence is available.

Prerequisites
There are no prerequisites required for this program.

General Program Requirements
The Admissions Office only reviews completed application files and reserves the right to request additional information from any applicant. The University of Providence, mindful of its mission to be a witness to the love of Christ for all, admits students of any age, race, color, disability, national or ethnic origin, religion, sexual orientation, gender, citizenship status, status as a veteran, or any other
characteristic that is protected by applicable state or federal law to all rights, privileges, program and activities generally accorded or made available to students at the University.

FERPA Release
Students will be asked to sign and submit a FERPA release form after their admission but prior to beginning the program. The FERPA release states that the nursing liaison’s administrators at a student’s home facility will have access to a students’ academic record based on the administrator’s legitimate educational interest in the student’s academic progress.

Estimated Master Program Expenses
As a Providence employee, the student and their immediate family members are eligible for a tuition discount for general and prerequisite courses at the University.

Students may obtain third party funding, apply for financial aid and/or grants to pay for their education, but are ultimately responsible for their account balances at the University of Providence. The scholarship program for Providence nurses is managed by Providence St. Joseph Health.

Fee schedules are published in the student catalog. Tuition each semester is due no later than the first day of classes for that semester. Students must pay the balance on their accounts or have planned to pay their tuition by the first day of classes. For additional information, contact the business office at (406) 791-5235.

Financial Aid
Credit Load
• For purposes of Financial Aid, students who enroll in fewer than 6 credits per term are part-time students. Completion of all degree requirements, except MSN (36 credit hours), may be accomplished in seven semesters of full-time enrollment. Primary responsibility for progress through program requirements rests with the individual student. Graduate faculty members provide guidance; however, progress depends on the student’s own initiative.
• All graduate programs are available by distance learning. Refer to the current course schedule for details.

Disbursement of Funds
• Funds are disbursed at the beginning of each semester after registration has been finalized, normally the 11th class day. Grants, scholarships, and student loans will be credited towards tuition and fees first. Any remaining balance after tuition and fees are paid will be refunded to the student for other educational expenses. Excess university institutional funds will not be calculated into a student refund. Wages earned in the student work program will be paid on a bi-weekly basis.

Fair Notice
• The University reserves the right to revise any financial aid award. Modification of awards may be required due to lack of federal, corrections or changes in the data reported to the University by parents and/or students, receipt of additional awards from non-college sources, unintended error, student changes in credit load, change in residence, or other reasons consistent with federal law or University policies and procedures. Policies regarding financial aid are subject to change without advance notice if required by federal law, University policy, or the Financial Aid Office.
Veterans as Graduate Students
- The University is approved for veterans under PL 358, and for students under the War Orphans Assistance Act, PL 634, and the Vocational Rehabilitation Bill, PL 894, and PL 815. Inquiries about the educational benefits for veterans attending the University should be addressed to the VA Coordinator/school certifying official. Veterans must inform the Financial Aid Office if they wish to be “certified” for VA benefits before the beginning of the term; they must also inform the Financial Aid Office if they drop or add any credits during the term.
- Veterans are advised to check with the Veterans Affairs Coordinator in the Financial Aid Office, located in Argo Central, 45-60 days before registering.

Grants
Eligible students can apply for grants either independently or through the University’s Financial Aid Office. Examples of grants include:

Montana Higher Education Grant (MTEDUC) award is made through joint funding from the State of Montana and the Federal government. Awards are based on need and made only to Montana residents. For additional information about grants, contact the University’s financial aid office.

Payment Plans
The University of Providence Payment Plan can help you plan, budget and make tuition-related interest-free payments to the University. A student interested in setting up payment arrangements on their account are instructed to contact the Business Office (406-791-5245).

Refunds
The refund schedule for tuition is listed in the academic calendar for each semester. University fees are non-refundable. Please refer to the University’s undergraduate catalog for additional information.

Academic Policies
The following Academic Policies of the University of Providence can be found on our website:
Academic Misconduct, Academic Probation and Suspension, Adding Classes, Catalog Governing Graduation, Challenge of Courses, Cheating, Credits, Credit Transfer Policy, Class Attendance, CLEP and AP Credits, Course Numbering System, Course Waivers, Designation of Degrees, Double Dipping, Dual Majors, Graduation Participation Policy, Graduation with Honors, Grade Appeal Procedure, Grade Completion Dates, Grade Change Policy, Grading System, Grade Reports, Incomplete Policy, Graduation Applications, Independent Study and Telecom Home Study, Non-Collegiate Learning Experiences, Plagiarism, Pre-Professional Academic Advising, President's Honor Roll and Dean's List, Recording of Degrees, Repetition of Courses, Residency Requirements, Simultaneous Enrollment, Student Classifications, Student Conduct, Student Credit Load, Student Records and FERPA, Use of Requirements from Different Catalogs.

Progression through the MSN -NE Concentration
Students following the academic program plan should obtain the total number of credit hours required (36 credits) to receive the degree, Master of Science in Nursing, in seven consecutive semesters or approximately 25 months or seven semesters. Nursing courses are offered sequentially. If a student does not successfully complete all courses in a semester, he/she may continue in the program, pending
approval from the Faculty Program Director, as well as the Division Chair, knowing the incomplete course(s) and/or failed course(s) will need to be re-taken the following year.

**Computer Proficiency Requirements**

Students will be required to know and use Microsoft Word, PowerPoint and Excel programs. It is highly recommended that students bring a personal laptop with them to orientation.

**Technical Requirements**

- **A Reliable Computer:** a dedicated computer with an updated operating system, such as Windows 7 or later.
- **High-Speed Internet Connection:** (e.g. DSL or Cable). All UP online students are required to have a stable high-speed Internet connection. A wired Internet connection is recommended for online meetings, exams, and assignment submission.
- **Office 365 applications** (UP login needed) & Adobe Acrobat Reader installed.
- **Supported Web Browser:** Firefox, Google Chrome, or Safari.
- Microphone & Webcam

**For this class you will need to be able to:**

1. Utilize the UP-learning management system (Moodle)
2. Submit work utilizing Microsoft Office products: Word, Excel, PowerPoint, Microsoft Teams, or Access as appropriate to the assignment.
3. Utilize UP web conferencing tools and software (Collaborate)

The University of Providence provides the [Information Services ServiceDesk](mailto:servicedesk@uprovidence.edu) for use by its faculty, staff, and students. They are the single point of contact for questions pertaining to university-issued computers, software, networking, and telephone services.

1. Support for other **student-owned, non-university devices** is limited, but the ServiceDesk should be the student’s first place to seek support for all information technology problems or questions.
2. The ServiceDesk also provides group and individual training opportunities. If you need assistance with university supported applications (MS Office 365, E-mail clients, Sophos Endpoint, Moodle Rooms, etc.), or with system maintenance such as backing up data or removal of spyware, Information Services is here to ensure that your use of technology at UP is a productive and positive part of your university experience.

**Contact IS Support:**

Phone: (406) 791-5326  
E-mail: servicedesk@uprovidence.edu

**Office Hours:**

Monday – Friday: 8:00am – 5:00pm  
Saturday: Closed  
Sunday: Closed

**Practice Experiences**

Practice experiences for the graduate program through practicums include direct and indirect care activities to ensure students achieve the program outcomes and competencies based on the *Master’s Essentials* (See Appendix C). Direct care refers to nursing care in direct contact with patients, families, communities and other healthcare providers. Indirect care activities refer to global actions and/or interventions that impact a population of patients.
Selected nursing courses use direct and/or indirect care activities in the curriculum. If students are working on a University course project in a Providence facility, the student must wear their University name badge, and they must identify themselves to patients, staff, and administration, as a student.

For selected nursing courses that have a direct or indirect practice experience, students use an onsite preceptor for that assignment. Preceptors can be the student’s manager, nurse educator, clinical specialist, or other nursing leadership who support the student throughout the program and provide unit/department project ideas for student’s learning and improvements for a patient population (See Appendix D).

Practice experiences occur within a Providence facility, e.g. clinic, out-patient center, Home Health, Long Term Care, or hospital. The preceptor and student are provided an opportunity to evaluate the student’s work at the end of the semester. This feedback is provided to the UP faculty for that course; the faculty member makes the final decision for student grades.

Support Information

Academic Advisors
The Faculty Program Director serves as the faculty advisor for all MSN students. These advisors work closely with the student until graduation. Communication between an advisor and student can occur face-to-face, via the telephone, Collaborate, Microsoft Teams, and/or email. Students are highly encouraged to confer with advisors if any academic problems, conflicts, or concerns arise.

Cell Phones
Update your current cell phones number in your ArgoExpress so if a faculty member needs to reach you by phone, they will have your current contact information.

Class Attendance
The MSN program is an asynchronous program. Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. The faculty member reserves the right to set up face-to-face meetings via Collaborate with students when the need arises, e.g. the first week of class to review the syllabus and see if students have questions. All Collaborate sessions will be recorded so the student can review the video afterwards.

Commencement
Refer to the University catalog for further information

Email
All students will be assigned a University email account with the expectation that students will check their email at least every 48 hours. Faculty will primarily communicate with students via email and Moodle, the e-learning environment used by the University for online courses.

Faculty
Faculty will be employed at the University or through a joint appointment via Providence St. Joseph Health as full time, part-time, or adjunct faculty. All instructors receive FERPA training and are required to follow all confidentiality policies established by the University.
Grading Requirements and Grading Scale
Final grades for each course are submitted within one week at the end of each term. Grades can be obtained by the students two weeks after the last day of the term. Grading timeline for each course will follow the University’s grading schedule. Please contact the registrar’s office for additional information. (See Appendix E).

The grading scale to be followed by the faculty for each MSN course is:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

Graduation
Students graduating from this program need to follow all University policies and procedures relating to graduation as published in the University catalog.

Moodle (UP-Learning Management System)
Moodle is the asynchronous e-learning environment and when needed, supports the interactive video class meetings (Collaborate). Nursing students are automatically enrolled in Moodle when they begin their orientation process with the University. Students will receive a Moodle account upon admission to the University. Students are expected to log into Moodle at least three times a week or more to obtain course information, materials, and assignments. Students will be required to submit assignments in a timely manner according to the instructor’s syllabus and instructions. Be aware of the time-zone differences when reviewing submission times. Because the main campus for University of Providence is in Montana, assignments are due based on Mountain Time Zone.

Registration for Courses
Refer to the University catalog for further information.

Software
Students will be required to have access to a computer and internet. Students will be required to use Microsoft Office software to complete assignments (this includes, yet is not limited to Word, PowerPoint, and Excel). Other software may be required for some courses.

Student Records
Refer to the University catalog for further information.

Textbooks
The syllabus includes the list of required and recommended textbooks for each course. All textbook ordering is now done through an outside Vendor. UP has an agreement with Akademos for textbook ordering services. Or a student may choose to purchase the textbooks locally or online through a different book vendor. Students may review the Required Textbook Information found on the UP website (Academic tab) prior to registering for classes. The list is updated on a regular basis by UP personnel. There is a current list of all the books for the entire program provided at orientation so students can plan in terms of determining to purchase versus rent a textbook for a course.
Transcripts
Students may request official transcripts from the National Student Clearinghouse at www.studentclearinghouse.org. For questions or concerns processing your transcript request, please contact the Registrar’s Office.

Use of the University Logo for Professional Nursing Posters and/or other Publications
All nursing students need to submit their professional poster and/or other publications to the Division Chair, School of Health Programs for approval prior to using the University logo on any materials.

Complaint Process
It is an express belief that all students always have the right to lodge a complaint or grievance which they deem important without fear of retaliation of any sort or any other adverse consequence as a result of doing so.

The recommended general strategy is to first contact the specific individuals or units most directly connected with the issue at hand unless there are good reasons for not doing so, such as a desire to maintain anonymity. Contact information for all the campus units, departments, from which an individual can usually determine where to go to make a complaint or lodge a grievance is in the Appendix of this handbook (See Appendix E. University of Providence Department, Fax, and 800 Numbers).

1. Issues wherein the student wishes to remain anonymous (with respect to an instructor or staff member or where the student otherwise chooses to avoid directly discussing the problem with that individual). If, for whatever reason, a student does not want to personally or directly contact an instructor or staff member to discuss a complaint or grievance, the student should begin with the next highest level of responsibility, which would commonly be the Faculty Program Director.

The student can request an appointment to meet with the Faculty Program Director (FPD) and/or send a written description of the issue or problem and request that their identity be kept confidential. That request will be honored unless there are over-riding reasons to do otherwise. For example, if a student alleges sexual harassment by a faculty member to a department chair, the FPD must forward that information, to include the identity of the complainant, to the appropriate University personnel. Alternatively, or in addition, students also have the option of receiving counsel and advice from the Director of Student Affairs, University of Providence. Issues will be reviewed within 45 days after the FPD has been made aware of the concern.

2. Issues about academic advising
Begin with your specific advisor, the Faculty Program Director. Rooms, telephone numbers and names of the appropriate individuals can be found in the campus directory under the specific school, college, department or unit. Appeals and grievances begin with your specific advisor and may continue to their supervisors in each school or college. Normally, supervisory level issues are by a written process.

3. Issues about grades, exam procedures, excused absences, or class policies
Individual faculty members have primary authority and responsibility in all these areas and are charged with carrying out those responsibilities in a professional manner. The Provost has the authority and responsibility to deal with changes of grades in special cases such as those which might involve faculty who have left the university or unprofessional faculty conduct in assigning the grade. Students should be
aware that Division Chairs can require an instructor to change a properly assigned course grade. Issues of disagreement about whether, for example, a given essay was worth, say, a grade of B or an A is decided solely by the individual instructor in charge. The campus has standing policies on faculty accommodation for religious and disability reasons and if a student has a complaint in these areas, they can contact the Division Chair to ask for a resolution. If the student is unable to resolve the problem at that level, they may contact the Vice President, School of Health Professions for specific instructions. The Provost is the final arbiter of academic grievances of this type within our campus structure.

4. Issues about faculty performance or faculty behavior
If reasonable and appropriate (see section above about cases which may need to start elsewhere), students should begin with the individual faculty person to discuss and resolve the problem together, if possible. Students may also refer to the Faculty Program Director.

If this direct effort fails, students may then contact the Division Chair, School of Health Professions, Nursing Division. If a student is unable to resolve the problem at the Division Chair’s level, he or she may contact the Vice President, School of Health Professions. Appeals by students regarding academic decisions made by a Provost’s office may be referred to a faculty committee for examination. This step typically constitutes the end of the formal appeals and grievance process. A student may individually choose to take the issue to the Provost’s or President’s office but those appeals typically go back to the Dean’s office. If the faculty behavior in question involves allegations of sexual harassment or discrimination students should contact Vice President of Student Affairs. If the allegations involve discrimination or other civil rights issues, students may also contact the Vice President of Academic Affairs at (406) 791-5302; if the allegations relate to disabilities, students should contact the Office of Disability Services at (406) 791-5212.

5. Issues about course content or teaching methodology
Students should first discuss the issue with the individual faculty person (see exceptions in section 1 above) to resolve the problem there, if possible. Faculty members have primary authority and responsibility in all these areas. If the student deems it necessary, he or she may then contact the Division Chair. If unable to resolve the issue with the Division Chair, the student may proceed to contact the Vice President, School of Health Professions where a written process of complaint or grievance will be employed. A student may also continue the process to write the Office of the Provost, however those offices will typically refer the issue back to the Division Chair.

6. Issues about academic probation or suspension
Academic probation and suspension is an institutional policy and is found in the Academic Catalog.

7. Issues about transcripts, credits, or degree classification
For general questions of this type, please contact the Registrar’s office (406) 791-5201

8. Issues about online and distance education
The University of Providence encourages students initially to address complaints and grievances relating to academics, consumer protection or other university policies with the specific individuals or units most directly connected with the issue at hand unless there are good reasons for not doing so, such as a desire to maintain anonymity.
If all other avenues provided have been exhausted, unresolved complaints may be filed with the Northwest Commission on Colleges and Universities. Students can contact Northwest Commission on Colleges and Universities at 425-558-4224.

9. Issues regarding disabilities
Contact Disability Services at (406) 791-5212 or go to the UP Website https://www.uprovidence.edu/academics/academic-resources/disability-services/

10. Issues about tuition, fees and other charges
Student financial billing is handled by the University of Providence Director of Student Accounts: (406) 791–5248. Appeals and grievances go to the Controller.

Unsatisfactory Student Performance

Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

**Cheating:** Use or attempted use of unauthorized material or the work of another student in any academic assignment, paper, or examination.

**Plagiarism:** Representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor’s judgment, the student may appeal the instructor’s decision by following the University of Providence, Graduate Catalog, “Academic Related Appeals Process” on page xxi.

The minimum penalty for an act of academic misconduct shall be a grade of “F” (failure, a grade less than 60) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of “F” (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

**Academic Warning, Probation, and Suspension**

Students will be evaluated at the end of each semester or upon attempting a minimum of nine (9) semester credits, to ensure they are making satisfactory academic progress toward their degrees. To make satisfactory academic progress and remain in good academic standing, students must maintain a semester and cumulative GPA of at least 3.0.

If a student at the Graduate level has a term GPA below 3.0, they will be placed on probation. If the term GPA falls below a 3.0 in a subsequent semester, the student may be dismissed or may continue on a term-by-term basis with approval by the Division Chair.
Probation
A student at the graduate level will be placed on academic probation if the semester GPA falls below a 3.00. Probation students whose semester GPA after one semester on probation, or a minimum of nine (9) additional semester credits, is above a 3.0, will be returned to good academic standing.

Suspension
After a period of suspension, a student must reapply to the University. Readmission is not guaranteed. If the student is readmitted, the student will be placed on academic probation for the next semester of enrollment (or upon attempting a minimum of nine (9) semester credits).

Appeal Process
An Academic Suspension may be appealed for extenuating circumstances only. Consideration will be given to extenuating circumstances beyond the student’s control (e.g., serious personal illness, injury, the death of an immediate family member, or other extreme duress). To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student’s plan for success in future semesters. Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the appeal committee. The student will be notified in writing of the committee’s decision. The decision of the committee is final.

Academic Related Appeals Process
All grade related appeals will be handled in the manner provided below and will apply to both graduate and undergraduate appeals.

Formal appeals must be filed within thirty (30) calendar days of the aggrieved incident. However, before a formal appeal is filed, the student should first attempt to solve the problem on an informal basis utilizing the following procedure:
1. The student should speak to the instructor with whom he/she has a complaint.
2. Should step one does not provide a satisfactory resolution of the issue, the student should schedule a mediation meeting with the Coordinator of Student/Faculty Relations.
3. Only after the above steps have been followed should the student request that the Coordinator of Student/Faculty Relations notify the applicable Division Chair that steps one and two have not resolved the problem.
4. The student should write a letter to the Division Chair carefully describing the reason(s) for his/her complaint. This letter should clearly state what circumstance has created the aggrieved incident and what redress the student seeks.

Within fourteen (14) calendar days of the receipt of the written complaint, the Coordinator of Student/Faculty Relations will refer the matter to the Academic Environment Committee (AEC). The chair of AEC will appoint an ad hoc Appeals Committee to hear the appeal consisting of three of its members and two students appointed by the Student Senate. In the matter of graduate student appeals, students will be graduate students. This Appeals Committee will choose a chair from among its members. In cases of conflict(s) of interest, the chair of AEC will recruit faculty members from outside AEC. The Coordinator of Student/Faculty Relations will facilitate the process and serve as Hearing Officer, a non-voting participant, in academic related appeals. The hearing should take place within 14 days of the committee appointment. The parties must mutually agree on any extensions.
Graduate Nursing Handbook

At least seven (7) calendar days in advance of the hearing, the Hearing Officer will notify all parties involved in the appeal of:
1. The time and place of the hearing.
2. The nature of the complaint.
3. The composition of the committee.

At least forty-eight (48) hours prior to the hearing each party will:
1. Provide the Hearing Officer with all pertinent documentation.
2. Provide a list of witnesses if either party chooses to call witnesses. A list of these witnesses will be provided to the appeals committee when documentation is provided. Each witness must provide a written statement to the committee no less than 48 hours prior to the hearing.

During the hearing:
1. All parties are permitted to be accompanied by someone for the purpose of support and advice. That person will not be allowed to offer testimony. Unless identified as a witness in step 2 above.
2. The Chair will call witnesses at the appropriate time and dismiss them after completing their testimony.
3. Both parties will be in the hearing room at the same time.
4. Procedure*
   a. A maximum of 10 minutes is allowed for student
   b. A maximum of 5 minutes is allowed for each student witness
   c. A maximum of 10 minutes is allowed for instructor
   d. A maximum of 5 minutes is allowed for each instructor witness
   e. A maximum of 5 minutes student is allowed for rebuttal
   f. A maximum of 5 minutes is allowed for instructor rebuttal

*Committee members may ask questions at any time during the hearing. Their questions and answers are not included in the time limits listed above.

5. An audio recording will be made of all testimony.

Appeals Committee hearings are private, and all parties will be dismissed while the committee deliberates. Only committee members who have heard all the evidence may vote. Within ten (10) calendar days of the hearing’s conclusion, the Hearing Officer will forward its findings in writing to all parties concerned including the applicable Division Chair and the Coordinator of Student / Faculty Relations. The committee’s decision is final.

All proceedings and findings of the Appeals Committee are confidential. Committee members’ individual notes will be collected and destroyed at the end of proceedings. No record is made of the closed session deliberations of the committee. The applicable Division Chair and the Coordinator of Student / Faculty Relations will securely store the reports for a period of six years after which they will be destroyed.

Reinstatement to the Graduate Nursing Program
Students must submit a written request to be re-instated to the program. The letter should be addressed to the Division Chair, School of Health Programs and the Faculty Program Director. A review of the student’s records, scholarship eligibility, and any other pertinent information will be conducted.

If approval for re-instatement is made, the student will resume the program at the point of entry which allows for smooth progression to the next sequence as determined by the Chair of Nursing and Health Programs. A statement of the student’s problems/reasons for withdrawing or being suspended and the
solution for correcting these problems will be signed both by the student and the Chair of Nursing and Health Programs prior to the student resuming classes.
Appendix A. Nursing Course Descriptions

The course descriptions listed for students completing the nursing program include MSN CORE courses. The students then register for concentration specific courses. The MSN-Nurse Educator courses are provided:

**MSN Core Courses**

**MSN 515- Theoretical Foundations of Advanced Nursing Practice 3 credits**

**Course Description:** This course provides the learner with the historical, philosophical, and theoretical foundations for advanced nursing practice. The focus of the course is to examine the relationship between nursing theories, the development of nursing science, and contemporary nursing knowledge which guide nursing practice and research.

**Student Learning Outcomes:**
1. Discuss the history and evolution of advanced nursing practice.
2. Examine theoretical concepts and the development of nursing knowledge from a historical and contemporary basis.
3. Evaluate the application of nursing models and theories in professional nursing practice.
4. Use evidence to support interprofessional collaboration to enhance patient and population health outcomes.
5. Integrate nursing theory and science to support decision-making related to quality improvement and safety within health care delivery systems.
6. Develop a personal philosophy of advanced nursing practice as a foundation for the professional portfolio.

**MSN 520- Survey of Nursing Research and Statistics 3 credits**

**Course Description:** This course provides the learner with the knowledge of components associated with research including assessment, evaluation, and implementation of results. Emphasis is on the assessment and evaluation of a research study. The focus is on transferring the knowledge of nursing research to the healthcare environment.

**Student Learning Outcomes**
1. Describe data levels and measurement.
2. Synthesize basic statistical concepts and purpose of power analysis.
3. Interpret how to critically read a research article.
4. Apply research findings in nursing practice.

**MSN 525- Evidence Based Practice and Translational Research 3 credits**

**Course Description:** This course prepares learners to access, appraise, and use the best available evidence to guide them in advancing the practice of nursing. Provides a framework for use when evaluating evidence-based practice (EBP) models that focuses on locating, synthesizing and evaluating evidence. Explores evaluation of the effectiveness of change in improving quality outcomes, including cost-benefit analysis.

**Student Learning Outcomes**
1. Select and apply a practice model to guide the movement of evidence into practice.
2. Identify a nursing practice problem.
3. Locate, identify, translate, and integrate scholarship into practice.
4. Develop practice change proposal.
5. Effectively communicate feedback for a practice change proposal.

**MSN 530 - Social Justice, Law, and Policy in Healthcare 3 credits**

**Course Description:** This course addresses social justice, law, ethics, and policy within health care. Learners will conduct an in-depth analysis of the social determinants of health, regulatory and reform issues within the health care system, and ethical considerations for population health. The course is designed to provide learners with essential skills for promoting social justice and human dignity while advocating for policies that improve equity and health outcomes for all people.

**Student Learning Outcomes**
1. Analyze the relationships between policy and the health of selected populations at the local, state, and national levels.
2. Examine the role of nurse leaders in influencing the policies that influence health care delivery and health outcomes.
3. Integrate social determinants of health and equity frameworks to the care of vulnerable populations.
4. Advocate for social justice, equity, and ethical policies within the community and health care system.

**MSN 540 - Organizational Leadership 3 credits**

**Course Description:** Organizational Leadership focuses on critical examination of styles, strategies, and competencies of the masters prepared nurse for leadership in professional practice and in the profession (as a collaborator and role model). It emphasizes leadership skills for strategic planning, enhancing team performance, interdisciplinary collaboration, and for creating a culture of quality performance.

**Student Learning Outcomes**
1. Employ the attributes of a transformational leader and change agent in healthcare environments that support safety, quality, and patient-centered care.
2. Appraise evidence that supports patient care in a variety of delivery systems for culturally and ethnically diverse populations cognizant of health and public policy issues.
3. Synthesize theoretical and empirical knowledge of leadership and systems to provide a foundation for interprofessional collaboration, informing decisions, and ultimately improving outcomes.
4. Support the design and implementation of new models of care delivery-coordination that are innovation, based on evidence, and support excellence.

**MSN – Nurse Educator (NE) Concentration Courses**

**MSN 505 - Role of the Nurse Educator Across Diverse Settings 3 credits**

**Course Description:** This introductory course addresses the role of the nurse educator serving in a variety of clinical and academic settings. It emphasizes teaching principles in nursing education that consider theoretical and practical techniques used to educate learners, nursing staff and other health care professionals, and clients. The course supports the learner’s development as an educator in areas of communication, integration of the science and humanities, and methods for planning and evaluation in culturally and clinically diverse learning environments. A focus for the course includes translating scholarship to practice in nursing education.

**Student Learning Outcomes:**
1. Examine the role of the nurse educator practicing in a variety of diverse learning environments.
2. Analyze theoretical and practical foundations of teaching and learning in nursing.
3. Develop strategies to increase personal effectiveness as a nurse educator related to communication, leadership, and education.
4. Examine scholarship applied to the practice of teaching.

**MSN 635- Informatics and Healthcare Technologies 3 credits**

**Course Description:** This course prepares learners to teach with and about healthcare informatics principles, competencies, tools, and technologies essential to healthcare delivery, teaching and learning, administrative, and research and scholarly activities. Learners explore informatics support of healthcare practice and quality, including the impacts of standards, system design, and user experience from multiple perspectives. This course introduces key concepts related to ethical and social impacts of informatics and the importance of technology integration and use of data and information for multifaceted decision-making. Exploration of current and emerging technologies used for in-person, virtual, and connected models of health and education provides a foundation for improving health and teaching-learning outcomes in the digital world.

**Student Learning Outcomes**
1. Analyze and evaluate the impact of information technologies and standards on nurses’ roles, work processes, and decision-making.
2. Integrate informatics principles and competencies with use of information technologies in support of nursing practice.
3. Evaluate clinical, ethical, regulatory, and technological considerations related to design, development, implementation, and use of information systems.
4. Synthesize, reflect, and present evidence of ongoing learning related to innovative integration of current and emerging resources in nursing education and healthcare delivery.

**MSN 684- Advanced Concepts in Assessment, Pathophysiology, and Pharmacology 3 credits**

**Course Description:** This course builds on the student’s current knowledge of pathophysiology, pharmacology, and health assessment. The course also provides the student with advanced knowledge of pathophysiological processes, health assessment data collection and analysis, and pharmacotherapeutics, for patients and populations diagnosed with complex health problems. Emphasis is placed on the Advanced Practice Nurse’s role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease.

**Student Learning Outcomes**
1. Examine advanced pathophysiological, pharmacological, and health assessment concepts from the perspective of the Advanced Practice Nurse.
2. Collect and analyze health assessment data including physical examinations and clinical observations to determine associated pathophysiological processes.
3. Integrate knowledge of physiology and pathophysiology into the development of pharmacologic and non-pharmacologic strategies for managing select chronic diseases.
4. Evaluate current evidence for safe pharmacotherapeutics and disease management.

**MSN 694- Advanced Clinical Practicum 1 credit**

**Course Description:** This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Students develop proficiency in assessment,
Student Learning Outcomes
1. Integrate advanced knowledge and skills to enhance safety and improve outcomes for individuals diagnosed with a select health condition.
2. Analyze patient data to identify gaps in patient knowledge and education needs.
3. Utilize interdisciplinary healthcare teams and quality data to develop a comprehensive education plan to meet the needs of a patient population.

MSN 652- Curriculum Development & Analysis 3 credits
Course Description: This course considers strategies for developing and analyzing curricula, ranging in scope from individual teaching sessions to complete programs of study. Developing a curriculum that aligns with stakeholder needs and interests, professional standards and guidelines, and learner characteristics will be emphasized. Linking content and learning activities to learning outcomes will be addressed.

Student Learning Outcomes
1. Identify and describe implications of the internal and external contextual variables, including learner characteristics that need to inform a specific curriculum.
2. Articulate learning outcomes for a specific curriculum.
3. Determine content and learning activities to support a curriculum’s learning outcomes.
4. Develop a comprehensive curriculum blueprint that incorporates adult learning principles.
5. Evaluate a curriculum against stakeholder needs and interests and professional standards and guidelines.

MSN 660- Innovative Teaching & Learning Strategies 3 credits
Course Description: This course examines teaching and learning theories, styles, and methods. Students will appraise best practice approaches to teaching and learning in various settings and environments to promote the development of advanced knowledge, judgment, skills, and ethics. Course works will emphasize the development and integration of innovative teaching methods to use in the classroom and with clinical instruction. Building upon knowledge, skills and attitudes acquired in previous course work, students will formulate teaching and learning strategies for use in preparing a variety of educational materials and programs for nurses and other health professionals.

Student Learning Outcomes
1. Apply knowledge of learning theories, learning style, culture, and other learner characteristics to improve learning outcomes and increase learner engagement.
2. Examine best practices for teaching in the classroom, online, in simulation, learning laboratories, and clinical settings.

MSN 670- Assessment & Evaluation in Nursing Education 3 credits
Course Description: This course examines evidenced-based assessment and evaluation in nursing education. Students will explore a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains and will learn to develop and use tests and performance evaluation strategies for use in various educational settings. Building upon previous course work, students will
formulate assessment and evaluation strategies for an educational practicum project. Course work emphasizes the development of new knowledge and skills that align learning and program evaluation with professional standards and guidelines, program and course outcomes, and learner characteristics.

Student Learning Outcomes
1. Devise evidence-based strategies that are appropriate for use in assessing and evaluating learning in cognitive, psychomotor, and affective domains.
2. Apply a step-by-step approach to the planning, developing, administering, analyzing, and revising of tests.
3. Examine and appraise tools and methods to evaluate clinical performance.
4. Appraise program assessment models, including teaching effectiveness, and accreditation agencies to promote continuous quality improvement in all aspects of the program.

MSN 696- Practicum in Nursing Education 2 credits
Course Description: This teaching practicum provides students opportunities to demonstrate nurse educator competencies necessary to facilitate student learning. This teaching practicum builds on previous coursework by providing nurse educator students opportunities to practice and integrate learning theories, evidence-based teaching, technology, innovative teaching strategies and evaluation methods in an academic or healthcare setting. Students will reflect and evaluate nurse educator competencies as they apply to knowledge, skill, and attitudes necessary to be effective and successful in the nurse educator role.

Student Learning Outcomes
1. Demonstrate effective and innovative practice in the role of a nurse educator.
2. Apply evidence, learning theories, and technologies to practice in the nurse educator role.
3. Demonstrate nurse educator competencies effectively in the nurse educator role.
### Appendix B. Integration of PSJH, UP Mission, Core Themes, SHP Mission, MSN Program Definitions and Constructs

<table>
<thead>
<tr>
<th>Integration of University of Providence, PSJH Vision, and SHP MSN Mission, Core Themes</th>
<th>School of Health Professions, Nursing Division, Mission, and Constructs (Graduate Nursing Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UP Mission:</strong>&lt;br&gt;As an expression of the teaching of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for living and for making a living.</td>
<td><strong>PSJH Vision:</strong> Health for a better world.&lt;br&gt;<strong>MSN Program Mission:</strong>&lt;br&gt;A graduate of the program is a leader in healthcare.&lt;br&gt;<strong>MSN Program Vision:</strong>&lt;br&gt;Health for a better world through nursing.</td>
</tr>
</tbody>
</table>
| **MSN Program Mission:**<br>MSN students are prepared to be leaders in healthcare. Our unique partnership with Providence St. Joseph Health (PSJH) offers students the opportunity to receive a quality education with a direct connection to the healthcare industry. 1. **Career-ready:** Designed for students to become skilled, competent, lifelong learners in a rapidly changing and complex healthcare arena.<br>2. **Convenient:** Developed for working professionals.<br>3. **Engaged teaching and learning:** Taught by highly qualified doctoral faculty that represent diversity in nursing experiences and specialties.<br>4. **Practicum Opportunities:** The final course is the Teaching Practicum of 90 hours. | **Core Themes**<br>**Definitions and Constructs**<br><br>**Academic excellence** – Academic Excellence is the primary pursuit for all students, faculty and staff. Without exception, we uphold the highest academic standards across all programs.  
**Definition:**<br>Graduates are excellent communicators, clinicians, leaders, and change agents. A graduate is a lifelong learner who enhances the health of all through excellence in nursing by providing evidence-based practice that is population centered, and grounded in spiritual, ethical and compassionate care.<br><br>**Student Experience** – Students undergo a distinctive and transformative experience that prepares them to pursue their lifetime calling and make the world a better place.  
**Constructs:**<br>**Relationship-Based Practice:** In relationship-based practice, excellence is achieved through collaborative and sacred relationships with others, honoring the whole person.<br>**Vigilance:** Nursing vigilance is reflected in unwavering attention to the patient, peers, and the care delivery environment. This vigilance protects patients from harm and ensures their safe passage as they journey through the continuum of their care experience.<br><br>**Mission Effectiveness** – Driven by our Mission, we will provide world-class liberal arts and health professions programs while focusing on operational efficiency to deliver on our vision for sustainable growth. |
### Integration of University of Providence, PSJH Vision, and SHP MSN Mission, Core Themes

<table>
<thead>
<tr>
<th>University of Providence Mission and Core Themes</th>
<th>School of Health Professions, Nursing Division, Mission, and Constructs (Graduate Nursing Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change: Professional nurses are resilient and prepared to lead and manage positive change to improve health for a better world.</td>
<td><strong>Change:</strong> Professional nurses are resilient and prepared to lead and manage positive change to improve health for a better world. <strong>Professional Accountability:</strong> Nurses are responsible for self-care, professional development, and excellence in practice. Professional accountability includes steadfast pursuit of opportunities to coach and mentor and be a contributing member of the inter-professional healthcare team. This includes incorporating an emphasis on mission effectiveness.</td>
</tr>
</tbody>
</table>
### Appendix C. Integration of Outcomes, Master’s Essentials, Core Themes, and Constructs

<table>
<thead>
<tr>
<th>MSN Program Outcomes (PO)</th>
<th>Master’s Essentials (AACN, 2011)</th>
<th>University Core Themes</th>
<th>MSN Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Integrates findings from sciences and humanities for the continual improvement of nursing care across diverse settings.</td>
<td>Essential V: 5 Essential VII: 1 Essential IX: 8</td>
<td>Academic Excellence</td>
<td>Relationship-based care Vigilance Professional accountability</td>
</tr>
<tr>
<td>PO 2. Applies knowledge of organizational and system leadership practices.</td>
<td>Essential II: 2, 3 Essential IX: 11</td>
<td>Student Experience</td>
<td>Change Vigilance Professional accountability</td>
</tr>
<tr>
<td>PO 3. Selects and applies quality improvement strategies to optimize safety and patient outcomes.</td>
<td>Essential II: 6 Essential III: 1, 3, 4, 6, 7</td>
<td>Academic Excellence</td>
<td>Relationship-based care Change Professional accountability</td>
</tr>
<tr>
<td>PO 4. Utilizes clinical scholarship as a foundation for practice.</td>
<td>Essential IV: 1, 2, 3</td>
<td>Academic Excellence</td>
<td>Relationship-based care Change Professional accountability</td>
</tr>
<tr>
<td>PO 5. Applies technology to enhance care, promote lifelong learning, and facilitate data generation and use.</td>
<td>Essential V: 1, 2, 4, 6</td>
<td>Student Experience</td>
<td>Change Professional accountability</td>
</tr>
<tr>
<td>PO 6. Promotes social justice and human dignity through policy and advocacy.</td>
<td>Essential IV: 4 Essential VI: 1, 2, 3</td>
<td>Mission Effectiveness</td>
<td>Relationship-based care Vigilance Change Professional accountability</td>
</tr>
<tr>
<td>PO 7. Leads and collaborates in interprofessional teams to improve individual and population health outcomes.</td>
<td>Essential II: 4 Essential VII: 4 Essential IX: 12</td>
<td>Mission Effectiveness</td>
<td>Relationship-based care Vigilance Change Professional accountability</td>
</tr>
</tbody>
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Appendix D. Preceptor Guidelines – MSN Program

Preceptor Guidelines - MSN Program

Development of mastery is facilitated using focused and sustained clinical experiences, which provide the learner with the opportunity to master the patient care delivery skills as well as the system assessment and intervention skills which require an understanding of organizational dynamics (AACN, 2011, p.30). A preceptor will be used for various practicums during the MSN Program to assist in guiding nursing students during their educational process.

Utilizing preceptors provides an additional learning forum for nursing students’ continued improvement of patient care delivery, understanding of the integrated healthcare organization, and fostering their development as a nurse leader. Both student and preceptor will utilize evidence-based practices to ensure quality outcomes. The type(s) of learning experiences will be designed to assist the learner to acquire knowledge and practice at a graduate (master’s-degree) level. Supervised clinical experiences will be verified, documented, and evaluated for each student during the practicum.

Preceptor Qualifications:
- Must be a registered nurse with an unencumbered license in the state in which they precept students.
- Must have a minimum of a master’s degree in nursing from an accredited college or university; a terminal degree from an accredited college or university is preferred.
- Must be employed by Providence St. Joseph Health or its affiliates.

Examples of qualified preceptors may include however are not limited to nurse manager, assistant nurse manager, educator, clinical nurse specialist, nursing director, clinical nurse leader, community educator, or academic faculty member.

Within the first 30 days of the designated term, the preceptor and student will be sent via email the links to view a brief video (and PowerPoint Presentation) describing the precepting process and expectations from the UP-Faculty member. The email will also include the following: (a) written documentation of the course and student learning objectives, (b) role expectations of faculty, preceptor, and preceptee, (c) description of the feedback mechanisms, and (d) University of Providence faculty contact information.

A designated faculty member and/or the Faculty Program Director will meet with the preceptor at least once each term to answer any questions and discuss the progress of the student. Preceptors are encouraged to contact the University of Providence faculty member at any time with questions or concerns.

Preceptor Expectations:
The preceptor is responsible for creating an environment that enhances learning and this can be achieved by providing the following activities to students:
- Instruction and supervision, as needed.
• Evaluation of student progress.
• Professional, respectful, and timely communication with student as well as faculty.

**FERPA**
The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that protects the confidentiality of a student’s educational records. As a student employee/co-op student/intern/volunteer at the University of Providence, it is important for you to familiarize yourself with some of the basic provisions of FERPA to ensure that you do not violate this federal law. As a Preceptor you must not under any circumstances:

- Release to any person(s) information about a student, unless your position specifically authorizes and requires you to do so.
- Acquire or collect any information from a student’s record that you do not need in order to do your job or perform the duties assigned to you.
- Share information about students that you may have learned while performing your work. Even a minor disclosure of information (e.g., telling another student of someone’s class schedule) is a violation and may result in disciplinary action up to and including termination from your position as a preceptor.
- It is your responsibility to keep any information obtained in your workplace confidential.

**Preceptor Feedback:**
In addition to ongoing formative feedback for the student, preceptors will be required to provide standardized summative feedback via an electronic survey form on their assigned student(s) each term.

Dear Preceptor:

Please review and rate the student’s performance in each of the following areas using this on-line survey. All surveys will be provided to the faculty of record that will assign a final pass/fail grade for the practice experience. Please note: the students cannot complete the course until the faculty of record receives this information.

<table>
<thead>
<tr>
<th>Preceptor’s Name and Date</th>
<th>Facility, Department, Clinic</th>
<th>Student’s Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Overall Evaluation of Student</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement/Receptivity/Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement: Achieves student learning outcomes for the course (clinical experience)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Involvement: Completes all clinical and course assignments in agreed upon time frame</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Involvement: Communicates in a professional manner which encourages collaboration</td>
<td>☐</td>
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<tr>
<td>Involvement: Maintains confidentiality</td>
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</tr>
<tr>
<td>Receptivity: Follows through with suggestions in a timely manner</td>
<td>☐</td>
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</tr>
</tbody>
</table>
Receptivity: Demonstrates the ability to be flexible in adjusting to changes due to time constraints or needs of the unit, department, or clinic

Competence: Makes use of critical thinking and evidenced-based knowledge to implement change

Comments
What did the student do well?
What could the student do to improve:
Additional comments or suggestions:

Student (Preceptee) Expectations:
- Achieves student learning outcomes for the course.
- Completes all course assignments in a timely manner.
- Maintains a professional and respectful relationship with the preceptor and faculty member.
- Maintains confidentiality.
- Makes use of reflective practice to learn from the practicum experiences.

Within the first week of the term, students will receive: (a) written documentation of the course and student learning objectives (Class Syllabi), (b) role expectations of faculty, preceptor, and preceptee, (c) description of feedback mechanisms, and (d) University of Providence faculty contact information. Students may contact the University of Providence faculty member at any time with questions or concerns.

Documentation
At the end of the term, the student will complete an on-line survey evaluating the experience and the preceptor. Evidence of clinical experiences will be added in the student's Professional Portfolios (listed in Microsoft Teams) as a one way of documenting their progress and growth. It is the expectation that the student will update and manage their portfolios during the program.

Dear Preceptee:
Please review and rate the preceptor’s performance in each of the following areas. Please submit your responses via the on-line survey. All surveys will be provided to the faculty of record for the practice experience.

Student’s Name and Date
Facility, Department, Clinic
Preceptor’s Name

1=Almost Never  2= Rarely  3=Sometimes  4= Usually  5=Almost Always

<table>
<thead>
<tr>
<th>Overall Evaluation of Student</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement/Receptivity/Competence</td>
<td></td>
<td></td>
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<tr>
<td>Involvement: Aides student in achieving learning outcomes for the course (clinical experience)</td>
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<tr>
<td>Involvement: Helps to establish and achieve clinical and course assignments in agreed upon time frame</td>
<td></td>
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<tr>
<td>Involvement: Preceptor communicates in a professional manner which encourages collaboration</td>
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</tbody>
</table>
### Overall Evaluation of Student

| Receptivity: Demonstrates the ability to be flexible in adjusting to changes due to time constraints or needs of the unit/department/clinic | □ | □ | □ | □ | □ |
| Competence: Encourages student to make use of critical thinking and evidenced-based knowledge to implement change | □ | □ | □ | □ | □ |

### Comments

- What were two things that the preceptor did well:
- What two things did you learn from this experience:
- Additional comments or suggestions:

### Faculty Expectations:

- In the event the student is unable to find a preceptor, the Faculty Program Director will assist the student in locating an appropriate preceptor for a practicum.
- Shares expectations with the student and preceptor(s).
- Provides preceptor with course outlines, objectives, and student assignments.
- Communicates with preceptors through phone conversation or email. The frequency may vary.
- Is available to preceptor for questions, problems, and concerns that may come up during the term.
- Feedback will be solicited from the preceptor and student during the term. The Faculty Program Director, Division Chair and/or appropriate faculty members will review this feedback. Faculty will make the final decision in determining a grade for each student.

(Revisions: August 2017; Jan 2019)
Appendix E. University of Providence Department, Fax, and 800 Numbers

<table>
<thead>
<tr>
<th>University of Providence Departments</th>
<th>University of Providence FAX Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Gustafson, PhD, RN</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Division Chair, SHP, Nursing</td>
<td>Administration &amp; Finance</td>
</tr>
<tr>
<td>(406) 465-1352</td>
<td>Administration Complex</td>
</tr>
<tr>
<td>Lynette Savage, PhD, RN, COI</td>
<td>Athletics Department</td>
</tr>
<tr>
<td>Faculty Program Director</td>
<td>Business Office</td>
</tr>
<tr>
<td>(503) 349-0215</td>
<td>Campus Bookstore</td>
</tr>
<tr>
<td>VP of Academic Affairs</td>
<td>Center for Acad Excellence</td>
</tr>
<tr>
<td>Accounting Services</td>
<td>Faculty Offices Suite</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>Graduate Studies</td>
</tr>
<tr>
<td>Alumni Office</td>
<td>Library</td>
</tr>
<tr>
<td>Business Office</td>
<td>Student Services</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>Telecom/Distance Learning</td>
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<tr>
<td>Campus Bookstore</td>
<td>5302</td>
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<tr>
<td>Career Services</td>
<td>5263</td>
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<tr>
<td>Financial Aid</td>
<td>5264</td>
</tr>
<tr>
<td>Galerie Trinitas</td>
<td>5200</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>5292</td>
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<tr>
<td>Human Resources</td>
<td>5245</td>
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<tr>
<td>IT Support</td>
<td>5230</td>
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<tr>
<td>Library</td>
<td>5260</td>
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<tr>
<td>Mailroom (Campus Store)</td>
<td>5216</td>
</tr>
<tr>
<td>President’s Office</td>
<td>5216</td>
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<tr>
<td>Public Information</td>
<td>5201</td>
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<td>Registrar’s Office</td>
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<tr>
<td>Student Development</td>
<td>5308</td>
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<tr>
<td>Telecom/Distance Learning</td>
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<tr>
<td>University of Providence Main Number</td>
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<tr>
<td>(406) 791-8210</td>
<td>5214</td>
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<tr>
<td>University of Providence 800 Numbers</td>
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<tr>
<td>Admissions &amp; Records*</td>
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<tr>
<td>Business Office</td>
<td>5334</td>
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<tr>
<td>Campus Bookstore</td>
<td>5267</td>
</tr>
<tr>
<td>Distance Learning*</td>
<td>5326</td>
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<tr>
<td>Financial Aid</td>
<td>5334</td>
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<tr>
<td>All the 800 numbers work in the following areas CO, ID, MT, ND, OR, SD, WA, WY, Alberta, BC, Saskatchewan</td>
<td></td>
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<tr>
<td>* These numbers are accessible NATIONWIDE</td>
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</table>

Revision date: June 2019